

# **Facilitating Vocabulary Depth through Clarifying Context in *havo* 4**

Master English Language and Culture: Education and Communication

Master's Thesis

Esmee van Dongen (2266618)

Supervisor: Dr. Trenton Hagar

Second reader: Dr. Elena Tribushinina

May 2024



**Utrecht  
University**

### **Abstract**

The present study aimed to investigate the efficacy of additionally developed context-rich study material for *Examenidoom havo 4* (van Eijk, 2021) in facilitating a more advanced understanding of vocabulary. An extended version of the *Examenidoom* booklet (van Eijk, 2021) was developed, consisting of three extra authentic example sentences per word, portraying its various forms, meanings and uses. Two vocabulary exams were used to indicate any effects, as well as evaluative semi-structured interviews with participants from the intervention group. The results of the vocabulary exams not indicate any significant differences in scores between the intervention and control group. However, the qualitative data revealed students' positive experiences with the additional context, indicating increased comprehension and a preference for the extended version of *Examenidoom*. The study concludes with practical suggestions for integration of the context-rich study material in English curriculums, along with five lesson designs.

### **Keywords**

*Second language learning, vocabulary learning, vocabulary depth, word knowledge, clarifying context, rich context, authentic context.*

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## 1. Introduction

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p.111, as cited in Hummel, 2014). The paramountcy of vocabulary to the acquisition of a second or foreign language (L2) is self-evident; words are the building blocks of our communication. Words provide the possibility of both understanding and expressing ideas, and a more sophisticated vocabulary can improve all areas of communication, that is, speaking, listening, reading and writing (Mukoroli, 2011). According to Nation (1990, as cited in Choo, Lin & Pandian, 2012), language learners themselves also consider knowledge of vocabulary of primary importance and often feel that both their receptive and productive language difficulties stem from insufficient vocabulary. Furthermore, a larger vocabulary can enable a learner to tolerate small proportions of unfamiliar words in a text without any issues of comprehension. In fact, learners might even be able to infer the meaning of those unfamiliar words in a rich context, as well as acquire new grammatical structures (Mukoroli, 2011; Krashen, 1981, as cited in Paesani, 2005). In other words, vocabulary learning is crucial as it facilitates communication in the target language, as well as opportunities for obtaining more new words and grammatical structures, again leading to more language improvement.

It is only since the 1970s that vocabulary has become a more dominant element in second language learning, due to the emergence of the Natural Approach and the Communicative Language Teaching concept which both enhanced the importance of lexical knowledge (Carter and McCarthy, 1989; Laufer, 1986, as cited in Choo, Lin & Pandian, 2012). As vocabulary has received a more relevant status, it has naturally raised debates on the manner in which vocabulary in an L2 is best acquired. One crucial issue concerns whether vocabulary should be learned with or without context. While various studies have shown that context is crucial to vocabulary learning as it allows a learner to acquire more complex properties of the word, such as its syntactic, lexical and semantic properties (e.g., Nation,

1990; Richards, 1976, as cited in Rott, 1999, Nulft & Verhallen, as cited in Brouwer, 2011), others have pointed out decontextualised vocabulary learning as more effective. An important advantage is that it is a faster and more efficient way of expanding lexical knowledge (Hughes, 2019; Ünalı, Bardakci, Akpınar, & Dolaş, 2013; Paribakht & Wesche, 1999, as cited in Amirian & Momeni, 2012; Sternberg, 1987, as cited in Ünalı et al., 2013).

Secondly, there is the debate on the – either explicit or implicit – approach to L2 vocabulary learning. This distinction originates from the area of psychology, emphasising the presence or absence of conscious operations (Choo, Lin & Pandian, 2012). Ellis (1994, as cited in Choo, Lin & Pandian, 2012), defines implicit learning as acquisition of knowledge by means of a natural process, simply and without conscious action, whereas explicit learning is typically a conscious process. Naturally, this also has the advantage of time-efficiency. Deitcher (2007, p.11, as cited in Khamesipour, 2015) describes implicit learning as “acquisition of knowledge which occurs independently of conscious attempts to learn without explicit knowledge about what was acquired”. Various researchers have concluded that both the explicit and implicit approaches should have a place in L2 vocabulary learning. It is suggested that learners should be given explicit instruction and practice in the first two or three thousand high-frequency words. Mirzaii (2012) suggests that this 2000 to 3000 word base is a minimum threshold which enables incidental vocabulary learning when reading authentic texts. It is proposed that beyond this threshold, most low-frequency words will be learned incidentally through listening or reading (Schmitt & McCarthy 1997; Nation 2001; Carter & McCarthy 1988; Carter 1998, as cited in Mirzaii, 2012). Mirzaii (2012) stresses that explicit learning is considered vital in the initial stages of vocabulary learning, as it is very difficult to infer meanings of new words from context, if the context cannot yet be understood. Mirzaii (2012) suggests a 2000 to 3000 word base as a minimum threshold that enables incidental vocabulary learning when reading authentic texts.

Finally, there is a distinction between intentional and incidental learning. Incidental learning resembles implicit learning. Hence, various scholars have used the notions synonymously before. However, there is a difference. Incidental learning is defined as the acquisition of new words as a by-product of any activity not necessarily geared towards vocabulary learning (Rieder, 2003, as cited in Choo, Lin & Pandian, 2012). Incidental vocabulary learning resembles implicit learning in the sense that in both processes, there is no deliberate focus on acquiring lexical knowledge. However, the difference is that in implicit learning, there is no consciousness of the fact that new knowledge is acquired, while for incidental learning, the learner may be aware of learning new information (Hulstijn, 2013). As opposed to incidental learning, intentional vocabulary learning means any activity specifically aimed at memorising new words (Hulstijn, 2001, as cited in Choo, Lin & Pandian, 2012).

In secondary schools, vocabulary is mostly taught intentionally, explicitly and with little to no context, since, according to Nulft and Verhallen (2001, as cited in Brouwer, 2011), context in language teaching methods is usually poor. To illustrate, *Examenidoom*, a vocabulary booklet designed for and widely used by Dutch schools and students in the (pre-) exam years of *vmbo* to *vwo* for English, is a perfect example of such context-poor teaching material. Each of these *Examenidoom* booklets provide about 1,000 words in total, divided over 20 thematic chapters. The words are given in both English and in Dutch and each word is accompanied with merely one example sentence and its Dutch equivalent.

Considering the limited context provided in *Examenidoom*, students' comprehension and ability to produce may also be limited. To really understand a word, according to Nation (1990, as cited in Hummel, 2014), is to be aware of a word's meaning, its collocations, connotations, register, lexical and grammatical behaviour. Anderson and Freebody (1981, as cited in Webb, 2013) first called this vocabulary depth. "Depth of vocabulary knowledge refers to how well words are known. Developing vocabulary depth typically involves the

accumulation of knowledge through encountering and using words in a variety of different contexts in order to learn the forms, meanings, and uses of words” (Webb, 2013, p.1). To obtain this deep understanding of words, students should be made aware of the lexical properties and relations of words, for example through more clarifying context, portraying the word in various ways of use. The present study aims to develop additional contextual study material for *Examenidoom havo 4* (van Eijk, 2021), consisting of supplementary contextual example sentences per word, portraying the various forms, meanings and uses of words. Although various studies have been conducted on context in vocabulary knowledge (McKeown, Beck, Omanson & Pople, 1985, as cited in Nagy, 1995; Hulstijn, 1996, as cited in Webb, 2008; Rott, 1999, as cited in Webb, 2008; Pigada & Schmitt, 2006; Webb, 2007a; Webb, 2007b; ), there is little information on to what extent a small number of explicit contextual examples from authentic context can facilitate vocabulary depth, and whether this contextual approach in *Examenidoom* (van Eijk, 2021) contributes to higher results on vocabulary exams. The additionally developed study material for *Examenidoom havo 4* (van Eijk, 2021) will result in an extended version of the booklet, containing three extra example sentences per word, retrieved from authentic context. This extended booklet will be given to students in *havo 4* at Koning Willem II college – a Dutch secondary school for *vmbo, havo* and *vwo*, located in Tilburg – to use in class or at home, in preparation for a vocabulary exam.



## 2. Theoretical Framework

### 2.1 Vocabulary Depth

A common distinction made in studies on the learning of words and accumulating word knowledge in an L2 is vocabulary breadth – also width or size – and vocabulary depth. Vocabulary breadth is generally seen as the number of words that a learner knows, whereas vocabulary depth concerns the quality of word knowledge (Anderson & Freebody, 1981; Meara & Wolter, 2004; Schmitt, 2014; Mehrpour & Razmjoo, 2011). Depth of word knowledge is said to go beyond simply being able to link form and meaning of words (Webb, 2013). However, defining a learner's quality of word knowledge – in other words, defining vocabulary depth – is complicated. Hence, there does not yet exist one exact definition for vocabulary depth that is widely agreed upon (Webb, 2013). Although defining vocabulary depth appears to be complicated, various researches have attempted to define and measure it.

#### 2.1.1 Aspects of Word Knowledge

To begin with, many studies on vocabulary depth are based on a list of aspects of word knowledge proposed by Richards in 1976 (Meara & Wolter, 2004). Richards (1976) suggested that knowing a word involves knowledge of the following five dimensions: (1) being aware of the word's frequency, (2) its syntactic behaviour, (3) stylistic constraints, (4) morphology and possible derivations and (5) knowledge of the network of associations of that word.

Otherwise, Nation (1990, as cited in Mehrpour & Razmjoo, 2011) suggested that there exist eight aspects of word knowledge: (1) a word's spoken form, (2) its written form, (3) grammatical behaviour, (4) collocations, (5) frequency, (6) stylistic register constraints, (7) conceptual meaning and (8) associations with related words. In 2001, Nation again proposed a now often-cited description of vocabulary knowledge, this time according to the dimensions of form, meaning and use, as can be seen in Table 1 (Nation, 2001, as cited in Webb, 2013). Form, meaning and use are each divided into three specific types of knowledge, that are again split up into receptive (marked by R) or productive aspects (P) of knowledge.

**Table 1** Description of vocabulary knowledge (Nation, 2001, p. 27 as cited in Webb, 2013)

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Association	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical functions	R	In what patterns does this word occur?
		P	In what patterns must we use this word?
	Collocation	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use	R	When, where, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note. R = receptive knowledge, P = productive knowledge.

Webb (2013) emphasises that it is often incorrectly assumed that receptive knowledge precedes productive knowledge. For instance, some learners may be able to spell a word correctly before understanding its meaning. Correctly spelling a word is considered as productive knowledge of written form, whereas understanding of meaning is categorised as receptive knowledge of form. Therefore, it is important to refer to receptive and productive knowledge of the individual aspects of word knowledge.

### 2.1.2 Defining Vocabulary Depth

Nation and Webb (2011, as cited in Webb, 2013) use the term *vocabulary strength* to refer to the level of knowledge of the distinct aspects of form, meaning and use, ranging from no knowledge, to varying degrees of partial knowledge, to full knowledge. However, as mentioned before, a description of what it means to reach full – deep – knowledge, has not yet been agreed upon. Feng Teng et al. (2024) suggest that depth of vocabulary knowledge is based on how well a word is understood, encompassing its collocations, derivatives, and the

nuances of its meanings. Otherwise, one often-cited definition for vocabulary depth – according to Yanagisawa & Webb (2019) – has been proposed by Anderson and Freebody (1981): “We shall assume that, for most purposes, a person has a sufficiently deep understanding of a word if it conveys to him or her all of the distinctions that would be understood by an ordinary adult under normal circumstances” (p. 93). Finally, Webb (2013) proposes a much clearer concept of when deep word knowledge is accumulated. According to Webb, vocabulary depth should involve learning of all the nine aspects of knowledge as proposed by Nation (2001, as cited in Webb, 2013).

## **2.2 Measuring Vocabulary Depth**

Although it has been argued that providing a comprehensive measure of vocabulary depth may be unrealistic (Yanagisawa & Webb, 2019), a number of researchers have attempted to develop tests for measuring vocabulary depth. To begin with, Wesche and Paribakht (1996, as cited in Meara & Wolter, 2004) created a Vocabulary Knowledge Scale (VKS), in which test-takers rate their own knowledge of target words on a five point scale. The scale consists of five categories, or stages of word knowledge (Yanagisawa & Webb, 2019), ranging from (1) “I don’t remember having seen this word before” to (5) “I can use this word in a sentence: \_\_\_\_\_”. This test allows students to indicate how well they know certain words, as they are also asked to generate definitions or sentences with the target words. The VKS was originally developed to report gains in vocabulary knowledge, but it has often been used as a tool to measure depth. Schmitt and Meara (1997, as cited in Meara & Wolter, 2004) developed an instrument that was purposefully aimed at measuring vocabulary depth. By means of this instrument, test-taker’s abilities to generate derivatives of target words is tested. Another format was suggested by Cronbach (1943, as cited by Schmitt, 1994), called the multiple true-false test, addressing the polysemous meanings of a word, as well as it offers collocations and other associative relationships of words that learners have to mark either true or false.

A more recent study conducted by Rashidi and Khosravi (2010), focussing on the role of vocabulary depth and breadth in reading comprehension, measured depth differently. As for measuring test-taker's depth of vocabulary knowledge, a word-associate test (WAT), also called word-associate format (WAF), originally developed by Read (1993, as cited in Mehrpour & Razmjoo, 2011; Read, 1993, 1998, as cited in Yanagisawa & Webb, 2019) was used. The WAT measures the learner's depth of vocabulary knowledge through word associations. In other words, the different semantic and collocational relationships of a word with other words in a language. The WAT – or WAF – is a frequently used instrument in studies on measuring vocabulary depth (e.g. Mehrpour & Razmjoo, 2011; Rahimi, 2014). However, a downside of this test is that it only measures some of the elements considered to be part of vocabulary depth (Rahimi, 2014). Webb (2013) emphasises that this is a limitation known to all tests on vocabulary depth, as measuring learning with a single assessment of form and meaning may only capture a small part of what may be known about words.

### **2.3 The Importance of Deep Vocabulary Knowledge**

Yanagisawa and Webb (2019) and Milton (2013) emphasise the importance of vocabulary depth by suggesting that an L2 learner should know different aspects of word knowledge as a means to fulfill the communicative tasks of speaking, writing, reading and listening in an L2 on a more advanced level. Webb (2013) explains this by arguing that being able to link form to meaning – vocabulary breadth – is definitely important, but does not ensure that words will be understood and used appropriately in communication. “How well, or deeply, a word is known determines whether or not it can be discriminated from other words and understood in novel contexts or in different morphosyntactic forms” (Coyne, McCoach, Loftus Zipoli & Kapp, 2009, p. 3). Hence, there is a need for L2 learners to develop a deep understanding of vocabulary. Various researches have been able to show how depth of vocabulary contributes to development of these communicative skills.

For example, Mehrpour & Razmjoo (2011) conducted a study on the relation between vocabulary depth and breadth and their contribution to reading comprehension. The results revealed that vocabulary breadth and depth are positively correlated; learners with a larger vocabulary breadth also had a deeper understanding of the words. Despite the fact that both dimensions of vocabulary knowledge played an important role in reading comprehension, vocabulary depth appeared to have a more significant contribution. The results of the study suggest that vocabulary depth is a stronger predictor of reading comprehension, and that a deeper knowledge of words helps students to become better readers. Other studies conducted on the role of vocabulary depth in reading comprehension such as those by Rashidi and Khosravi (2010), Binder, Lee, Bessette and Vu (2017), Qian (1999, as cited in Rashidi and Khosravi) and Ouellette (2006, as cited in Rashidi and Khosravi) also showed that vocabulary depth provides a significant contribution to reading comprehension.

Milton (2013) discusses the contribution of vocabulary knowledge to proficiency in all four communicative language skills and concludes that there is a strong relationship between measures of vocabulary and the ability to read, write, listen and supposedly to speak as well: “Generally speaking, the more words a learner knows, the more likely they are to know about them, and the better they are likely to perform whatever the skill” (p. 71).

#### **2.4 Teaching Vocabulary Depth**

The importance of teaching vocabulary depth is emphasised by several researchers. Webb (2013) and Sternberg (2014) for example, highlight the importance for teachers to include teaching vocabulary depth, and advise to consider the aspect of depth in planning vocabulary learning as part of a larger course, due to the fact that accumulating the right knowledge for correct comprehension and use of words could often be a long process. Webb (2013) highlights the fact that teachers should be aware of vocabulary depth and how different types of learning can affect vocabulary learning. This consciousness helps teachers to see how

certain activities and tasks facilitate vocabulary learning and the need for different types of activities in order to develop a deeper knowledge of words. Besides, measuring students' vocabulary depth can function as a tool to provide information on what learners already know and what not. According to Rahimi (2014), not only teachers, but also students as learners of the L2 should be made aware of depth of vocabulary and learning strategies and activities that contribute to it.

#### **2.4.1 Instruction to Accumulate Vocabulary Depth**

Teng (2014) proposes that teachers need to apply effective instructions in teaching deep vocabulary knowledge: "Effective instructions on learning the depth of vocabulary knowledge should include cultivating learners' word consciousness, identifying morphological and semantic interconnectedness between words, and enhancing learners' sensitivity to words with multiple meanings" (p. 49). Besides, explicit instruction on awareness of strategies that can be used to accumulate vocabulary knowledge also appear to contribute to vocabulary depth (Fan, 2003; Yang, 2007, as cited in Rahimi, 2014). The results of a study by Coyne et al. (2009) indicate that "instructional approaches that focus on developing depth of vocabulary knowledge most often provide students with extended opportunities to discuss and interact with words outside story readings" (p. 3). Beck and McKeown (2007, as cited in Coyne et al., 2009) reported that oral vocabularies of children were enhanced by rich instruction – explanation on word meanings and words presented in contexts – followed by storybook readings. Coyne et al. (2009) also stress the benefits of extended vocabulary instruction: "Because extended instruction allocates more instructional time per word, students receive more encounters with and exposure to target vocabulary" (p. 3).

Furthermore, extended instruction allows teachers to provide students with examples of how the target word is used in various contexts. However, teachers have limited time in class and therefore are forced to focus on teaching fewer words or to find other ways to

facilitate vocabulary depth (Coyne et al., 2009).

#### **2.4.2 Vocabulary Depth through Context**

According to Anderson and Freebody (1981, as cited in Webb, 2013), developing vocabulary depth involves the accumulation of knowledge through encountering and using words in a variety of different contexts. Aitchison (2003, as cited in Hamada, 2011) agrees and adds to this by mentioning that word meaning is learned by noticing the words that usually appear alongside a target word, after which vocabulary knowledge is gradually developed by organising this word information into a mental lexicon. In order to obtain this knowledge of form, meaning and use, it is suggested that learners should be made aware of the lexical properties and relations of words, for instance by means of clarifying context, which portrays the target word in different ways of use (Anderson and Freebody, 1981, as cited in Webb, 2013). Stahl (1986, as cited in Nagy, 1995) agrees and adds that if vocabulary instruction goes beyond providing definitions and includes multiple exposures to the word in context, requiring deep processing of information about the words, word knowledge can be enhanced (Stahl, 1986, as cited by Nagy, 1995; Schmitt, 2008).

Webb (2007a) conducted a study on the effects of context on learning of grammatical functions, syntagmatic association, paradigmatic association, orthography, and meaning and form in an explicit manner. The results indicated that a single context may have little effect on accumulation of vocabulary knowledge. However, a limitation of this study was the fact that just one contextual example sentence was included for every word. Another study by Webb (2007b) discussed the effects of repetition in context on word knowledge. The study tested word knowledge after repetition in 1, 3, 7 and 10 different sentences. The results showed that, each time the number of repetitions in context increased, greater gains for at least one aspect of word knowledge were found. Another research on the number of encounters with a word concluded that *ownership* of words can only be reached after at least seven meaningful

encounters (McKeown et al., 1985, as cited in Nagy, 1995).

A study by Pigada and Schmitt (2006) also concluded that that some aspects of word knowledge are enhanced by context. Knowledge of 65% of the target words used in the study was improved – to varying extents – in terms of spelling, meaning, grammatical knowledge, even from a small number of exposures in extensive reading. Nagy (1995) concludes that context remains a vital source of information for learners: “And although learning from context is demonstrably more difficult in a second language, second-language readers have been shown to gain significant word knowledge simply from reading, and increasing second-language students' volume of reading has been found to produce significant gains in vocabulary knowledge and other aspects of linguistic proficiency” (p. 1).

#### **2.4.2.1 Type of Context**

Nagy (1995) confirms that context has proven to be effective in terms of gaining vocabulary knowledge, but also emphasises that learning from context is significantly more difficult in an L2. Therefore, Nagy (1995) suggests that learners should be exposed to comprehensible input. The theory of comprehensible input argues that language acquisition is caused by learners understanding input that is slightly beyond their current state of knowledge of the L2 (Krashen, 1981). Despite the fact that this theory is aimed at learning an L2 in general, in a rather implicit manner and not at gaining deeper word knowledge from context, the idea of context that is near the current state of knowledge of learners and challenges them into the next stage of development, is definitely helpful in deciding on what context to select for teaching vocabulary depth. Anderson and Freebody (1981, as cited in Webb, 2013) also mention that in order to facilitate vocabulary depth, clarifying context is needed, also implicating that the context should be comprehensible to learners. Nulft and Verhallen (2001, as cited in Brouwer, 2011) also emphasise the benefit of clarifying context, as they explain that some meanings of words become self-evident by means of clarifying example sentences,



facilitating a better grip on the word's meaning. Furthermore, it is suggested that the context provided should portray the target word in different way of use, with the aim of gaining knowledge on form, meaning and use of words.

Apart from this, the necessity for context being natural or authentic has been highlighted by various studies. For example, Ruiz (2015, as cited in Marpaung & Situmeang, 2020) argues that lessons are more meaningful and successful for language learners with the use of authentic material such as texts, songs, and audio-visual materials. Furthermore, it is suggested that by using authentic language material, students meet the outside and real-world, encountering real-life examples of how the language is used. This is said to stimulate interest and motivation in L2 learning (Nuriyya, 2018, as mentioned in Marpaung & Situmeang, 2020). Despite the need for context to be authentic, clarity of context should also be secured, due to the fact that in some sentences, word meaning may be transparent whereas in others it may be fully opaque (Webb, 2008). In a study by Hulstijn (1996, as cited in Webb, 2008), authentic texts were used but the researchers eventually concluded that it was extremely hard to infer the exact meaning of target words based on context. Contrasting results were found in a study by Rott (1999, as cited in Webb, 2008), where texts were created, consisting of enough contextual clues for learners to be able to infer the correct meaning. In short, it appears that authentic context is preferred, however, it may need to be adjusted in order to make it comprehensible for learners so information on word meanings, forms and uses can be inferred.

### 3. Research Questions and Hypotheses

The present study aims to determine whether the additionally developed context-rich study material for *Examenidoom havo 4* (van Eijk, 2021) facilitates vocabulary depth. Hence, the main question (RQ1) to be answered is: Does the designed context-rich study material facilitate a more advanced understanding of vocabulary for students in the intervention group? In order to answer this research question, two sub-questions were initiated:

RQ2: Is there a significant difference between the scores on a vocabulary exam of students that were offered extended contextual material and students that were not?

RQ3: Do participants of the intervention group perceive the extended study material as meaningful to a more advanced understanding of the studied vocabulary?

As for RQ2, it was expected that the students that were offered the extended study material would achieve significantly higher scores on the vocabulary exam than the students that were not ( $H_1: M_1 \neq M_2$ ). These expectations were based on several principles suggested by previous studies on vocabulary knowledge. For example, Nulft and Verhallen (2001, as cited in Brouwer, 2011) propose that some word meanings become self-evident by means of clarifying example sentences, facilitating a better grip on the word's meaning. Schmitt (2008) argues that lexical knowledge can only be grasped through several exposures to the word in varying contexts. In addition, Schmitt (2008) and Stahl (1986, as cited by Nagy, 1995) suggest that encountering a word in various contexts enhances vocabulary depth and that more exposure helps consolidate its meaning. Of course, the possibility that the contextual material has no effect on the scores of the students ( $H_0: M_1 = M_2$ ) was also taken into account.

As for RQ3, it was expected that the students that are offered the additional study material would consider it meaningful to their understanding of the studied vocabulary, due to the same principles suggested earlier. Of course, the possibility that students do not consider the context-rich study material as meaningful to their vocabulary learning or language learning in general, or that students see chances for improvement, was also taken into account.

## 4. Methodology

### 4.1 Participants

In total, 49 Dutch-speaking secondary school students ( $M_{age} = 16.1$  years) in *havo 4* participated. Of these participants, 22 were male and 27 female. These students – participants – were divided into two separate *4 havo* groups. One group received the regular study material, in other words, the original Examenidoom (van Eijk, 2021). The other group was part of the intervention and received the designed study material, in other words, the extended version of Examenidoom. Of the intervention group, five students also participated in semi-structured interviews, evaluating the extended Examenidoom booklet. Both the students and parents of both the control and intervention group were informed on the study beforehand and the students that participated in the semi-structured interviewed, as well as their parents, gave consent, either online or on paper.

### 4.2 Materials

For the intervention, additional study material for eight chapters of Examenidoom (van Eijk, 2021) was developed. An extended booklet was designed (appendix 1), consisting of three additional example sentences per word, apart from the example sentence and translation that were already given in the original Examenidoom (van Eijk, 2021). Three more sentences provide students with three extra, different types of encounters with the word. Although more encounters – example sentences – may be advantageous, it should be considered that after all, the aim is that student read and use the example sentences. Each of the eight chapters consisted of approximately 50 words, which resulted in roughly 1.200 extra example sentences in total. Too many example sentences might result in students not reading or using them. The supplementary sentences in the designed booklet were not translated to Dutch, as a Dutch translation of the word and of one example sentence were already given in the original Examenidoom booklet. Besides, the focus of the present study is on achieving higher results through vocabulary depth in the target language.

All additional example sentences were carefully selected from four English corpora and one AI tool (OpenAI, 2023)<sup>5</sup>. As for the corpora, The British National Corpus (BNC)<sup>1</sup>, The Corpus of Contemporary American English (COCA)<sup>2</sup>, The Movie Corpus (MOVIES)<sup>3</sup> and The TV Corpus (TV)<sup>4</sup> were used (Davies, 2004; Davies, 2008; Davies, 2019; Davies, 2019). The superscripted numbers correspond with the superscripts added next to every example sentence in the extended Examenidoom booklet (appendix 1), indicating its source. Four different corpora and one AI tool, containing both British English and American English samples of written and spoken languages from various sources, facilitated a large authentic database to select appropriate sentences from.

Three sentences per word were carefully selected based upon their ability to portray the words' meaning(s), collocations, connotations, register, lexical and grammatical behaviour in clear but also – where possible – diverse ways. The aim was to provide three extra sentences that each portrayed a different meaning, use or form of the word. On the one hand, it is impossible to cover all aspects of a word in just three additional sentences, but on the other, three extra sentences do provide many chances to portray various features of form, meaning and use. Verbs were presented conjugated at all times. For instance, the verb “to recharge” (appendix 1) was conjugated into “recharging”, “recharged” and “recharges” in the three supplementary example sentences. As for other word classes such as nouns, adjectives and adverbs, words were not always necessarily presented in different forms. In some cases, there was more focus on the presentation of various uses and meanings. For example, the word “major” (appendix 1) was presented in the sentences with common collocations or ways of use: “he has a major incentive to...”, “the president has a major decision to make” and “smartphones are a major part of...”. Finally, in some cases, too long or ungrammatical sentences or sentences that consisted of many new words that have not yet been discussed in 1 to 3 *havo* were slightly adjusted to make them correct and suitable for 4 *havo* students.

### 4.3 Procedure

The 49 participants were already automatically split up into two different *4 havo* groups. By means of a computer-generated randomiser, group 1, consisting of 26 students, was selected as the control group, and group 2, consisting of 23 students, as intervention group. Both groups took the exact same pre-test and post-test. Inbetween the pre-test and post-test, the control group was given the original version of *Examenidoom*, whereas the intervention group worked with the extended version. *Examenidoom*, either the original or extended version, was used as study material.

#### 4.3.1 Pre-Test and Post-Test

For both the pre-test and post-test, a vocabulary exam was used. Both of these vocabulary exams were part of a larger grammar-vocabulary exam in which students were tested on vocabulary (25 items) and grammar (32 items). Obviously, only the scores of the vocabulary part were used in analysing the results.

The vocabulary part – in both the pre-test (appendix 2) and post-test (appendix 3) – consisted of three tasks. In the first task, students receive an exercise with ten gap sentences in which they should put the correct words; the words and some superfluous ones are given in a table. Next to choosing the correct word, students also need to adjust the word to make it suitable for the sentence, which means they sometimes have to conjugate a verb or make a noun plural. Secondly, students are to complete a task with ten sentences in which the Dutch word has already been provided between brackets. Students need to find the correct English translation and again, adjust the word in case necessary. Lastly, there is a task in which five English words are given. Students need to form a grammatically correct and meaningful sentence for every word, displaying the word's meaning correctly and evidently.

Inbetween the pre-test and post-test, students of both the intervention and control group underwent the exact same in-class procedure: Every week, one *Examenidoom* chapter

(van Eijk, 2021) was discussed during class. This always took form of a question-and-answer session. Students of both groups were asked for prepare these sessions – homework is mandatory at all times and not completing has the consequence of one hour of detention – by studying the words of that chapter, and noting down any questions to ask in class. The intervention and control group only differed with respect to the study material given that they used while preparing for classes and for the second vocabulary exam (post-test): students in the intervention group used the designed booklet with the additional example sentences, supplementary to Examenidoom, whereas the control group used the original Examenidoom with only one example sentence accompanied with its Dutch translation (van Eijk, 2021).

As mentioned before, both groups took the same post-test (appendix 3) after a period of eight weeks filled with preparatory homework tasks for the question-and-answer sessions. After the post-test, five students of the intervention group were randomly selected to participate in a semi-structured interview, with the aim of evaluating the designed study material. Each student of the intervention group of which both student and parents had given consent, were given a number and these numbers were entered into a computer-generated randomiser, to ensure randomisation of participants. All five randomly selected students agreed to participate in the semi-structured interview. Conducting semi-structured interviews seemed the most appropriate method, as it allows the interviewer to divert from the interview questions and go in depth on answers given by the participants. Eleven interview questions (appendix 2) were constructed with the aim of evaluating the extended study material and indicating what aspects of the extended booklet were considered valuable or required improvement. These interviews were recorded, transcribed and analysed.

#### **4.4 Statistical Analysis**

As for RQ2, data was collected quantitatively by means of a Repeated Measures ANOVA, using IBM SPSS Statistics (Version 27). A Repeated Measures ANOVA (analysis for

variance) is the appropriate statistical test for comparing means over time across multiple groups; in this case the control group and intervention group. The use of time as a factor (pre-test versus post-test) allows for an examination of possible differences within each group over time. A Repeated Measures ANOVA examines whether there are significant differences between the pre- and post-test and whether these differences also exist between the control and intervention group. Hence, this test appears particularly useful to test the effectiveness of the intervention of the additional study material. For the validity of ANOVA results, it is essential that the means and variances of the two groups are likely comparable. Normal distribution of the data was confirmed by means of the Shapiro-Wilk test, using IBM SPSS Statistics (Version 27). The results of the Shapiro-Wilk test can be seen in appendix 5. A significance level of  $\alpha = 0.05$  was used to determine statistical significance. As for the pre-test, the significance level was  $\alpha = 0.347$ , indicating no significant deviation from normal distribution. The significance level for the post-test was  $\alpha = 0.872$ , which also does not indicate a deviation from normality.

Data for RQ3 was collected qualitatively by means of thematic analyses of the semi-structured interviews. The semi-structured interviews were transcribed, translated to English and analysed by means of a deductive thematic approach, with the expected themes of *layout, preference for either of the two versions of Examenidoom, influence of extra context on comprehension, influence of extra context on test results and influence of extra context on English proficiency*. Extracts from the interview answers were coded, after which each code was assigned to one of the expected themes. Three additional themes, *suggestions for improvement, influence of extra context on productive ability and use of extra example sentences* were included later in the process. After a separate thematic analysis of each interview, the codes of all five interviews were assembled and assigned to their category, with the aim of creating an overview of the answers given by the participants.

## 5. Results

In order to answer the main question (RQ1) of the present study, two sub-questions were initiated, directed at gathering quantitative and qualitative results on whether the additionally developed context-rich study material for *Examenidoom havo 4* (van Eijk, 2021) facilitates a more advanced understanding of vocabulary among students in the intervention group.

### 5.1 Quantitative Results

The first sub-question (RQ2) was aimed to determine any significant differences between the scores of vocabulary exams of students that were offered the additional study material for *Examenidoom havo 4* (van Eijk, 2021), compared to those that were not. A Repeated Measures ANOVA was used to test the alternative hypothesis of ( $H_1: M_1 \neq M_2$ ), predicting that the control group and the intervention group would differ significantly. It was expected that the null hypothesis ( $H_1: M_1 = M_2$ ) could be rejected.

However, the results of the Repeated Measures ANOVA (appendix 10), summarised in Table 2, indicate no significant differences between the control group and intervention group after the implementation of the additional study material. In the Repeated Measures ANOVA analysis, a significant linear effect of time was found on the variable of vocabulary test results ( $F(1, 47) = 9.522, p = .003, \eta^2 = .168$ ), suggesting a significant change in the average scores of the vocabulary exams over time. Yet, the interaction effect between time and group was not statistically significant ( $F(1, 47) = 0.11, p = .918$ ). In short, the effect of time – in which the intervention was implemented – did not significantly differ between the control group and the intervention group.



**Table 2** *Repeated Measures ANOVA test summary for vocabulary scores of the two groups*

<b>Variable</b>	<b>Control Group</b>	<b>Intervention Group</b>
Observations	27	22
Mean Score Pre-test	15.9	15.3
Standard Deviation Pre-test	4.1	4.2
Mean Score Post-test	13.9	13.3
Standard Deviation Post-test	4.9	5.4

*Results of the Repeated Measures ANOVA Test of Within-Subjects Contrasts*

<b>Source</b>	<b>DF</b>	<b>F-value</b>	<b>Significance</b>	<b>Partial Eta Squared (<math>\eta^2</math>)</b>
Time	1	9.522	.003	.168
Time * Group	1	.011	.918	.000
Error (Time)	47			

*Results of the Repeated Measures ANOVA Test of Between-Subjects Effects*

<b>Source</b>	<b>DF</b>	<b>F-value</b>	<b>Significance</b>	<b>Partial Eta Squared (<math>\eta^2</math>)</b>
Group	1	.321	.574	.007
Error	47			

**5.2 Qualitative Results**

As for the second sub-question (RQ3), five students from the intervention group participated in semi-structured interviews, evaluating the additionally developed study material and to what extent the participants considered it meaningful to their vocabulary learning process. These interviews (appendices 3 – 7) were thematically analysed. Appendix 8 shows a summarised thematic analysis of all five interviews.

Eventually, eight themes for the thematic analysis of the semi-structured interviews were identified: (1) use of extra example sentences, concerning to what extent and in what situations participants used the extra context, (2) influence of extra context on comprehension, examining to what extent participants considered the extra context meaningful to their word comprehension, (3) influence of extra context on productive vocabulary, concerning any effect of the extra context on productive ability, according to the participants, (4) lay-out, as to evaluate the lay-out of the extended *Examenidoom* booklet, (5) suggestions for improvement, with the aim of evaluating the additional study material content-wise, (6) influence of extra context on results, examining to what extent participants considered the extra context helpful to their exam results, (7) influence of extra context on English proficiency, regarding students' ideas on the role of more context in improving English proficiency, and (8) preference, discussing whether the participant preferred the original *Examenidoom* or the extended one.

### **5.2.1 Use of Extra Example Sentences**

5 out of 5 participants used (parts of) the extra example sentences while studying, in various ways and situations: 4 out of 5 participants mentioned that they used the extra example sentences in case they needed to understand a new/unfamiliar/difficult word or when they needed a better understanding of the Dutch translation of the word. For instance, to the question whether the extra example sentences were used while studying, one participant answered: "Only those for the words I thought were really difficult" (Student 11, personal communication, 6 February 2024). One participant mentions that the extra example sentences were mainly used for quizzing fellow students: "I didn't really use the sentences that much, but I did whenever I was quizzing someone... used the sentences most of the time then, for a little example sentence. And most of the time the people knew it then... what the word was" (Student 4, personal communication, 6 February 2024). One participant also mentions that extra context was not used if words were already known/not new.

### 5.2.2 Influence of Extra Context on Comprehension

5 out of 5 participants confirmed that the extra example sentences contributed to word comprehension. All 5 participants mentioned this multiple times throughout the interviews. It was suggested that the extra context made comprehension of words – also new and unfamiliar ones – easier, as it provided (extra) information on word meaning and use: “Apart from that, I thought it was pleasant to use the booklet, because well, I thought it was easier to study since you had more sentences to look at, to see what it meant exactly, and how it can be used in a sentence” (Student 4, personal communication, 6 February 2024). 3 out of 5 participants mentioned that the extra context enhanced understanding. In other words, it not only helped to understand a word, but also helped to get a better or deeper grasp of the word. As said by one of the participants, “Yes, they [the extra example sentences] really clarified some of the words. You had a better understanding of what they meant. So that was quite helpful” (Student 12, personal communication, 6 February 2024).

### 5.2.3 Influence of Extra Context on Productive Ability

The results are slightly conflicting. 4 out of 5 participants suggest that, in some way or to some extent (and on condition that the context is actually used), extra context contributes to or expands productive ability. For example, one participant mentions that somewhat less difficulty was experienced on the productive part of the vocabulary exam (post-test):

ED: In the exam, there’s also a task where you have to write your own sentence. That’s something else of course... but do you feel that because of those extra example sentences that you used here and there...

S11: Yes, that was the case!

ED: ...that it was easier to write a sentence yourself?

S11: Yes.

(Student 11, personal communication, 6 February 2024)

One participant does not regard the extra context helpful to productive ability, due to the fact that the exact example sentences are not remembered:

ED: Do you have the feeling that, because of the extra example sentences, it was easier for you to create your own ones?

S1: Well, not really, since I don't exactly remember the sentences. For me it was more about understanding the sentences, but it is still hard to come up with sentences on the exam.

(Student 1, personal communication, 5 February 2024).

For this reason, the student indicates that the extra example sentences did not help with regards to the productive part of the vocabulary exam (post-test).

#### **5.2.4 Lay-out**

2 out of 5 participants mention that the booklet is fragile. 2 other participants put forward certain lay-out related aspects of the booklet – such as organisation, bold words, highlighted parts – that are similar to the original Examenidoom booklet: “The words are highlighted already. And everything is put right after each other, just like in the old one. I wouldn't know what I would change...” (Student 12, personal communication, 6 February 2024). One participant made no remarks related to lay-out.

#### **5.2.5 Suggestions for Improvement**

The same 2 participants that mentioned the fragility of the booklet, suggested a more solid design. 2 out of 5 students proposed that Dutch translations for the extra example sentences would be helpful. One student points out that in some cases, the word was portrayed too similarly, suggesting that the word should be displayed in more various ways:

S11: Yes, for words that you don't understand, the fact that they're accompanied by three example sentences, I thought that was helpful... but well, for some, I felt the three sentences were rather superfluous.

ED: And what do you mean by superfluous?

S11: Well actually that... you only have a certain number of meanings for a word...

ED: Yes.

S11: So sometimes a word just has one meaning, and there is only one way to describe it, so then the word is described exactly similar every time, just in three different sentences.

(Student 11, personal communication, 6 february 2024)

One student suggested that the three example sentences could be replaced by just one, accompanied by its Dutch translation. Also, it was suggested that some Dutch words should be replaced by an easier synonym: “Some words could have been replaced by an easier synonym or something... because... sometimes there is a word that no one really doesn’t know” (Student 12, personal communication, February 6 2024). However, the Dutch translations in the booklet were not initiated or altered in the present study.

### **5.2.6 Influence of Extra Context on Results**

4 out of 5 students suggested that in some way or to some extent – provided that the context is actually used – extra context contributes to higher results on exams. To illustrate, one participant mentioned that “if you just start in time and use the sentences well”, it will help in achieving higher exam results (Student 1, personal communication, 5 February 2024).

However, this also suggests that time is an important factor in the accumulation of vocabulary depth through context. One student does not necessarily attribute a higher result to context, but to more motivation for the exam: “I did get higher grades than with the other booklet, but I also think that is due to the fact that I had more motivation to study than in the previous exam week” (Student 4, personal communication, February 6 2024).

### **5.2.7 Influence of Extra Context on English Proficiency**

4 out of 5 participants mention that in some way, more context can lead or does lead to a

higher proficiency in English. Again, it is suggested that context can lead to a higher proficiency, on condition that the extra context is used:

ED: ...Do you also think that reading more example sentences and more context, that this can help you improve your English? That you master the language on a higher level?

S11: Yes yes yes. I do think so actually.

ED: And why do you think so?

S11: It does show you how to use the new words. And you also learn other new words, and how to construct a sentence... with those words.

(Student 11, personal communication, 6 February 2024)

One student believes that extra context does not contribute to higher language proficiency, due to the large numbers of words that need to be studied, of which the knowledge does not linger after finishing the exam, indicating that this context or knowledge of words needs to be repeated after the exam. The student suggests that “you know everything for the exam, but after it you forget it really quickly” (Student 1, personal communication, 5 February 2024).

### **5.2.8 Preference**

5 out of 5 participants prefer the extended Examenidoom, including extra context, over the original version. One participant substantiates this preference as follows:

ED: ...but in the future, would you prefer this Examenidoom or the old one?

S12: This one.

ED: And why? Could you summarise that once again?

S12: Because this one really clarifies the meaning of some words, so it's easier to understand, and then it's easier than when you'd use the other one, because that one only contains one sentence.

(Student 12, personal communication, 6 February 2024)

## 6. Discussion and Conclusion

The present study aimed to investigate the efficacy of additionally developed context-rich study material for *Examenidoom havo 4* (van Eijk, 2021) in facilitating a more advanced understanding of vocabulary among students in the intervention group. The quantitative analysis showed no significant differences between the post-test scores of the students that received the extended *Examenidoom* and those that did not, meaning that the alternative hypothesis ( $H_1: M_1 \neq M_2$ ) is rejected, and the null hypothesis ( $H_0: M_1 = M_2$ ) is accepted.

While the quantitative analysis did not yield significant differences between the two groups, the qualitative findings suggest that the additionally developed context-rich study materials have the potential to positively impact students' vocabulary learning. The qualitative analysis of the semi-structured interviews provided valuable insights into students' experience with the additional study material and the effect it had on their vocabulary learning process. Participants generally reported using the extra example sentences while studying and found them helpful in enhancing their understanding of word meanings, forms and uses. Moreover, all five participants expressed a clear preference for the extended *Examenidoom* (appendix 1) over the original version, indicating perceived value of the inclusion of more context. However, there were conflicting views regarding the extent of influence of extra context on productive ability or English proficiency in general. This may be due to the fact that no time was spent on the contents of the extended *Examenidoom* (appendix 1) in class, depriving teachers of the opportunity to model students into creating their own sentences with the learned vocabulary.

The fact that the quantitative aspect of the present study did not yield the expected results, may be due to several limitations of this research. First of all, for both the pre-test and post-test, vocabulary exams were used that were part of a larger grammar-vocabulary exam. Students were tested on 25 items of vocabulary, and 32 items of grammar. Students' overall

exam score was 66% based on the grammar score, and only 33% on the vocabulary score. This may have resulted in students spending more time on the grammar part of the exam. It is unclear how much time each student has spent studying the words, let alone to what extent they made use of the additionally provided context. Perhaps, results would have been more reliable if just vocabulary was measured and if the time spent studying the additional study material was controlled, for example by means of in-class study time or vocabulary instruction. To illustrate, a study by Vadasa, Sanders and Logan Herrera (2015) on the efficacy of rich vocabulary instruction yielded positive results on students' vocabulary and comprehension after teachers spent more time on vocabulary instruction in class.

Another limitation of this research may be the analysis of the exam results. For the present study, two overall scores were collected, for exams consisting of a variety of tasks, requiring different levels of vocabulary depth. In one task, students were asked to fill a gap with a word from the box and conjugate it if needed so that it fits in the sentence. In the second task, students were asked to translate and conjugate words so that they fit in the sentence. Thirdly, students had to write an entire sentence with a word given, requiring an even higher level of vocabulary depth. In order to gain a better insight into possible improvement of students' level of vocabulary depth based on context-rich study material, it may be more effective to examine the answers of students more closely and determine level of vocabulary depth based on their performance in various tasks. After all, the correction rules for these exams were quite strict. Mistakes on form were not allowed, which may have resulted in lower scores. Perhaps, some students have gained a deeper knowledge of meaning and use, but struggled with form, resulting in no points on the exam. In short, a different type of test measuring aspects of vocabulary depth would be required to gather reliable results. For instance, Nation's table of aspects of vocabulary knowledge (2001, as cited in Webb, 2013) could provide a good basis for a scale of vocabulary depth.



Furthermore, a longitudinal study may be preferable, with a larger sample size. After all, scores between just one pre-test and post-test of may also be due to higher study motivation of students. More exam results over a longer period of time, gathered from a larger group of students may give a more reliable insight into the effects of context-rich study material on vocabulary depth. However, longitudinal studies on language development are prone to attrition, as suggested by Schmitt (1998). Schmitt (1998) conducted a longitudinal study on the incremental acquisition of L2 vocabulary and used high-frequency words as target words that the participants would encounter in natural context. The results showed that the learners gained somewhat more knowledge on some of the words, but no deep understanding of the words as to the various aspects of word knowledge, that is, form, meaning and use.

Apart from the quantitative part, the qualitative aspect of this study also has its shortcomings that may have affected the results. To begin with, the semi-structured interviews were all conducted in Dutch, and were translated to English by the executor of this study, who is not a professional translator. Hence, some answers of the interviews may have been translated – partially – incorrect and therefore interpreted differently than intended.

Moreover, the interview questions should have been set up more detailed. For instance, more specific questions should have been asked on students' perception of knowledge of forms, meanings and uses of studied words. The current results of the interviews show that students consider the extra context as a valuable contribution to their word comprehension, but zooming in on separate aspects of word comprehension would have provided interesting insights into the effects of the additionally developed study material.

In conclusion, while the quantitative analysis did not reveal significant differences in vocabulary exam scores between the intervention group and the control group, the qualitative findings suggest that, based on experiences of five participants, context-rich study materials

have the potential to positively impact students' vocabulary learning process. However, it appears that time spent on this process in class is required. Further research is suggested to improve the context-rich study material, so that the extended version of *Examenidoom* (van Eijk, 2021) can be implemented in *havo 4* classes at Koning Willem II college Tilburg, as well as at other schools in the Netherlands. Chapter 7 provides an extended description of possible implications for educational practice, including suggestions for implementing this vocabulary booklet into a school's English curriculum, as well as five lesson designs that show the use of the additionally developed context-rich study material through classroom activities.

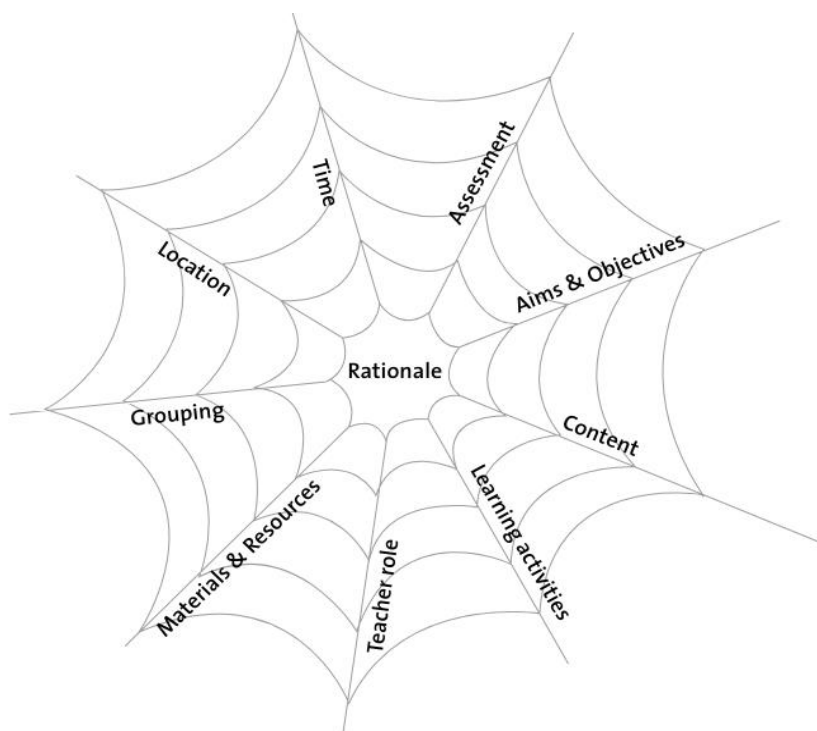
A different type of measurement is suggested to determine any statistical differences in vocabulary depth of students that use the additionally developed study-material at home. In spite of the limitations of the present study, the qualitative results of the study indicated a positive effect on students' vocabulary learning experience and perceived improvement of deep vocabulary knowledge, demonstrating the pivotal role of context in L2 (vocabulary) learning and the potential of the developed context-rich study material. It is recommended that teachers aim for students to accumulate deep vocabulary knowledge through the use of rich and authentic context, portraying various forms, meanings and uses of the target vocabulary. In addition, the results of this study suggest that time spent on this deep vocabulary learning process is required to ensure students encountering the context, as well as for the modeling of students into using their deep vocabulary knowledge in productive language skills.

## 7. Implications for Educational Practice

The present study intended to develop additional study material for students that they could use at home while preparing for their vocabulary exam. The extra context in the extended version of *Examenidoom* was not specifically taught or discussed during class. As mentioned earlier, this might be one of the reasons why there was no significant difference between the vocabulary exam results of the intervention group and control group. Implementation of the extended version of *Examenidoom* into a school's curriculum and in lessons, would ensure that all students have to read through or work with the extra context provided. Moreover, in-class discussion of the extra context provides teachers with the opportunity to check comprehension among students. This chapter aims to offer practical guidance for *havo 4* teachers at Koning Willem II college or other Dutch secondary schools using *Examenidoom havo 4* (van Eijk, 2021) in facilitating a deeper knowledge of vocabulary among their students by implementing the additionally developed context-rich study material for *Examenidoom* (van Eijk, 2021). An in-depth description of how this context-rich material can be integrated into a school's curriculum according to aspects of van den Akker's curriculum spider web (2007) will be followed by five practical examples of usage of the context-rich material in class, aiming at facilitating deeper knowledge of vocabulary.

According to van den Akker (2007), one major challenge in constructing and improving a curriculum is creating balance and consistency between its different components. As proposed by Walker (2003, as cited in van den Akker, 2007), a basic curriculum consists of the three aspects of content, purpose and organisation of learning. However, problems in curriculum design and implementation have shown that it is wise to build upon a more elaborated list of components, including ten aspects (van den Akker, 2007). According to van den Akker (2007), the preferable visualisation of these aspects is in form of a spider web, as can be seen in figure 1, illustrating its many interconnections, as well as its vulnerability.

**Figure 3** Curricular spider web (van den Akker, 2007, p.41)



Each of these ten components addresses a specific question related to the planning of student learning. Rationale or ‘vision’ is at the centre of the other nine, as they are linked back to the rationale question; why are students learning? (van den Akker, 2007). The present study was designed to facilitate deep vocabulary knowledge for eight chapters of *Examenidoom* (van Eijk, 2021) by means of additional context-rich study material. This material could be integrated into a school’s curriculum as part of a vocabulary learning programme, which, according to the curriculum spider web components, would look like the example in Table 4.

**Table 4** Curriculum Components for Vocabulary Depth

*Rationale or Vision* Why are they learning?

- A deep understanding of words facilitates L2 communication (on a more advanced level)
  - A deep understanding of words again contributes to development of all communicative skills in an L2
-

<i>Aims &amp; Objectives</i>	<p><i>Towards which goals are they learning?</i></p> <ul style="list-style-type: none"> <li>• To accumulate knowledge of Extended <i>Examenidoom</i> chapters 10-16 + 20 (appendix 1) words' meanings, forms and uses in various contexts</li> <li>• To be able to this deep knowledge of words in receptive and productive language skills</li> <li>• To develop awareness of vocabulary depth; i.e. develop awareness of nuances and subtleties of language</li> </ul>
<i>Content</i>	<p><i>What are they learning?</i></p> <p>ness of vocabulary depth, i.e. nuances/subtleties in language</p> <p>text as a strategy to infer word knowledge</p> <p>wledge of forms, meanings and uses of words from the extended <i>Examenidoom</i></p> <p>ters 10-16 + 20 (appendix 1) and how to apply this in the communicative skills of</p> <p>ing, writing, listening, speaking</p>
<i>Learning activities</i>	<p><i>How are they learning</i></p> <p>ing awareness on vocabulary depth</p> <p>iving explicit instruction on forms, meanings and uses of words</p> <p>ning how to infer information on forms, meanings and uses from the extended</p> <p><i>menidoom</i> booklet</p> <p>ning how to infer information on forms, meanings and uses from natural context and</p> <p>tising this</p> <p>ning how to apply accumulated knowledge of words in productive skills</p>
<i>Teacher role</i>	<p><i>How is the teacher facilitating learning?</i></p> <ul style="list-style-type: none"> <li>• Facilitating meaningful practice during class and through homework assignments</li> <li>• Providing feedback during class and on homework tasks</li> <li>• Guidance and modeling for accumulating vocabulary depth through word analysis strategies</li> </ul>
<i>Materials &amp; Resources</i>	<p><i>With what are they learning?</i></p> <ul style="list-style-type: none"> <li>• Extended <i>Examenidoom</i> chapters 10-16 + 20 (appendix 1)</li> </ul>

	<ul style="list-style-type: none"> <li>• In-class materials (see appendices 13 – 17)</li> <li>• Authentic context (books, the internet)</li> </ul>
<i>Grouping</i>	<p><i>With whom are they learning?</i></p> <ul style="list-style-type: none"> <li>• Collaborative learning in class</li> <li>• Individual practice at home</li> </ul>
<i>Location</i>	<p><i>Where are they learning?</i></p> <ul style="list-style-type: none"> <li>• In-class assignments: at school, in the classroom</li> <li>• Homework assignments: at home/outside the classroom</li> </ul>
<i>Time</i>	<p><i>When are they learning?</i></p> <ul style="list-style-type: none"> <li>• During classes and at home, eight chapters spread over a period of eight weeks, followed by a vocabulary exam.</li> </ul>
<i>Assessment</i>	<p><i>How to measure how far learning has progressed?</i></p> <ul style="list-style-type: none"> <li>• Continuous evaluations in class through discussions of homework assignments, and by checking lesson's learning goals</li> <li>• A vocabulary exam on Examenidoom chapters 10-16 + 20, assessing students' ability to use the words appropriately</li> </ul>

## 7.2 Lesson Designs

As can be seen under *Learning Activities* in Table 4, students accumulate vocabulary depth by (1) gaining awareness on the concept of vocabulary depth, (2) receiving explicit instruction on forms, meanings and uses, (3) learning how to infer information on form, meaning and use from sentences in the extended *Examenidoom* booklet (4) and from natural context outside of the booklet. Finally, they learn (5) how to apply this deep vocabulary knowledge in productive skills. These learning activities are based on various principles suggested for teaching vocabulary depth by studies mentioned in chapter 2.4 of this research. For instance, Rahimi (2014) highlights the importance of awareness of vocabulary depth and strategies and activities that contribute to it, for both teachers and students. Beck and McKeown (2007, as cited in Coyne et al., 2009) have reported the efficacy of rich vocabulary instruction,

including explanation on word meanings and words presented in context, followed by storybook readings (i.e., more context). Coyne et al. (2009) and Rahimi (2014) also stress the benefits of extended vocabulary instruction, as extended instruction allows for more instructional time per word, resulting in students having more encounters with and exposure to target words. Besides, extended instruction allows teachers to give students examples of how the target word is used in various contexts. Furthermore, as mentioned by Anderson and Freebody (1981, as cited in Webb, 2013), developing vocabulary depth involves the accumulation of knowledge through encountering and using words in a variety of different – clarifying – contexts. Aitchison (2003, as cited in Hamada, 2011) adds to this by mentioning that word meaning is learned by noticing the words that usually appear alongside a target word, after which vocabulary knowledge is gradually develops by organising this word information into a mental lexicon. Finally, developing vocabulary depth involves both encountering and using words (Anderson & Freebody, 1981, as cited in Webb, 2013).

Appendices 13 – 17 include five example lesson designs of 50 minutes each, addressing the five learning activities described in Table 4. These learning activities are combined and integrated into classroom activities, contributing to deep vocabulary knowledge of words from the extended *Examenidoom* (appendix 1). All teaching materials per lesson are included in each appendix, as well as an MDA lesson planning (van Gelder, 1971, as cited by Mylle, 2011). An MDA facilitates an in-depth description of a lesson's goals, contents and activities, as well as it enables easy transferability of teaching materials among teachers.

To conclude, it is recommended that teachers gain awareness of vocabulary depth and also create this awareness among students. The accumulation of deep vocabulary knowledge should be included in the school's English curriculum with the aim of enhancing students' effective communication in English. Based on the results of this study, it is suggested that the content of the extended *Examenidoom* (appendix 1) is further evaluated in order to use this

booklet in *havo 4* at Koning Willem II college Tilburg, as well as in other Dutch-speaking secondary schools using *Examenidoom* (van Eijk, 2021) as students consider the extra context as valuable. However, it also occurs that time is an important factor in the effective use of additional context. Therefore, it is suggested that teachers using the extended version of *Examenidoom* (appendix 1) also utilise the example lesson designs in appendices 13 to 17, as these include effective in-class activities contributing to deep vocabulary knowledge through the use of the extended *Examenidoom* (appendix 1).



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**Appendix 1****Extended Examenidoom Booklet**

# **Examenidoom havo Engels**

**Extended version** *Units 10-16 + 20*

**Koning Willem II college 2023**



## Unit 10 Personality and characteristics

### English > Dutch

Virtue	Determination and patience are just two of her <b>virtues</b> . <i>Vastberadenheid en geduld zijn slechts twee van haar <b>deugden</b>.</i>	Deugd
	Patience has seldom been a <b>virtue</b> practiced by Americans. <sup>2</sup> Kindness is a <b>virtue</b> that can make a big difference in someone's day. <sup>5</sup> Honesty is an important <b>virtue</b> because it builds trust in relationships. <sup>5</sup>	
Sulky	She was <b>sulky</b> throughout the journey and said very little. <i>Ze was de hele reis lang <b>chagrijnig</b> en zei heel weinig.</i>	Chagrijnig
	He felt <b>sulky</b> after losing the game, but he cheered up after talking to his friends. <sup>5</sup> Hank's voice was <b>sulky</b> as he replied: "What do I care?" <sup>1</sup> Come on, why are you so <b>sulky</b> ? <sup>2</sup>	
Modest	You don't have to be so <b>modest</b> about your achievements. <i>Je hoeft niet zo <b>bescheiden</b> te zijn over je prestaties.</i>	Bescheiden
	The Bible says they should wear clothing that is <b>modest</b> . <sup>2</sup> Being <b>modest</b> means appreciating your skills without showing off to others. <sup>5</sup> He <b>modestly</b> describes his competitive career as not particularly special. <sup>1</sup>	
Down-to-earth	His <b>down-to-earth</b> approach to the problem appeals to me. <i>Zijn <b>nuchtere</b> benadering van het probleem spreekt mij aan.</i>	Nuchter, praktisch
	I'm very <b>down-to-earth</b> and practical. <sup>1</sup> I like hanging out with <b>down-to-earth</b> people because they're real and honest. <sup>5</sup> Despite her fame, she's really <b>down-to-earth</b> and easy to talk to. <sup>5</sup>	
Odd	Nobody understands his <b>odd</b> ideas. <i>Niemand begrijpt zijn <b>vremde</b> ideeën.</i>	Vreemd
	You have the <b>oddest</b> sense of humour. <sup>1</sup> <b>Oddly</b> enough, I don't think my kids have ever seen the movie. <sup>2</sup> Does that sound <b>odd</b> to you? <sup>2</sup>	
Gloomy	It was a <b>gloomy</b> day with many clouds and lots of rain. <i>Het was een <b>sombere</b> dag met veel wolken en veel regen.</i>	Somber
	This is music for a <b>gloomy</b> afternoon. <sup>2</sup> We stared <b>gloomily</b> at the screen. <sup>1</sup> The <b>gloomy</b> weather made us stay indoors and play board games. <sup>5</sup>	
Sincere	My <b>sincere</b> desire is to find out the truth. <i>Mijn <b>oprechte</b> wens is om achter de waarheid te komen.</i>	Oprecht
	I send you my warmest and <b>sincere</b> greetings. <sup>1</sup> We do thank him most <b>sincerely</b> for his work. <sup>1</sup> His <b>sincere</b> apology made her feel better after the argument. <sup>5</sup>	
Obstinate	You know I'm right; you're just being <b>obstinate</b> . <i>Je weet dat ik gelijk heb; jij bent gewoon <b>eigenzinnig</b>.</i>	Eigenzinnig
	The boys were, in general, stubborn, perverse, and <b>obstinate</b> . <sup>2</sup> Being <b>obstinate</b> can sometimes prevent you from seeing other perspectives. <sup>5</sup> They remained <b>obstinately</b> silent. <sup>1</sup>	
Thoughtful	How <b>thoughtful</b> of you to keep the door open for her. <i>Wat <b>attent</b> van jou om de deur voor haar open te houden.</i>	Attent
	His father was a very <b>thoughtful</b> man. <sup>1</sup> Your comments are always very <b>thoughtful</b> as well as helpful. <sup>2</sup> She answered the question <b>thoughtfully</b> , considering her words carefully. <sup>5</sup>	

Determination	His <b>determination</b> to make it to the final deserves respect. <i>Zijn <b>vastberadenheid</b> om de finale te bereiken verdient respect.</i>	Vastberadenheid
	Sometimes <b>determination</b> alone, can overcome many obstacles. <sup>2</sup> With <b>determination</b> , you can turn challenges into opportunities for growth. <sup>5</sup> His appearance gives an immediate impression of <b>determination</b> and courage. <sup>1</sup>	
To persevere	She <b>persevered</b> though all seemed lost. <i>Ze <b>zette door</b>, hoewel alles verloren leek.</i>	Doorzetten
	You got to practise and you got to <b>persevere</b> . <sup>1</sup> I was dealt a hand of bad cards, but I kept <b>persevering</b> . <sup>2</sup> Even when things get tough, it's essential to <b>persevere</b> and not give up. <sup>5</sup>	
Smug	I wish she wasn't so <b>smug</b> about her promotion. <i>Ik zou willen dat ze niet zo <b>zelfvoldaan</b> was over haar promotie.</i>	Zelfvoldaan
	We don't need people like you with your <b>smug</b> and condescending attitude. <sup>2</sup> Cana smiled the <b>smuggest</b> smile Jessica had ever seen. <sup>2</sup> Don't be <b>smug</b> or self-satisfied. <sup>2</sup>	
Infamous	This area is <b>infamous</b> for its storms. <i>Dit gebied is <b>berucht</b> om zijn stormen.</i>	Berucht
	I come from the <b>infamous</b> city of Las Vegas. <sup>2</sup> The internet meme about the <b>infamous</b> cat video went viral last week. <sup>5</sup> Keep in mind that internet dating is <b>infamous</b> for predators. <sup>2</sup>	
Mature	She looks very <b>mature</b> for a 12 year old girl. <i>Zij ziet er erg <b>volwassen</b> uit voor een twaalfjarig meisje.</i>	Rijp, volwassen
	There are ups and downs, and you have to be <b>mature</b> enough to accept that. <sup>2</sup> She showed <b>mature</b> behavior by handling the disagreement calmly. <sup>5</sup> She handled the situation <b>maturely</b> , listening to both sides of the story. <sup>5</sup>	
Indecisive	He was considered a weak and <b>indecisive</b> leader. <i>Men beschouwde hem als een zwakke en <b>besluiteloze</b> leider.</i>	Besluiteloos
	I'm <b>indecisive</b> because I see eight sides of everything. <sup>2</sup> Her <b>indecisiveness</b> is making me nervous. <sup>2</sup> They may be <b>indecisive</b> and not know what they want. <sup>1</sup>	
Pride	She felt <b>pride</b> when she received the prize. <i>Ze had een gevoel van <b>trots</b> toen ze de prijs in ontvangst nam.</i>	Trots
	Sylvester shows a lot of <b>pride</b> in himself, and never gives up. <sup>2</sup> I feel better about myself and take <b>pride</b> in myself and my home. <sup>2</sup> If you are going to fight, do it with some <b>pride</b> at least. <sup>2</sup>	
Obedient	Tommy was punished for not being <b>obedient</b> to his father. <i>Tommy werd gestraft Omdat hij niet <b>gehoorzaam</b> was aan zijn vader.</i>	Gehoorzaam
	Listening to instructions <b>obediently</b> in class helps everyone learn more effectively. <sup>5</sup> Discipline can mean many things – working hard, following rules, being <b>obedient</b> ... <sup>2</sup> Expect your horse to be as <b>obedient</b> as your bicycle. <sup>2</sup>	
Bold	It was <b>bold</b> of you to stand between the child and the fierce dog. <i>Het was <b>moedig</b> van jou om tussen het kind en de woeste hond te gaan staan.</i>	Moedig
	I certainly wouldn't be <b>bold</b> enough to ask you for a hug. <sup>1</sup> They were <b>bold</b> gamblers, and made bets which left some in debt. <sup>1</sup> He declared it loudly, <b>boldly</b> ; he did not care if the others overheard. <sup>2</sup>	
Prudent	It is <b>prudent</b> to keep your antivirus programme up to date. <i>Het is <b>verstandig</b> om je antivirusprogramma up to date te houden.</i>	Wijs, verstandig
	Please be <b>prudent</b> in your actions. <sup>2</sup> She spent her money <b>prudently</b> , saving a portion of it for future needs. <sup>5</sup> I suggest it would be more <b>prudent</b> to wait for a year or two. <sup>1</sup>	

Conceited	What do you see in that <b>conceited</b> and vain bloke. <i>Wat zie jij in die verwaande en ijdele kerel?</i>	Verwaand
	She's a very <b>conceited</b> woman. <sup>1</sup> True confidence comes from kindness and humility, not from being <b>conceited</b> . <sup>5</sup> I don't know how to say this without sounding <b>conceited</b> , but... <sup>1</sup>	
Aspiring	This <b>aspiring</b> girl wants to work hard and be a lawyer. <i>Dit ambitieuze meisje wil hard werken om advocate te worden.</i>	Ambitieus
	They were both <b>aspiring</b> artists and socialised together. <sup>1</sup> She was an <b>aspiring</b> sports dancer. <sup>2</sup> I was earnest, like any <b>aspiring</b> young person. <sup>1</sup>	
Self-esteem	The compliments she received boosted her <b>self-esteem</b> . <i>De complimenten die ze kreeg verhoogden haar zelfrespect.</i>	Zelfrespect, gevoel Ban eigenwaarde
	How to increase your <b>self-esteem</b> ? <sup>1</sup> I noticed my <b>self-esteem</b> got a little boost. <sup>2</sup> I have no confidence or a <b>self-esteem</b> . <sup>2</sup>	
Ignorance	His <b>ignorance</b> about computers and the Internet is annoying. <i>Zijn onwetendheid wat betreft computers en internet is irritant.</i>	Onkunde, Onwetendheid
	Judging others based on their appearance shows <b>ignorance</b> . <sup>5</sup> Sadly, <b>ignorance</b> is sometimes stronger than knowledge. <sup>2</sup> He deserves forgiveness for his <b>ignorance</b> . <sup>2</sup>	
Anxiety	She can't sleep because of her <b>anxiety</b> for her son. <i>Ze kan niet slapen door haar bezorgdheid om haar zoon.</i>	Bezorgdheid
	Feeling <b>anxiety</b> before a big test or presentation is normal; it happens to everyone. <sup>5</sup> Taking deep breaths can help reduce <b>anxiety</b> when you're feeling stressed. <sup>5</sup> Derek, who suffered an <b>anxiety</b> attack, was taken to hospital. <sup>1</sup>	
Resourceful	My <b>resourceful</b> colleague has a solution to every problem. <i>Mijn vindingrijke collega heeft een oplossing voor elk probleem.</i>	Vindingrijk
	She was clever, capable and <b>resourceful</b> as an agent. <sup>1</sup> Being <b>resourceful</b> , Sarah fixed her broken backpack using a paperclip and tape. <sup>5</sup> Jake proved how <b>resourceful</b> he was by finding a smart solution. <sup>5</sup>	
Insolence	Her <b>insolence</b> cost her her job. <i>Haar onbeschoftheid, kostte haar haar baan.</i>	Onbeschoftheid
	Her <b>insolence</b> towards the teacher led to a detention after school. <sup>5</sup> Your <b>insolence</b> is unacceptable! <sup>2</sup> She told me not to be <b>insolent</b> . <sup>2</sup>	
Offensive	He found her comments deeply <b>offensive</b> . <i>Hij vond haar commentaar zwaar beledigend.</i>	Beledigend
	Her comment was really <b>offensive</b> , and it hurt my feelings. <sup>5</sup> I didn't mean to be <b>offensive</b> ; I was just joking around. <sup>5</sup> Any person would have found his behaviour <b>offensive</b> . <sup>1</sup>	
Domineering	Too bad she's an arrogant and <b>domineering</b> person. <i>Jammer dat ze een arrogant en bazig persoon is.</i>	Bazig
	They were seen as more bossy, negative, and <b>domineering</b> . <sup>2</sup> Her <b>domineering</b> attitude made it hard for others to share their ideas. <sup>5</sup> He obeyed his <b>domineering</b> father without a hint of protest. <sup>2</sup>	
Vain	She's too <b>vain</b> to wear glasses. <i>Zij is te ijdel om een bril te dragen.</i>	Ijdel
	He is <b>vain</b> and into his looks and popularity. <sup>2</sup> I suppose you could call me <b>vain</b> (and I'd admit it). <sup>2</sup> She wasn't going to marry him cause he was far too <b>vain</b> . <sup>1</sup>	

Short-sighted	It's <b>short-sighted</b> of the government to not invest in more education. <i>Het is <b>kortzichtig</b> van de overheid om niet meer in onderwijs te investeren.</i>	Kortzichtig
	Ignoring climate change is <b>short-sighted</b> ; it affects our future. <sup>5</sup> I just think that's too <b>short-sighted</b> . <sup>2</sup> Such <b>short-sightedness</b> . Do you really think you can run away from society's challenges? <sup>2</sup>	
Stingy	He's <b>stingy</b> and never buys anyone a round when we go out. <i>Hij is <b>gierig</b> en geeft nooit een rondje als wij uitgaan.</i>	Gierig, vrekig
	Don't be so <b>stingy</b> ! <sup>1</sup> They are in fact quite <b>stingy</b> when it comes to helping those in need. <sup>2</sup> Don't be <b>stingy</b> , share your secret with the rest of us. <sup>2</sup>	
Ruthless	They think they have to be <b>ruthless</b> to make the company successful. <i>Ze denken <b>meedogenloos</b> te moeten zijn om het bedrijf succesvol te maken.</i>	Meedogenloos
	Some have <b>ruthlessly</b> taken advantage of them. <sup>1</sup> The <b>ruthless</b> competition made it hard for everyone to enjoy the game. <sup>5</sup> She was <b>ruthless</b> in her pursuit of success. <sup>5</sup>	
Indifferent	He found it hard teaching a class of <b>indifferent</b> teenagers. <i>Hij vond het moeilijk om les te geven aan een klas <b>onverschillige</b> leerlingen.</i>	Onverschillig
	I feel nothing for it and am totally <b>indifferent</b> to it, as well. <sup>2</sup> She remained <b>indifferent</b> to his apologies, refusing to forgive him. <sup>5</sup> Yes, sure. Thanks.' He replied <b>indifferently</b> . <sup>1</sup>	
Greedy	He looked at the diamonds with <b>greedy</b> eyes. <i>Hij keek naar de diamanten met <b>hebzuchtige</b> ogen.</i>	Hebzuchtig
	Bob, an only child, had no problem in expressing his <b>greed</b> . <sup>1</sup> It's not news that people are <b>greedy</b> . <sup>2</sup> The owners need to quit being so <b>greedy</b> . <sup>2</sup>	
Compulsive	My cousin has run into debt because he's a <b>compulsive</b> gambler. <i>Mijn neef heeft schulden gemaakt omdat hij een <b>dwangmatige</b> gokker is.</i>	Dwangmatig
	You have a <b>compulsive</b> urge to drive at excessive speed! <sup>1</sup> She <b>compulsively</b> checked her phone every few minutes. <sup>5</sup> He is a <b>compulsive</b> liar and is very deceitful. <sup>2</sup>	
Choosy	He can't find the right girl because he's too <b>choosy</b> . <i>Hij kan het juiste meisje niet vinden omdat hij te <b>kieskeurig</b> is.</i>	Kieskeurig
	I'm becoming very <b>choosy</b> with what gets my time. <sup>2</sup> Beggars can't be <b>choosy</b> . <sup>2</sup> I know I'm not in a position to be <b>choosy</b> , but I can't cope with the idea of living there. <sup>1</sup>	
Celebrity	Being a <b>celebrity</b> , he's recognised everywhere. <i>Omdat hij een <b>beroemdheid</b> is, wordt hij overal herkend.</i>	Beroemdheid
	Laba was quite a <b>celebrity</b> in the village. <sup>1</sup> His prestige and <b>celebrity</b> grew and grew. <sup>1</sup> It's not every day that I get to meet a <b>celebrity</b> . <sup>3</sup>	
Reckless	He's a dangerous, <b>reckless</b> driver. <i>Hij is een <b>gevaarlijke, roekeloze</b> chauffeur.</i>	Roekeloos
	A person is not <b>reckless</b> if he thinks about the possible risk. <sup>1</sup> He lived <b>recklessly</b> , without any regard for his own safety or the safety of others. <sup>2</sup> Risk taking isn't necessarily the same as <b>recklessness</b> . <sup>2</sup>	
Custom	In this country, it is the <b>custom</b> for women to get married in white. <i>In dit land is het een <b>gewoonte</b> dat vrouwen in het wit trouwen.</i>	Gewoonte van een Volk, gebruik
	It has been the <b>custom</b> of some countries to wash their dead bodies in rivers. <sup>2</sup>	

	The Hobbits of the Shire developed the <b>custom</b> of giving away gifts on their birthdays instead of receiving them. <sup>2</sup> Exchanging gifts on birthdays is a common <b>custom</b> in our culture. <sup>5</sup>	
To be inclined to	He's <b>inclined to</b> help anybody who asks him. <i>Hij heeft de neiging iedereen te helpen die het hem vraagt.</i>	De neiging hebben
	I <b>am inclined to</b> believe the police. <sup>1</sup> Do we <b>feel</b> at all <b>inclined to</b> lend him money? <sup>21</sup> We <b>are</b> all far too <b>inclined to</b> apologize for ourselves. <sup>1</sup>	

## Dutch > English

Soepel	Onze werknemers zijn <b>soepel</b> met betrekking tot werktijden. <i>Our employees are <b>flexible</b> with regard to working hours.</i>	Flexible
	She's <b>flexible</b> about meeting times. <sup>5</sup> The rubber band is very <b>flexible</b> . <sup>5</sup> The schedule is completely <b>flexible</b> . <sup>2</sup>	
Verbeeldingskracht	Je hebt veel <b>verbeeldingskracht</b> nodig om een fantasie verhaal te schrijven. <i>You need a lot of <b>imagination</b> to write a fantasy story.</i>	Imagination
	With Game Boys and other computers you don't need to use your <b>imagination</b> . <sup>1</sup> In <b>imagination</b> anything is possible. <sup>1</sup> Some pupils have little creativity or <b>imagination</b> , except when it comes to thinking of excuses for not having done their homework. <sup>1</sup>	
Vol vertrouwen	Het team is <b>vol vertrouwen</b> dat ze de finale gaan winnen. <i>team is <b>confident</b> they will win the final.</i>	Confident
	A <b>confident</b> person would walk out in the middle of the dance floor and dance. <sup>2</sup> I've always been very shy and <b>inconfident</b> . <sup>2</sup> He spoke <b>confidently</b> in front of the class. <sup>5</sup>	
Gul	Hij was erg <b>gul</b> , hij gaf ons elk € 10. <i>He was very <b>generous</b>. He gave each of us 10 euros.</i>	Generous
	God has been <b>generous</b> to me and filled my life with so many awesome people. <sup>2</sup> Thank you for your <b>generosity</b> . <sup>2</sup> People can be extremely kind and <b>generous</b> . <sup>1</sup>	
Gewoonte (van een persoon)	Let op, want negatief denken kan een <b>gewoonte</b> worden. <i>Watch out, because thinking negatively can become a <b>habit</b>.</i>	Habit
	Avoid falling into the bad <b>habits</b> of others. <sup>1</sup> The need to build up effective study <b>habits</b> is also essential. <sup>1</sup> Bad <b>habits</b> are very hard to undo. <sup>1</sup>	
Fatsoenlijk	Mijn trainer is een aardige, <b>fatsoenlijke</b> kerel. <i>My coach is a nice, <b>decent</b> guy.</i>	Decent
	Bruce is a nice guy and has a <b>decent</b> career. <sup>2</sup> you should be able to build a <b>decent</b> life for yourself. <sup>2</sup> He's a pretty <b>decent</b> all-round defender. <sup>1</sup>	
Vastberaden	Ik ben <b>vastberaden</b> om voor mijn examens te slagen. <i>I'm <b>determined</b> to pass my exams.</i>	Determined
	I am <b>determined</b> and am not giving up. <sup>2</sup> She was <b>determined</b> to finish the race despite the rain. <sup>5</sup> He remained <b>determined</b> to learn the guitar, practicing every day. <sup>5</sup>	
Prikkelbaar	Zij is behoorlijk <b>prikkelbaar</b> . Vandaag, zeg. <i>She's rather <b>touchy</b> today, isn't she?</i>	Touchy
	We've got to be quiet though, she might be a bit <b>touchy</b> ? <sup>21</sup>	

	Because some people are very <b>touchy</b> , they'd think you were talking about them. <sup>1</sup> This is a <b>touchy</b> subject that requires a careful approach. <sup>2</sup>	
Verdraagzaam	Zijn zij <b>verdraagzaam</b> jegens andere godsdiensten? <i>Are they <b>tolerant</b> towards other religions?</i>	Tolerant
	We are supposed to be a land of <b>tolerance</b> and religious freedom. <sup>2</sup> How did you discover you were gluten <b>intolerant</b> ? <sup>2</sup> We need to be <b>tolerant</b> , even when it's hard. <sup>2</sup>	
Nieuwsgierig	Waarom ben je zo <b>nieuwsgierig</b> ? Wil je altijd alles weten? <i>Why are you so <b>curious</b>? Do you always want to know everything?</i>	Curious
	I'm <b>curious</b> to find this out. <sup>2</sup> The little boy's <b>curious</b> eyes sparkled with wonder as he explored the garden. <sup>5</sup> I have no idea! I am so <b>curious</b> about that! <sup>2</sup>	
Bevooroordeeld	Mijn vader is <b>bevooroordeeld</b> tegen vrouwen achter het stuur. <i>My father is <b>prejudiced</b> against women drivers.</i>	Prejudiced
	Don't judge others based on <b>prejudiced</b> stereotypes. <sup>5</sup> Being <b>prejudiced</b> limits friendships. <sup>5</sup> This guy was determined to stick to his <b>prejudiced</b> claim. <sup>2</sup>	
Verstandig	Ze is een <b>verstandige</b> meid die de juiste beslissingen zal nemen. <i>She's a <b>sensible</b> girl who will make the right decision.</i>	Sensible
	I hate trying to act <b>sensibly</b> . <sup>2</sup> This actually looks very <b>sensible</b> and efficient. <sup>2</sup> Let us sit down, Trev, and see what is <b>sensible</b> . <sup>1</sup>	
Koppig	Mijn broer is zo <b>koppig</b> als een ezel. <i>My brother is as <b>stubborn</b> as a mule.</i>	Stubborn
	He was a complicated guy: terribly <b>stubborn</b> and incredibly talented. <sup>2</sup> We're young, we're <b>stubborn</b> and we're not ready to give up yet. <sup>2</sup> Sometimes my <b>stubbornness</b> causes me to be a slow learner. <sup>2</sup>	
Verlegen	Ze was te <b>verlegen</b> om iets te vragen. <i>She was too <b>shy</b> to ask anything.</i>	Shy
	Now don't be <b>shy</b> . <sup>1</sup> I have a big-time problem with <b>shyness</b> . <sup>2</sup> George is a quiet, fairly <b>shy</b> person. <sup>1</sup>	
Betrouwbaar	Hij is een <b>betrouwbare</b> vriend die er is Als je hem nodig hebt. <i>He's a <b>reliable</b> friend who's dead when he's needed.</i>	Reliable
	That site is completely <b>unreliable</b> . <sup>2</sup> A <b>reliable</b> friend is always there when you need them. <sup>5</sup> A <b>reliable</b> car ensures a smooth and safe journey. <sup>5</sup>	

## Unit 11 Economy and money

### English > Dutch

To supplement	He had a weekend job to <b>supplement</b> his income. <i>Hij had een weekend baantje om zijn inkomen <b>aan te vullen</b>.</i>	Aanvullen
	He <b>supplemented</b> his income by gambling and out-and-out thieving. <sup>1</sup> Hotel rooms with a sea view are available at a <b>supplement</b> . <sup>1</sup> Just three tablets a day provide you with sufficient calcium to <b>supplement</b> your diet. <sup>1</sup>	
to empower	These new rules <b>empower</b> the employees of this company. <i>Deze nieuwe regels <b>geven</b> meer <b>bevoegdheid</b> aan de werknemers van dit bedrijf.</i>	Meer kracht/ Bevoegdheid geven
	Why I like CrossFit: It <b>empowers</b> me to be the best person I can be every single day. <sup>2</sup> I want to feel <b>empowered</b> by what I do. <sup>2</sup> You are such an amazing and <b>empowering</b> woman, thank you for your support. <sup>2</sup>	
to target at	This ad is <b>targeted at</b> young people aged 13 to 18. <i>Deze advertentie is <b>gericht op</b> jongeren tussen de 13 en 18.</i>	Richten op
	Look through the brochures and see which group it's <b>being targeted at</b> . <sup>1</sup> The television show "13 Reasons Why" is <b>targeted at</b> teenagers. <sup>2</sup> Current drugs education materials are <b>targeted at</b> 13-17 year olds. <sup>1</sup>	
exchange rate	What is the <b>exchange rate</b> of the euro against the dollar? <i>Wat is de <b>wisselkoers</b> van de euro tegenover de dollar?</i>	Wisselkoers
	I'd say that is a good <b>exchange rate</b> . <sup>2</sup> Do you bother about the 5 or 10% <b>exchange rate</b> rising? <sup>2</sup> €100 is equivalent to about \$159 US at the current <b>exchange rate</b> . <sup>2</sup>	
funds	Schools hope to receive more government <b>funds</b> . <i>Scholen hopen meer <b>geld</b> van de overheid te ontvangen.</i>	Geld
	We have not the <b>funds</b> or budgeting for a camera in this financial year. <sup>1</sup> Without <b>funds</b> being raised he wouldn't have stood a chance. <sup>1</sup> Today, the government must obtain its <b>funding</b> from existing monies, either through taxation or borrowing. <sup>2</sup>	
stock	We haven't got this book <b>in stock</b> at the moment. <i>We hebben dit boek momenteel niet op <b>voorraad</b>.</i>	Voorraad
	The Duck Song Book is currently out of <b>stock</b> . <sup>2</sup> Orders are delivered weekly to keep items in <b>stock</b> . <sup>2</sup> Were out of <b>stock</b> at the moment I'm afraid. <sup>1</sup>	
to allocate	The government is <b>allocating</b> 10 million for health education. <i>De overheid <b>wijst</b> 10 miljoen <b>toe</b> voor gezondheidsvoorlichting.</i>	Toewijzen, Toekennen
	In 1963, the BBC was <b>allocated</b> a second TV channel (BBC 2). <sup>1</sup> The new law, which also <b>allocates</b> funding for family planning, is in effect. <sup>2</sup> I did not prepare myself well because I did not <b>allocate</b> enough time to doing practice questions. <sup>2</sup>	
to purchase	Tickets must be <b>purchased</b> two weeks in advance. <i>Kaarten moeten twee weken van tevoren worden <b>gekocht</b>.</i>	Kopen
	When thinking of not <b>purchasing</b> clothes for a year, I got a little panicky. <sup>2</sup> I saved up enough money to <b>purchase</b> a house earlier this year. <sup>2</sup> He <b>purchases</b> sweatshirts, cuts them up, and sews differently colored pieces together. <sup>2</sup>	
to estimate	The house is <b>estimated</b> to be worth €300,000. <i>De waarde van het huis wordt <b>geschat</b> op 3 ton.</i>	Schatten
	The World Bank <b>estimates</b> that damages from earthquake totaled \$8 billion. <sup>2</sup> I am <b>estimating</b> that this will be \$1 billion or higher. <sup>2</sup>	

	She estimated the distance before taking the long walk. <sup>5</sup>	
prosperous	In a <b>prosperous</b> country like this, no one should go hungry. <i>In een <b>welvarend</b> land als dit zou niemand honger hoeven lijden.</i>	Welvarend
	She hoped for a <b>prosperous</b> future filled with opportunities. <sup>5</sup> Western nations have become <b>prosperous</b> by oppressing and exploiting the nonwhite, non-Western nations. <sup>2</sup> A prosperous economy benefits everyone by creating jobs and stability. <sup>5</sup>	
to thrive	His business <b>thrived</b> in the years after the war. <i>Zijn bedrijf <b>bloei</b>e In de jaren na de oorlog.</i>	Bloeien
	It is an active and <b>thriving</b> business. <sup>1</sup> Self-help books are instructing their readers how to <b>thrive</b> in chaos. <sup>2</sup> This website <b>thrives</b> because of its community. <sup>2</sup>	
Stock Exchange	He made a lot of money on the <b>stock exchange</b> . <i>Hij heeft veel geld verdiend op de <b>aandelenbeurs</b>.</i>	Aandelenbeurs, beurs
	The New York <b>Stock Exchange</b> is located on Wall Street in lower Manhattan. <sup>2</sup> The New York <b>Stock Exchange</b> has announced it will close all markets. <sup>2</sup> An investment in the <b>stock exchange</b> can be a lucrative way to make money. <sup>2</sup>	
deficit	Our business has a <b>deficit</b> of €200,000. <i>Ons bedrijf heeft een <b>tekort</b> van 2 ton.</i>	Tekort (financieel)
	Alaska is on the brink of state budget <b>deficits</b> . <sup>2</sup> An iron <b>deficit</b> can lead to fatigue and weakness. <sup>5</sup> The government has been spending beyond its means, with a budget <b>deficit</b> last year of 120 billion. <sup>1</sup>	
to exploit	This company <b>exploits</b> its employees according to the article. <i>Dit bedrijf <b>buiten</b> haar werknemers <b>uit</b> volgens het artikel.</i>	Uitbuiten
	Western nations have become prosperous by oppressing and <b>exploiting</b> nonwhite, non-Western nations. <sup>2</sup> It's wrong to <b>exploit</b> others for personal gain. <sup>5</sup> Companies shouldn't <b>exploit</b> workers; fair treatment is essential. <sup>5</sup>	
to penetrate	Their products have even <b>penetrated</b> the Chinese market. <i>Hun producten zijn zelfs <b>doorgedrongen tot</b> de Chinese markt.</i>	Doordringen (tot)
	Sports sunglasses protect your eyes from the <b>penetrating</b> rays or glare of the sun. <sup>2</sup> The scent was so nice and sweet and <b>penetrated</b> deep into my nostrils. <sup>2</sup> Some of the newer boots achieve a much higher resistance to water <b>penetration</b> . <sup>1</sup>	
entrepreneur	He's an <b>entrepreneur</b> who made a lot of money in property. <i>Hij is een <b>zakenman</b> die veel <b>geld</b> heeft verdiend in vastgoed.</i>	Zakenman
	The woman at the center of Lippman's newest novel is a confident <b>entrepreneur</b> . <sup>2</sup> I'm doing pretty well as an online <b>entrepreneur</b> . <sup>2</sup> <b>Entrepreneurs</b> and small businesses are responsible for almost all the economic growth in the United States. <sup>2</sup>	
assessment	All employees are subject to an annual <b>assessment</b> . <i>Onze werknemers worden onderworpen aan een jaarlijkse <b>beoordeling</b>.</i>	Beoordeling, Evaluatie
	What is it? What's your <b>assessment</b> of the situation? <sup>2</sup> The teacher gave us a challenging math <b>assessment</b> . <sup>5</sup> She aced her final <b>assessment</b> with hard work and focus. <sup>5</sup>	
board	Every decision has to be passed by the <b>board</b> . <i>Eike beslissing moet door het <b>bestuur</b> worden goedgekeurd.</i>	Bestuur
	The <b>Board</b> is looking for ways to fund the deficit. <sup>1</sup> Mr Renton has been a <b>board</b> member since 1985. <sup>1</sup> <b>Board</b> members have agreed to the plan. <sup>1</sup>	



incentive	The boss's compliments gave the employees <b>incentive</b> to work harder. <i>De complimenten van de baas waren een <b>stimulans</b> voor de werknemers om harder te werken.</i>	Stimulans
	The striker has scored just once so far this season, so he has a major <b>incentive</b> to score against Arsenal. <sup>1</sup> If you need an <b>incentive</b> to start giving up, think about the cost. <sup>1</sup> If people don't have <b>incentives</b> to get rich, everyone will stop trying. <sup>2</sup>	
merchandise	The fire at the warehouse destroyed all the <b>merchandise</b> . <i>De brand in het magazijn verwoestte alle <b>koopwaar</b>.</i>	Koopwaar
	"Democrats Are Hot" bumper stickers and other official Obama <b>merchandise</b> . <sup>2</sup> In October a limited edition mug, T-shirts and appeal <b>merchandise</b> will go on sale. <sup>1</sup> In 1990 the value of world trade in <b>merchandise</b> was \$3.5 trillion. <sup>1</sup>	
commerce	He works in the world of <b>commerce</b> and industry. <i>Hij werkt In de wereld van <b>handel</b> en industrie.</i>	Handel
	Online <b>commerce</b> is a real and important part of our everyday experience. <sup>2</sup> There is a need to focus on international <b>commerce</b> . <sup>2</sup> The music business marries art and <b>commerce</b> . <sup>1</sup>	
liability	It'll be our <b>liability</b> if the car is damaged. <i>Het is onze <b>verantwoordelijkheid</b> Als de auto beschadigd raakt.</i>	Verantwoordelijkheid
	A child under 10 incurs no criminal <b>liability</b> for its acts. <sup>1</sup> Having insurance protects you from financial <b>liabilities</b> in accidents. <sup>5</sup> Not wearing a helmet while biking is a <b>liability</b> . <sup>5</sup>	Om te betalen
fare	Train <b>fares</b> are going up again. <i>De trein <b>tarieven</b> gaan weer omhoog.</i>	Tarief (m.b.t. Vervoer)
	He'd spend only one subway <b>fare</b> for the whole day, return on the same ticket. <sup>2</sup> Seniors and the disabled can purchase a three-hour <b>fare</b> for 75 cents. <sup>2</sup> Air <b>fares</b> are the most expensive in the world. <sup>1</sup>	
supplier	This company is a <b>supplier</b> of educational software. <i>Dit bedrijf is <b>leverancier</b> van onderwijs software.</i>	Leverancier
	Which country is the biggest single <b>supplier</b> of coffee to this country? <sup>1</sup> Our main <b>supplier</b> of tea, which we get over half our tea from now, is Kenya. <sup>1</sup> It will be possible to improve on those prices in negotiation with the <b>suppliers</b> . <sup>1</sup>	
shortage of	There's a <b>shortage of</b> food in the third world. <i>Er is een <b>tekort aan</b> voedsel In de derde wereld.</i>	Tekort aan, Gebrek aan
	There have been <b>shortages of</b> many things throughout history – oil, rubber, coffee, medicine... <sup>2</sup> America has a serious <b>shortage of</b> doctors, and the deficit is growing. <sup>2</sup> There is no <b>shortage of</b> medical care in the UK. <sup>2</sup>	
bargain	The second-hand table was a real <b>bargain</b> . <i>De tweedehands tafel was echt een <b>koopje</b>.</i>	Koopje
	We've increased our fees a little, but we think it's still quite a <b>bargain</b> . <sup>2</sup> You can shop for <b>bargains</b> in clothes, cameras and electrical goods in modern malls. <sup>1</sup> Everyone is hungry for <b>bargains</b> and two-for-the-price-of-one offers. <sup>1</sup>	
billboard	We saw many <b>billboards</b> along the highways in America. <i>We hebben veel <b>reclameborden</b> gezien langs de snelwegen in Amerika.</i>	Reclamebord
	A <b>billboard</b> full of flickering neon lights. <sup>1</sup> Advertising became a large industry in itself, using <b>billboards</b> along the highways. <sup>1</sup> They were soliciting \$100,000 for a huge <b>billboard</b> in Times Square. <sup>2</sup>	
competitor	We have to be better than our <b>competitors</b> . <i>We moeten beter zijn dan onze <b>concurrenten</b>.</i>	Concurrent

	As a <b>competitor</b> I find it quite annoying to have a cheater. <sup>2</sup> Each <b>competitor</b> who enters can win themselves prizes. <sup>2</sup> A customer may buy from several <b>competitors</b> . <sup>1</sup>	
turn over	This year's <b>turnover</b> has exceeded last year's. <i>Op de <b>omzet</b> van dit jaar heeft die van vorig jaar overtroffen.</i>	Omzet
	I am pleased to report that the <b>turnover</b> was through to twenty million. <sup>1</sup> instead of being led by the <b>turnover</b> of the product, we're being led by the funding we can obtain. <sup>1</sup> In its first year <b>turnover</b> was a modest forty thousand pounds. <sup>1</sup>	
major	Japan is a <b>major</b> exporter of cars. <i>Japan is een <b>belangrijke</b> exporteur van auto's.</i>	Belangrijk
	The striker has scored just once so far this season, so he has a <b>major</b> incentive to score against Arsenal. <sup>1</sup> The president has a <b>major</b> decision to make on the 12 <sup>th</sup> of May. <sup>2</sup> Smartphones are a <b>major</b> part of the shopping experience. <sup>2</sup>	
revenue	Taxes provide most of the government's <b>revenue</b> . <i>Belastingen zorgen voor de meeste <b>inkomsten</b> van de overheid.</i>	Inkomsten
	More working Americans means more tax <b>revenues</b> . <sup>2</sup> That would be a real <b>revenue</b> raiser! <sup>2</sup> We used AirBNB to generate over \$100,000 of rental <b>revenue</b> ! <sup>2</sup>	
poverty	The government wants to tackle the problem of <b>poverty</b> in the inner cities. <i>De overheid wil het <b>armoedeprobleem</b> in de binnensteden aanpakken.</i>	Armoede
	Roughly a quarter of the households live in <b>poverty</b> . <sup>2</sup> In 1993, the nation's <b>poverty</b> rate was just under 35 percent of the population. <sup>2</sup> The portion of Americans living below the <b>poverty</b> line dropped from 22.2% to 12.6%. <sup>2</sup>	
to soar	Share prices have <b>soared</b> this year. <i>De aandelenkoersen zijn <b>snel gestegen</b> dit jaar.</i>	(Snel) stijgen
	The bird lifted its proud head, spread its wings and <b>soared</b> into the air. <sup>1</sup> Prices for gasoline at the pump have been <b>soaring</b> . <sup>2</sup> Bitcoin price <b>soars</b> above \$9 for the first time in almost a year. <sup>2</sup>	
belongings	A customs I had to put my personal <b>belongings</b> in a small container. <i>Bij de douane moest ik mijn persoonlijke <b>bezittingen</b> in een bakje leggen.</i>	Bezittingen
	He thought he would have to sell his <b>belongings</b> to make his rent payments. <sup>2</sup> Pharaohs were buried with <b>belongings</b> to use in the afterlife. <sup>2</sup> Many of their <b>belongings</b> were destroyed by the bomb. <sup>1</sup>	
to inherit	Who will <b>inherit</b> the house when he dies? <i>Wie <b>erft</b> het huis als hij sterft?</i>	Erven
	In 2000, he <b>inherited</b> a fortune from his father's business. <sup>2</sup> And from his father, an Army chaplain, he <b>inherited</b> a legacy. <sup>2</sup> He <b>inherits</b> his father's Building and Loan company. <sup>2</sup>	
legacy	An uncle had left him a small <b>legacy</b> . <i>Een oom had hem een kleine <b>erfenis</b> nagelaten.</i>	Erfenis
	And from his father, an Army chaplain, he inherited a <b>legacy</b> . <sup>2</sup> They received a <b>legacy</b> . <sup>1</sup> That's a <b>legacy</b> that will endure for generations. <sup>2</sup>	
wealthy	He had this idea of marrying a <b>wealthy</b> widow. <i>Hij had het plan om een erg <b>rijke</b> weduwe te trouwen.</i>	Erg rijk
	Lacoste, the son of a <b>wealthy</b> businessman, was one of the world's best tennis players. <sup>2</sup> One can grow <b>wealthier</b> simply by holding on to the money one already has! <sup>2</sup> There are just as many criminals in the <b>wealthiest</b> neighborhoods as in the poorest. <sup>2</sup>	

rate	Everybody welcomes the new lower telephone <b>rates</b> . <i>Iedereen verwelkomt de nieuwe lage telefoon <b>tarieven</b>.</i>	Tarief
	People buy where the tax <b>rate</b> is cheaper. <sup>2</sup> Calls cost 36p a minute cheap <b>rate</b> , 48p at all other times. <sup>1</sup> They negotiated a special discount <b>rate</b> for a batch of 50. <sup>1</sup>	
interest	You can get a loan with an <b>interest</b> rate of 6%. <i>Je kunt een lening krijgen tegen een <b>rentetarief</b> van 6%.</i>	Rente
	Banks earn <b>interest</b> on customers' money. <sup>1</sup> The rise in <b>interest</b> rates has been gradual. <sup>2</sup> Borrowers would pay <b>interest</b> on money that they needed for investments. <sup>2</sup>	
refund	Do you get a <b>refund</b> for your travelling expenses? <i>Krijg jij reiskosten<b>vergoeding</b>?</i>	Vergoeding
	This new software truly sucks! I want a <b>refund</b> . <sup>2</sup> Your credit card company will <b>refund</b> the amount on the spot. <sup>2</sup> "Cancel the holiday and receive a full <b>refund</b> if your holiday has not yet begun." <sup>1</sup>	

## Dutch > English

Bloeien	Het zakenleven <b>bloeit</b> . <i>Business is <b>booming</b>.</i>	To boom
	Revenue soared... business <b>boomed</b> . <sup>1</sup> Europe as a whole was <b>booming</b> by the late sixties. <sup>1</sup> They praised British politics during the good times of economic <b>boom</b> . <sup>1</sup>	
In de schuld raken	Hij <b>raakte in de schulden</b> nadat hij zijn baan was kwijtgeraakt. <i>He <b>ran into debt</b> after he had lost his job.</i>	To run into debt
	You don't want to <b>get in debt</b> . <sup>1</sup> That's why I think people <b>got in debt</b> because they'd been having things that they couldn't afford. <sup>1</sup> It's easy to <b>get in debt</b> . It's easy to spend more than you're worth. <sup>2</sup>	
Gebrek aan	Er is <b>gebrek aan</b> geschoolde mensen in dat land. <i>There's a <b>lack of</b> skilled people in that country.</i>	A lack of
	60% of all workers say that a <b>lack of</b> sleep has negatively impacted their work. <sup>2</sup> <b>Lack of</b> money is the major reason most businesses fail. <sup>2</sup> Stop using " <b>lack of</b> time" as an excuse. <sup>2</sup>	
Vragen (m.b.t. geld)	Hoeveel <b>vraag</b> je voor deze fiets? <i>How much do you <b>charge</b> for this bike?</i>	To charge
	This training is worth ten times what Kris is <b>charging</b> for it! <sup>2</sup> I only <b>charged</b> \$15 an hour. <sup>2</sup> I wouldn't be surprised to see all newspapers start to <b>charge</b> money in a few years. <sup>2</sup>	
Handel	De <b>handel</b> in ivoor is sinds 1990 verboden. <i><b>Trade</b> in ivory has been banned since 1990.</i>	Trade
	Marie has a job in the textile <b>trade</b> . <sup>1</sup> The US is a more natural <b>trading</b> partner for Cuba than other countries, due to geography. <sup>2</sup> There are shops of most <b>trades</b> , restaurants, pubs, cafes, and a beach. <sup>1</sup>	
Eisen	Hij <b>eiste</b> € 1.000 schadevergoeding. <i>He <b>claimed</b> €1000 in damages.</i>	To claim
	I have to <b>claim</b> my money back. <sup>1</sup> And I'm here, to <b>reclaim</b> what is rightfully mine. <sup>3</sup> She has a legal <b>claim</b> on the estate. <sup>3</sup>	

Werkloosheid	Er was economische groei en weinig <b>werkloosheid</b> . <i>There was economic growth and little <b>unemployment</b>.</i>	Unemployment
	Today, 5.5 million Europeans aged between 16-24 are <b>unemployed</b> . <sup>2</sup> Youth <b>unemployment</b> in Southern Europe is exceptionally high. <sup>2</sup> There are many people <b>unemployed</b> , in the urban high density suburbs. <sup>1</sup>	
Verschaffen, geven	Dit boekje <b>verschafft</b> nuttige informatie over lokale diensten. <i>This booklet <b>provides</b> useful information about local services.</i>	To provide
	Just three tablets a day <b>provide</b> you with sufficient calcium to supplement your diet. <sup>1</sup> These reefs provide one tenth of all the seafood on Earth, <b>providing</b> food for millions of people. <sup>4</sup> I <b>provided</b> shelter for two dozen homeless boys. <sup>4</sup>	
Kosten	We moeten <b>kosten</b> besparen. <i>We need to cut down on <b>expenses</b>.</i>	Expenses
	I'll take care of all the <b>expenses</b> . <sup>3</sup> I'd be glad to help to pay for the funeral <b>expenses</b> . <sup>3</sup> I charge all my traveling <b>expenses</b> to the office. <sup>3</sup>	
Onderhandelen	Vakbondsleiders <b>onderhandelen</b> nu over een kortere werkweek. <i>Union leaders are <b>negotiating</b> for a shorter working week.</i>	To negotiate
	They <b>negotiated</b> a special discount rate for a batch of 50. <sup>1</sup> Ticketmaster <b>negotiates</b> exclusive ticketing rights with venues. <sup>2</sup> Anything can be settled by <b>negotiation</b> . <sup>3</sup>	
Met winst	Ze hebben hun huis <b>met grote winsten</b> verkocht. <i>They've sold a house <b>at a huge profit</b>.</i>	At a profit
	A car dealer sells cars <b>at a profit</b> . <sup>2</sup> The company was turned around and sold <b>at a profit</b> of \$17 million. <sup>2</sup> Business needs to keep running <b>at a profit</b> , not a loss. <sup>2</sup>	
Op mijn bankrekening	Er staat niet genoeg geld <b>op mijn bankrekening</b> . <i>There's not enough money <b>in my bank account</b>.</i>	In my bank account
	Do you know how much is <b>in your bank account</b> right now? <sup>3</sup> I got about \$300 left <b>in my bank account</b> . <sup>3</sup> Your wife receives monthly \$1,000 <b>in her bank account</b> . <sup>3</sup>	
Verschuldigd zijn	Hoeveel <b>ben je</b> hem <b>verschuldigd</b> ? <i>How much do you <b>owe</b> him?</i>	To owe
	He said we <b>owed</b> him 300 dollars. <sup>3</sup> Your brother, he was always <b>owing</b> me money. <sup>3</sup> I hope he's paid whatever he <b>owes</b> her. <sup>3</sup>	
Zich veroorloven	Ooit zal ik me zo een huis kunnen <b>veroorloven</b> . <i>One day I'll be able to <b>afford</b> a house like that.</i>	To afford
	That's why I think people got in debt, because they'd been having things that they couldn't <b>afford</b> . <sup>1</sup> Dylan had been <b>afforded</b> the opportunity to travel the world. <sup>3</sup> We can't <b>afford</b> to stay in a hotel. <sup>3</sup>	
Voors en tegens	Laten we het hebben over de <b>voors en tegens</b> van zijn plan. <i>Let's talk about the <b>pros and cons</b> of his plan.</i>	Pros and cons
	I like to weigh the <b>pros and cons</b> of all aspects of my life. <sup>3</sup> I have to balance up my <b>pros and cons</b> and look at my goals. <sup>3</sup> I like to think up a list of <b>pros and cons</b> . Why don't we do that? <sup>3</sup>	

## Unit 12 Science and technology

### English > Dutch

Game changer	This new electric car could be a real <b>game changer</b> .	Doorbraak
	<i>Deze nieuwe elektrische auto zou wel eens een echte <b>doorbraak</b> kunnen zijn.</i>	
	Social media is a <b>game changer</b> . It challenges our thinking, our communication and way of life. <sup>2</sup> Her innovative idea was a real <b>game changer</b> at work. <sup>5</sup> What we need is a <b>game changer</b> . <sup>2</sup>	
Deterrent	This alarm is an effective <b>deterrent</b> against theft.	Afschrikmiddel
	<i>Dit alarm is een goed <b>afschrikmiddel</b> tegen diefstal.</i>	
	I don't think pepper's a very useful <b>deterrent</b> . <sup>1</sup> Rain can be a <b>deterrent</b> for outdoor events. <sup>5</sup> Security measures serve as <b>deterrent</b> for intruders. <sup>5</sup>	
to expand	Water <b>expands</b> if it freezes.	Uitzetten
	<i>Water <b>zet uit</b> Als het bevroert.</i>	
	Career opportunities in environmental science are <b>expanding</b> . <sup>1</sup> We have <b>expanded</b> business very rapidly. <sup>1</sup> The Museum is hoping to <b>expand</b> one day. <sup>1</sup>	
to apply to	The new technology is <b>applied to</b> farming methods.	Toepassen op
	<i>De nieuwe technologie <b>wordt toegepast</b> op landbouwmethoden.</i>	
	If a box <b>does not apply to</b> you, mark it N/A (not applicable). <sup>2</sup> Obviously neither of these two ideas <b>applies to</b> all of the kinds of situations we're talking about. <sup>2</sup> Would that <b>apply to</b> me as well? <sup>1</sup>	
Lever	We need a <b>lever</b> to lift this heavy stone.	Hefboom
	<i>We hebben een <b>hefboom</b> nodig om deze zware steen op te tillen.</i>	
	He used a <b>lever</b> to lift the heavy box. <sup>5</sup> Pull up the little <b>lever</b> that opens the battery cover. <sup>2</sup> Get that stick over there and use it like a <b>lever</b> to move the rocks. <sup>2</sup>	
to erect	This city hall was <b>erected</b> in 1886.	Bouwen
	<i>Dit stadhuis werd <b>gebouwd</b> in 1886.</i>	
	The workers will <b>erect</b> the new building next week. <sup>5</sup> He helped his father <b>erect</b> the tent for the camping trip. <sup>5</sup> This type of fence is very quickly and easily <b>erected</b> . <sup>1</sup>	
to assemble	He <b>assembled</b> the boat himself.	In elkaar zetten
	<i>Hij heeft de boot zelf <b>in elkaar gezet</b>.</i>	
	The puzzle pieces are finally <b>assembling</b> ! <sup>2</sup> Our kits are easy to <b>assemble</b> . <sup>1</sup> The outfits she <b>assembles</b> from Goodwill and vintage clothing shops continue to defy expectations. <sup>2</sup>	
Adjustment	He's going to make some <b>adjustments</b> to this machine.	Aanpassing
	<i>Hij maakt nog enkele <b>aanpassingen</b> aan deze machine.</i>	
	We had to make a little bit of an <b>adjustment</b> . <sup>2</sup> She made a quick <b>adjustment</b> to her chair for better comfort. <sup>5</sup> He needed a slight <b>adjustment</b> to his glasses for a perfect fit. <sup>5</sup>	
to adapt	Windows has been <b>adapted</b> for an older audience.	Aanpassen
	<i>Windows is <b>aangepast</b> voor een ouder publiek.</i>	
	I am able to <b>adapt</b> to anybody's style. <sup>2</sup>	

	<b>Adapting</b> to the new school was challenging, but he quickly made friends. <sup>5</sup> Human body <b>adapts</b> to how we treat it. <sup>2</sup>	
to collaborate	A team of 20 scientists are <b>collaborating</b> on a project of weather prediction. <i>Een team van 20 wetenschappers, <b>werkt samen</b> aan een project over weersvoorspelling.</i>	Samenwerken
	The teacher decides when <b>collaborating</b> should occur. <sup>1</sup> They had <b>collaborated</b> in pairs and groups. <sup>1</sup> He <b>collaborates</b> with a wide range of partners. <sup>2</sup>	
Approach	There's a new <b>approach</b> to fighting cancer. <i>Er is een nieuwe <b>methode</b> om kanker te bestrijden.</i>	Methode, Benadering
	This is a touchy subject that requires a careful <b>approach</b> . <sup>2</sup> His <b>approach</b> to solving math problems was innovative and quick. <sup>5</sup> She tried various <b>approaches</b> to finish her homework faster. <sup>5</sup>	
to implement	He hopes this idea will be <b>implemented</b> . <i>Hij hoopt dat zijn ideeën worden <b>uitgevoerd</b>.</i>	Uitvoeren
	Samsung could take more control over how it <b>implements</b> the Android system. <sup>2</sup> In order to <b>implement</b> this progress we urgently need more funding. <sup>1</sup> Schools should be <b>implementing</b> courses to teach young people about mental handicaps. <sup>1</sup>	
Findings	These new <b>findings</b> turn the accepted theories on their head. <i>Deze nieuwe <b>conclusies</b> zetten de algemene aanvaarde theorieën op hun kop.</i>	Conclusies
	Is there anything in the <b>findings</b> that catches your eye? <sup>2</sup> The shocking <b>findings</b> : From 2004 to 2009, incidents of violence on prime-time broadcast television increased. <sup>2</sup> These <b>findings</b> should serve as a wake-up call. <sup>2</sup>	
Feature	The latest version of this car has some interesting new <b>features</b> . <i>De nieuwste versie van deze auto heeft enkele interessante nieuwe <b>functies</b>.</i>	Functie
	A unique <b>feature</b> of this system is how tiny it is! <sup>2</sup> Apple keeps improving the <b>features</b> . <sup>2</sup> I'm listening to Spotify a lot. One of the <b>features</b> I like best is the "Related Artists". <sup>2</sup>	
to measure	This machine <b>measures</b> your heart rate. <i>Dit apparaat <b>meet</b> je hartslag.</i>	Meten
	Get a micrometer and do some <b>measuring</b> . <sup>2</sup> How do you actually <b>measure</b> that? <sup>1</sup> I have to make sure it's <b>measured</b> right. <sup>1</sup>	
Scrutiny	Their activities will come under police <b>scrutiny</b> . <i>Hun activiteiten worden aan een <b>nauwkeurig politieonderzoek</b> onderworpen.</i>	Nauwkeurig Onderzoek
	Under <b>scrutiny</b> , his talent for art became evident to everyone. <sup>5</sup> The teacher looked at the homework with <b>scrutiny</b> to give fair grades. <sup>5</sup> The chef prepared the dish under close scrutiny, ensuring it was perfect. <sup>5</sup>	
Dimensions	What are the <b>dimensions</b> of your house? <i>Wat zijn de <b>afmetingen</b> van jouw huis?</i>	Afmetingen
	The 9.5 by 7.5-inch screen had roughly the same <b>dimensions</b> of an A-size magazine. <sup>2</sup> Just make sure you stick with the suggested <b>dimensions</b> so that it fits perfectly. <sup>2</sup> I can't even start to describe the <b>dimensions</b> of the problem. <sup>2</sup>	
trial and error	You learn things by <b>trial and error</b> . <i>Je leert dingen met <b>vallen en opstaan</b>.</i>	Vallen en opstaan
	How did you get to make the perfect quiche? Just <b>trial and error</b> . <sup>1</sup> You can't have <b>trial and error</b> without a lot of practice. <sup>1</sup> "This is my do it yourself manual, that I just learned by <b>trial and error</b> ." <sup>1</sup>	
Challenging	Planning a reception for over 1,000 people can be <b>challenging</b> .	Uitdagend

	<i>Een receptie voor meer dan 1000 Mensen plannen kan <b>uitdagend</b> zijn.</i>	
	I went hiking this weekend, and it was <b>challenging</b> . <sup>2</sup> It is the hardest and most <b>challenging</b> thing I have ever done. <sup>2</sup> I had a <b>challenging</b> job. <sup>2</sup>	
Proponent	<b>Proponents</b> of stem-cell research try to get more support in Congress. <i>Voorstanders van stamcelonderzoek proberen meer steun in het Congres te krijgen.</i>	Voorstander
	I'm a very big <b>proponent</b> of not doing anything you don't want to do. <sup>2</sup> We've always been strong <b>proponents</b> of organic and non-GMO foods. <sup>2</sup> <b>Proponents</b> and opponents argue fiercely. <sup>1</sup>	
Cutting-edge	This car company uses <b>cutting-edge</b> technology. <i>Dit autobedrijf gebruikt <b>grensverleggende</b> technologie.</i>	Grensverleggend Baanbrekend
	Though it isn't exactly <b>cutting-edge</b> , the rear camera in the new model is a huge improvement. <sup>2</sup> Tallinn is the perfect place to shop for <b>cutting-edge</b> designs in clothing, jewellery, accessories and home I. <sup>2</sup> The new ' <b>cutting-edge</b> ' art has turned out to be more than art. <sup>1</sup>	
to dissolve	<b>Dissolve</b> 2 teaspoons of this powder in a glass of water. <i>Los 2 theelepels van dit poeder <b>op</b> in een glas water.</i>	Oplossen
	This liquid is <b>dissolved</b> easily in alcohol and water. <sup>2</sup> By using oil on your face you are <b>dissolving</b> makeup. <sup>2</sup> When you lose that partner or that job, your future <b>dissolves</b> in front of you. <sup>2</sup>	
Fabric	This company produces <b>fabrics</b> for jackets and coats. <i>Dit bedrijf maakt <b>stoffen</b> voor colberts en jassen.</i>	Stof
	The main <b>fabric</b> used was crimson velvet. <sup>2</sup> Corduroy is a <b>fabric</b> . <sup>2</sup> I love her patterns and the <b>fabrics</b> she chooses. <sup>2</sup>	
Inventive	Noah can help you with your technical problem, for he is very <b>inventive</b> . <i>Noah kan je wel helpen met je technische probleem, want hij is zeer <b>vindigrijk</b>.</i>	Vindingrijk
	The British have a long history of being <b>inventive</b> . <sup>1</sup> You don't need to follow the instructions rigidly. Be playful and <b>inventive</b> . <sup>1</sup> I was unprepared for the level of <b>inventiveness</b> and creative energy that comes out of him. <sup>2</sup>	
Gear	Does your car have four or five <b>gears</b> ? <i>Heeft jouw auto 4 of 5 <b>versnellingen</b>?</i>	Versnelling
	She kept the car in first <b>gear</b> too long. The engine screamed. <sup>2</sup> We had to put the vehicle into second <b>gear</b> most of the way as we proceeded slowly. <sup>1</sup> Life was moving in fast <b>gear</b> . <sup>2</sup>	
Appliance	A dishwasher is a household <b>appliance</b> . <i>Een vaatwasser is een huishoudelijk <b>apparaat</b>.</i>	Apparaat
	He asked us to turn off all the powered <b>appliances</b> and unplug from our power source. <sup>2</sup> Buying an energy-efficient new <b>appliance</b> is an investment! <sup>2</sup> If you prefer, you can purchase a separate <b>appliance</b> that grinds up coffee beans. <sup>2</sup>	
to detect	High levels of lead were <b>detected</b> in the atmosphere. <i>Er zijn hoge concentraties lood in de atmosfeer <b>ontdekt</b>.</i>	Ontdekken, Waarnemen
	Why do you think Gmail is so good at <b>detecting</b> spam? <sup>2</sup> A shark <b>detects</b> blood in the water. <sup>2</sup> Researchers say that this sensor can <b>detect</b> small amounts of viruses in the body. <sup>2</sup>	
to generate	How is electricity <b>generated</b> here? <i>Hoe wordt hier elektriciteit <b>opgewekt</b>?</i>	Opwekken
	Let's explore how does wind power work in <b>generating</b> energy. <sup>2</sup> The economy <b>generates</b> jobs for the young. <sup>2</sup>	

	I am afraid that this will <b>generate</b> even more animosity and anger. <sup>2</sup>	
Friction	Putting oil on both surfaces reduces <b>friction</b> . <i>Als je olie op beide oppervlaktes aanbrengt, vermindert de <b>wrijving</b>.</i>	Wrijving
	Arguments between children can also cause <b>friction</b> . <sup>1</sup> Since skin can tear or bruise easily, use gentle motions and avoid <b>friction</b> . <sup>2</sup> Not wanting to cause <b>friction</b> with your partner is understandable. <sup>1</sup>	
to contain	This bottle <b>contains</b> a chemical liquid. <i>Deze fles <b>bevat</b> een chemische vloeistof.</i>	Bevatten
	Breath mints can actually lead to bad breath, because most <b>contain</b> sugar. <sup>2</sup> The baby penguins were fed a special supplement <b>containing</b> minerals and vitamins. <sup>1</sup> Her rose garden <b>contained</b> roses. <sup>2</sup>	
Manually	Few machines are operated <b>manually</b> . <i>Weinig machines worden <b>handmatig</b> bediend.</i>	Handmatig
	All comments are moderated and <b>manually</b> reviewed for spam. <sup>2</sup> All settings had to be set <b>manually</b> . <sup>2</sup> You can automatically or <b>manually</b> update. <sup>2</sup>	
Radiation	What level of <b>radiation</b> is acceptable? <i>Welk <b>stralingsniveau</b> is acceptabel?</i>	Straling
	The sun's <b>radiation</b> output today is roughly 15% brighter than 1 billion years ago. <sup>2</sup> <b>Radiation</b> from the sun gives us light and warmth during the day. <sup>5</sup> The doctor explained that <b>radiation</b> would help shrink the tumor. <sup>5</sup>	
Corrosion	There was a lot of <b>corrosion</b> on the bottom of the car. <i>Er zat veel <b>roest</b> aan de onderkant van de auto.</i>	Roest
	This aluminium is <b>corrosion</b> resistant. <sup>1</sup> The metal gate showed signs of <b>corrosion</b> due to rain. <sup>5</sup> The metal is an exotic nickel alloy that resists heat and <b>corrosion</b> . <sup>2</sup>	
Ray	Lots of <b>rays</b> of sunlight lit the room. <i>Vele <b>zonnestralen</b> verlichtten de kamer.</i>	Straal
	This lipgloss with sunscreen lotion can help protect your mouth from your sun's harmful <b>rays</b> . <sup>2</sup> UVA <b>rays</b> are responsible for a rapid aging of the skin. <sup>2</sup> Just when we said our prayers, the first <b>ray</b> of sun hit the house. <sup>2</sup>	
Multiple	Scientists at this company have made <b>multiple</b> inventions. <i>Wetenschappers van dit bedrijf hebben <b>meerdere</b> uitvindingen gedaan.</i>	Meerdere
	I'd rather have <b>multiple</b> options because then you can pick the best one. <sup>2</sup> We tried <b>multiple</b> times to address the situation, but nothing was working. <sup>2</sup> The exam consists of 20 <b>multiple</b> choice questions. <sup>2</sup>	
to recharge	Can I <b>recharge</b> these batteries? <i>Kan ik deze batterijen <b>opladen</b>?</i>	Opladen
	My battery needs <b>recharging</b> . <sup>3</sup> The battery can be fully <b>recharged</b> in two hours at a standard power socket. <sup>2</sup> The electric motor basically <b>recharges</b> itself by capturing the heat energy generated as you brake. <sup>2</sup>	
to gauge	A flag can be used to <b>gauge</b> the wind. <i>Een vlag kan gebruikt worden om de wind te <b>meten</b>.</i>	Meten
	You must've <b>gauged</b> wrong! <sup>4</sup> He was carefully <b>gauging</b> her reaction. <sup>1</sup> We need to <b>gauge</b> the audience's reaction to the new product. <sup>5</sup>	
to dilute	<b>Dilute</b> the juice with water before you drink it. <i><b>Verdun</b> het sap met water voordat je het drinkt.</i>	Verdunnen



	Use the colourings straight from the tube or bottle, or <b>diluted</b> for a paler shade. <sup>1</sup> Every time the US government prints more money, it <b>dilutes</b> the value of all the rest. <sup>2</sup> I have adopted the French habit of <b>diluting</b> wine with water. <sup>1</sup>	
Range	There's a whole <b>range</b> of options. <i>Er is een hele reeks mogelijkheden.</i>	Reeks
	He teaches courses on a <b>range</b> of topics. <sup>2</sup> I have a <b>range</b> of opinions about how this has played out. <sup>2</sup> The economic crisis is attributable to a <b>range</b> of factors. <sup>2</sup>	
gravity	The law of <b>gravity</b> explains why things fall down. <i>De wet van de zwaartekracht verklaart Waarom dingen omlaag vallen.</i>	Zwaartekracht
	<b>Gravity</b> is what causes you to fall. <sup>3</sup> Time is not affected by the laws of <b>gravity</b> . <sup>3</sup> <b>Gravitation</b> is a force. <sup>3</sup>	

## Dutch > English

verbetering	Billy's werk op school heeft tekenen van <b>verbetering</b> vertoond. <i>Billy's work at school has shown signs of <b>improvement</b>.</i>	Improvement
	The rear camera in the new model is a huge <b>improvement</b> . <sup>2</sup> I would've thought they made some <b>improvements</b> . <sup>3</sup> Your grades show no sign of <b>improvement</b> . <sup>3</sup>	
Voorspellen	Kunnen orkanen <b>voorspeld</b> worden? <i>Can hurricanes be <b>predicted</b>?</i>	To predict
	Our Weather Center <b>predicts</b> that no snow is expected in the city. <sup>3</sup> As you <b>predicted</b> , there was a problem. <sup>3</sup> I don't care if they're <b>predicting</b> a storm. Leave now! <sup>3</sup>	
Stekker	Deze kabel heeft geen <b>stekker</b> . <i>This cable lacks a <b>plug</b>.</i>	Plug
	She inserted the <b>plug</b> into the socket to charge her phone. <sup>5</sup> I need a new <b>plug</b> for my headphones; the old one is broken. <sup>5</sup> Switch off the power socket and remove the <b>plug</b> . <sup>1</sup>	
Stopcontact	Nederlandse stekkers zijn niet geschikt voor Britse <b>stopcontacten</b> . <i>Dutch plugs are not suitable for British <b>sockets</b>.</i>	Socket (BE), outlet (AE)
	She inserted the plug into the <b>socket</b> to charge her phone. <sup>5</sup> Switch off the power <b>socket</b> and remove the plug. <sup>1</sup> There should be plenty of electrical <b>outlets</b> to use. <sup>2</sup>	
Natuurkundige	Einstein was een beroemde <b>natuurkundige</b> . <i>Einstein was a famous <b>physicist</b>.</i>	Physicist
	I know a bit about particle physics. Does that make me a <b>physicist</b> ? <sup>2</sup> Lawrence Krauss is perhaps the greatest living <b>physicist</b> after Stephen Hawking. <sup>2</sup> Many <b>physicists</b> come from families with a strong academic tradition. <sup>2</sup>	
Zuinig	Grote auto's zijn meestal niet <b>zuinig</b> . <i>Big cars are usually not <b>economical</b>.</i>	Economical
	It must be cheap to do, <b>economical</b> in time as well as money. <sup>1</sup> Going by bus is one of the most <b>economical</b> ways to travel to Euro Disneyland. <sup>1</sup> Our car was considered <b>uneconomical</b> . <sup>2</sup>	
Vloeistof	Hoeveel <b>vloeistof</b> bevat deze fles? <i>How much <b>liquid</b> does this bottle contain?</i>	Liquid
	Your surgery is scheduled for the morning. No <b>liquids</b> after 10:00. <sup>3</sup> I am on a diet and it's all just <b>liquids</b> . <sup>3</sup>	

	Don't spill the beer, boy. It's <b>liquid gold</b> . <sup>3</sup>	
Kabel	De telefoon <b>kabels</b> waren doorgesneden. <i>The telephone <b>wires</b> had been cut.</i>	Wire
	Well it seems like we've got the <b>wires</b> crossed. <sup>1</sup> Do you have a <b>wireless</b> connection? <sup>4</sup> You won't even need a <b>wire</b> ! <sup>3</sup>	
Onderzoeken	De wetenschappers <b>onderzoeken</b> de gevolgen van alcohol op het lange termijn geheugen. <i>Scientists are <b>examining</b> the effects of alcohol on long-term memory.</i>	To examine
	He has to be <b>examined</b> by the doctor. <sup>3</sup> This documentary <b>examines</b> the nature evolution impacts. <sup>3</sup> He <b>examined</b> the map closely to find the right direction. <sup>5</sup>	
Verkennen	Wetenschappers <b>verkennen</b> Mars. <i>Scientists are <b>exploring</b> Mars.</i>	To explore
	You need time to <b>explore</b> your own feelings. <sup>3</sup> Amundsen discovered the South Pole in 1911. Wilkins <b>explored</b> the coast in 1928. <sup>3</sup> We will explore different museums during our school trip. <sup>5</sup>	
Kernenergie	Ben jij voor <b>kernenergie</b> ? <i>Are you in favour of <b>nuclear energy</b>?</i>	Nuclear energy
	<b>Nuclear energy</b> powers many cities, providing electricity to homes. <sup>5</sup> Scientists study <b>nuclear energy</b> to find cleaner ways to produce power. <sup>5</sup> <b>Nuclear energy</b> currently supplies about 6% of the world's total energy consumption. <sup>2</sup>	
doorbraak	Vorige week hebben wetenschappers een medische <b>doorbraak</b> bereikt. <i>Last week, scientists made a medical <b>breakthrough</b>.</i>	Breakthrough
	This is the greatest scientific <b>breakthrough</b> of the century. <sup>3</sup> She scored a personal <b>breakthrough</b> during the Atlanta Olympics. <sup>2</sup> The following year the artist achieved a career <b>breakthrough</b> . <sup>2</sup>	
Voordeel	Deze methode heeft verscheidene <b>voordelen</b> . <i>This method has several <b>advantages</b>.</i>	Advantage
	Make people aware of the <b>advantages</b> and disadvantages. <sup>2</sup> She's hard, she's selfish, she'll take <b>advantage</b> of you. <sup>3</sup> I don't really believe this is <b>advantageous</b> to your health. <sup>3</sup>	
Nadeel	Zet de voordelen tegenover de <b>nadelen</b> . <i>Set the advantages against the <b>disadvantages</b>.</i>	Disadvantage
	Make people aware of the advantages and <b>disadvantages</b> . <sup>2</sup> I'm not going to put myself at a <b>disadvantage</b> . <sup>2</sup> I believe that it is extremely <b>disadvantageous</b> from an economic perspective. <sup>2</sup>	
Toezicht houden op	Deze camera's <b>houden toezicht op</b> de verkeersveiligheid. <i>These cameras <b>monitor</b> road safety.</i>	To monitor
	As one of Britain's top voice experts, Miss Davies <b>monitors</b> the way politicians talk. <sup>1</sup> Police said the family was <b>monitored</b> by social services. <sup>1</sup> He will be <b>monitoring</b> our progress. <sup>1</sup>	

## Unit 13 Culture and art

### English > Dutch

Slang	My friend told me a few words of Irish <b>slang</b> . <i>Mijn vriend leerde me enkele woorden, Ierse <b>straattaal</b>.</i>	Straattaal
	Your extravagant <b>slang</b> ... I'm not used to it. <sup>3</sup> The queen does not use <b>slang</b> . <sup>3</sup> Crib? I believe that's street <b>slang</b> for "home". <sup>3</sup>	
Venue	The <b>venue</b> of the concert is still unknown. <i>De <b>locatie</b> van het concert is nog onbekend.</i>	Locatie van een Evenement
	Jay-Z will help re-open the newly renovated Webster Hall concert <b>venue</b> in New York. <sup>2</sup> Your wedding <b>venue</b> usually eats up a lot of your budget. <sup>2</sup> Their work will be exhibited in two public <b>venues</b> in our town. <sup>2</sup>	
Preface	Have you read the <b>preface</b> to the book? <i>Heb je de <b>inleiding</b> van het boek gelezen?</i>	Inleiding, voorwoord
	He's writing the <b>preface</b> to one of my books. <sup>3</sup> Mr Perry, will you read the opening paragraph of the <b>preface</b> ? <sup>3</sup> You quoted her in the <b>preface</b> of your book. It's dedicated to her. <sup>3</sup>	
Adaption	This film is an <b>adaptation</b> of a novel. <i>De film is een <b>bewerking</b> van een roman.</i>	Bewerking
	Screenwriters who take on <b>adaptations</b> must also stay true to the original. <sup>3</sup> There've been so many Shakespearean <b>adaptations</b> . <sup>3</sup> It's a comic book <b>adaptation</b> of the story. <sup>4</sup>	
Outstanding	Last night she gave an <b>outstanding</b> performance. <i>Gisteravond gaf ze een <b>uitstekende</b> show.</i>	Uitstekend
	She's certainly an <b>outstandingly</b> popular person. <sup>4</sup> In my own humble opinion, this is an <b>outstanding</b> example. They perform their duties in an <b>outstanding</b> manner. <sup>2</sup>	
Quotation	'To be or not to be' is a <b>quotation</b> from Shakespeare's Hamlet. <i>'To be or not to be' is een <b>citaat</b> uit Hamlet van Shakespeare.</i>	Citaat
	Is that a <b>quotation</b> from something? <sup>2</sup> The title of the book, they tell us, is a <b>quotation</b> from their own mother. <sup>2</sup> That are <b>quotations</b> from the Koran. <sup>3</sup>	
Proverb	'The early bird catches the worm' is a <b>proverb</b> . <i>'De morgenstond heeft goud in de mond', is een <b>spreekwoord</b>.</i>	Spreekwoord
	I'm not very good with <b>proverbs</b> , you know. <sup>3</sup> There is an English <b>proverb</b> "He who pays the piper calls the tune." <sup>2</sup> The <b>proverb</b> "you get what you pay for" is true in this example. <sup>2</sup>	
Witty	Oscar Wilde's plays are known for their <b>witty</b> dialogues. <i>Oscar Wilde's toneelstukken zijn bekend om hun <b>geestige</b> dialogen.</i>	Geestig
	I just listened and made a few <b>witty</b> comments and made people laugh. <sup>2</sup> You're better off not trying to be <b>witty</b> or funny. <sup>2</sup> I am sitting here in tears of laughter over the <b>wittiness</b> of this blog. <sup>2</sup>	
Artefact	At the museum we saw wood and metal <b>artefacts</b> . <i>In het museum zagen we <b>kunstvoorwerpen</b> van hout en metaal.</i>	Kunstvoorwerp
	<b>Artefacts</b> are important for history teachers. <sup>1</sup> An <b>artefact</b> from the past can be used to engage interest and awaken curiosity. <sup>1</sup> It is an <b>artefact</b> from a remarkable period. <sup>2</sup>	

to overrate	Some critics find that artist greatly <b>overrated</b> . <i>Sommige critici vinden die kunstenaar zwaar <b>overschat</b>.</i>	Overschatten
	He's old, but he still <b>overrates</b> his strength. <sup>2</sup> He could be a good ball player if he didn't <b>overrate</b> himself and played the game. <sup>4</sup> Personally, I think Shakespeare is highly <b>overrated</b> . <sup>2</sup>	
Sculpture	'The Thinker' is a famous <b>sculpture</b> by Rodin. <i>'De Denker' is een beroemd <b>beeldhouwwerk</b> van Rodin.</i>	Beeldhouwwerk
	Oh, look at the sand <b>sculpture</b> ! <sup>3</sup> He has some of the ugliest garden <b>sculptures</b> I ever seen. <sup>3</sup> Careful! That's my <b>sculpture</b> . <sup>3</sup>	
sculptor	That statue was made by a Dutch <b>sculptor</b> . <i>Dat standbeeld is gemaakt door een Nederlandse <b>beeldhouwer</b>.</i>	Beeldhouwer
	Mary Miss is an artist and <b>sculptor</b> known for her urban design work around NYC. <sup>2</sup> A Dutch <b>sculptor</b> has created 3D-printed reproductions of his own body parts. <sup>2</sup> We'll hold a competition amongst the very best <b>sculptors</b> . <sup>2</sup>	
Fictitious	The characters in this film are entirely <b>fictitious</b> . <i>De personages in deze film zijn helemaal <b>verzonnen</b>.</i>	Verzonnen, fictief
	I'm writing a letter for English to a <b>fictitious</b> acquaintance telling her how great my new headphones are. <sup>4</sup> Batman is a <b>fictitious</b> character. <sup>4</sup> We can check in under a <b>fictitious</b> name. <sup>4</sup>	
Protagonist	Describe the <b>protagonist</b> of the novel. <i>Beschrijf de <b>hoofdpersoon</b> van de roman.</i>	Hoofdpersoon
	Almost all the villains in comic books are <b>protagonists</b> . <sup>4</sup> Most people live their lives feeling they're the <b>protagonists</b> of their story. <sup>4</sup> He was the <b>protagonist</b> in these films. <sup>4</sup>	
Villain	He often plays the <b>villain</b> in films. <i>Hij speelt vaak de <b>schurk</b> in films.</i>	Schurk
	Almost all the <b>villains</b> in comic books are protagonists. <sup>4</sup> He punched me in the eye. He's a <b>villain</b> . <sup>1</sup> He suddenly turned <b>villain</b> . <sup>1</sup>	
Narrator	The I-person is also the <b>narrator</b> of this novel. <i>De ik-persoon is tevens de <b>verteller</b> in deze roman.</i>	Verteller
	The teacher can act as a <b>narrator</b> , telling the story. <sup>1</sup> Each chapter of this book is headed with the name of the <b>narrator</b> . <sup>2</sup> The <b>narrator</b> and main character of that story is played by an excellent actress. <sup>2</sup>	
Narrative	It's a moving <b>narrative</b> about three war-time buddies. <i>Het is een aangrijpend <b>verhaal</b> over 3 oorlogsvrienden.</i>	Verhaal
	It's a film that doesn't have a really strong <b>narrative</b> . <sup>3</sup> In "White Zombie," you get a <b>narrative</b> that takes place in Haiti and it involves Haitian voodoo. <sup>3</sup> The story has become one of the most popular <b>narratives</b> of the 20 <sup>th</sup> century. <sup>3</sup>	
Acquisition	The museum can't afford the <b>acquisition</b> of such an expensive sculpture. <i>Het museum kan zich de <b>aankoop</b> van zo'n duur beeldhouwwerk niet veroorloven.</i>	Aankoop, winst
	Who's responsible for their multi-million-dollar <b>acquisition</b> ? <sup>3</sup> I've been working on this <b>acquisition</b> deal for a while. <sup>3</sup> It's my latest <b>acquisition</b> . What do you think? <sup>3</sup>	
box office	Collect your tickets at the <b>box office</b> please. <i>Haal uw kaartjes bij de <b>kassa</b> af, alstublieft.</i>	Kassa (van een Theater of bioscoop)
	Tickets are \$2.00 at the <b>box office</b> . <sup>4</sup> Tickets go on sale at the <b>box office</b> . <sup>4</sup>	

	I was just by the theatre, big rush at the <b>box office</b> . The line is halfway up the block. <sup>4</sup>	
Blockbuster	Bond films are always <b>blockbusters</b> . <i>Bondfilms zijn altijd kaskrakers.</i>	Kaskraker
	The <b>blockbuster</b> movie of the summer is "jaws". <sup>3</sup> Robert Downey jr. Starred in Two <b>blockbuster</b> films. <sup>3</sup> The impact of the Godfather was huge. It was a <b>blockbuster</b> film, and it was serious. <sup>3</sup>	
Shortlisted	His latest novel has been <b>shortlisted</b> for the Booker Prize. <i>Zijn nieuwste boek is genomineerd voor de Booker Prize.</i>	Genomineerd
	In 2005, he was <b>shortlisted</b> for the first Man Booker International Prize for fiction. <sup>2</sup> Liars and Saints, was <b>shortlisted</b> for England's 2005 Orange Prize. <sup>2</sup> Matt Ridley's books have been <b>shortlisted</b> for six literary awards. <sup>2</sup>	
to meet with critical acclaim	His latest novel was <b>met with critical acclaim</b> . <i>Zijn nieuwste roman kreeg goede recensies.</i>	Goede recensies Krijgen
	DuVernay's Netflix series about the Central Park Five, has been <b>met with critical acclaim</b> . <sup>2</sup> That this scholarly work <b>meets with critical acclaim</b> would hardly be news. <sup>2</sup> Her second book was <b>greeted with critical acclaim</b> . <sup>2</sup>	
to depict	This novel <b>depicts</b> life in mediaeval England. <i>Deze roman beschrijft het leven in het middeleeuwse Engeland.</i>	Beschrijven
	We want to make sure that it is accurate on how we are <b>depicted</b> . <sup>4</sup> The following story is fictional and does not <b>depict</b> any actual person or event. <sup>4</sup> The people of the Middle Ages <b>depicted</b> devils and angels frequently, in their art. <sup>4</sup>	
to portray	The writer <b>portrays</b> life in a small village at the turn of the century. <i>De schrijver beschrijft het leven in een dorpje rond de eeuwwisseling.</i>	Beschrijven
	She didn't feel like the media was <b>portraying</b> him in the right light. <sup>3</sup> The press <b>portrayed</b> him as a dull humorless figure. <sup>4</sup> Harvey, do you think you <b>portray</b> Joyce fairly? <sup>3</sup>	
Renowned	Salvador Dalí is a <b>renowned</b> Spanish painter. <i>Salvador Dalí is een beroemde Spaanse schilder.</i>	Beroemd
	Parisians are <b>renowned</b> for their simple yet elegant style. <sup>2</sup> The group soon became <b>renowned</b> for their stage show. <sup>2</sup> Both bands are <b>renowned</b> for their strong live performances. <sup>2</sup>	
Stature	He's an artist of great <b>stature</b> . <i>Hij is een kunstenaar van groot formaat.</i>	Status, formaat
	Those men look tremendous in <b>stature</b> . And they're coming straight at us! <sup>4</sup> Don't be misled by my <b>stature</b> . <sup>4</sup> I wish I had your <b>stature</b> and your long legs. <sup>4</sup>	
Invaluable	His contribution to the film industry has been <b>invaluable</b> . <i>Zijn bijdrage aan de filmindustrie is van onschatbare waarde geweest.</i>	Van onschatbare Waarde
	The learning process from this project has been <b>invaluable</b> . <sup>1</sup> Their dedication and support have been <b>invaluable</b> . <sup>1</sup> Mrs Christley said that the girls' help was <b>invaluable</b> . <sup>1</sup>	
Celebrated	Buddy Holly was a <b>celebrated</b> singer in the 50s. <i>Buddy Holly was een gevierd zanger in de jaren 50.</i>	Gevierd
	Thanksgiving remains widely <b>celebrated</b> and crosses religious, racial, and ethnic lines. <sup>2</sup> Halloween isn't <b>celebrated</b> in Korea. <sup>2</sup> Her name is Marina Picasso, granddaughter of the most <b>celebrated</b> artist of the 20 <sup>th</sup> century. <sup>2</sup>	
Cast	The director threw a party for the <b>cast</b> . <i>De regisseur gaf een feest voor de acteurs.</i>	Acteurs, rolbezetting

	<p>Would you like to be in the <b>cast</b> of our play?<sup>3</sup>          Mr. Brown is busy with Steve Raleigh lining up a <b>cast</b> for his new show.<sup>3</sup>          The <b>cast</b> will comprise of American and British actors.<sup>2</sup></p>	
to feature	<p>The film <b>features</b> Jennifer Lawrence.  <i>De film heeft Jennifer Lawrence in de hoofdrol.</i></p>	In de hoofdrol Hebben
	<p>The film <b>features</b> Whoopi Goldberg.<sup>4</sup>          The show <b>features</b> the voice talents Of Steve Carell and Rosie Perez.<sup>4</sup>          The film <b>featured</b> an unforgettable performance from a young English actress.<sup>4</sup></p>	
Rerun	<p>This week's films are all <b>reruns</b>.  <i>De films van deze week zijn allemaal herhalingen.</i></p>	Herhaling (op tv)
	<p>I was sitting right here watching a <b>rerun</b> of The A-Team.<sup>4</sup>          The Mijo and Tito Show was a <b>rerun</b>, so I flipped over to watch something else.<sup>4</sup>          I'm home in time to watch <b>reruns</b> of Johnny Yune's talk show.<sup>4</sup></p>	
draft	<p>The first <b>draft</b> of his novel needed a substantial amount of rewriting.  <i>De eerste versie van zijn roman moest flink worden herschreven.</i></p>	Versie, ontwerp
	<p>The project team will present a final <b>draft</b> version.<sup>2</sup>          A wise approach is to make a <b>draft</b> version of your book and ask friends to read.<sup>2</sup>          I encourage students to submit <b>drafts</b> and I enjoy seeing how their work improves.<sup>2</sup></p>	
Outline	<p>This book gives an <b>outline</b> of contemporary English literature.  <i>Dit boek geeft een overzicht van de hedendaagse Engelstalige literatuur.</i></p>	Overzicht
	<p>Could you just give me an <b>outline</b> of what happened?<sup>1</sup>          I have made an <b>outline</b> for the novel.<sup>2</sup>          This information helps us to have an <b>outline</b>.<sup>2</sup></p>	
Subscription	<p>I have a <b>subscription</b> to a sports magazine.  <i>Ik heb een abonnement op een sport tijdschrift.</i></p>	Abonnement
	<p>I've just paid a year's <b>subscription</b> to Netflix.<sup>3</sup>          I got a colour TV and <b>subscriptions</b> to Time and National Geographic.<sup>3</sup>          I make money selling magazine <b>subscriptions</b>.<sup>3</sup></p>	
to compile	<p>It took years to <b>compile</b> the dictionary.  <i>Het kostte jaren om het woordenboek samen te stellen.</i></p>	Samenstellen
	<p>An American researcher <b>compiled</b> a list of 2,241 words in English, all of which meant being drunk.<sup>1</sup>          I have a friend who <b>compiles</b> a mixed CD every year and mails them to all his friends.<sup>2</sup>          He is <b>compiling</b> evidence that he says will show that money is being misused.<sup>2</sup></p>	
vintage	<p>My friends and I drank a bottle of <b>vintage</b> wine.  <i>Mijn vriend en ik dronken een fles wijn van een zeer goed jaar.</i></p>	Zeer goed (van Een bepaald jaar)
	<p>Alex has spent three years restoring a <b>vintage</b> Cadillac.<sup>1</sup>          Why do <b>vintage</b> clothes always fit so well?<sup>2</sup>          A bottle of <b>vintage</b> champagne was cracked open, as a toast to Virginia's exam results.<sup>1</sup></p>	
Ardent	<p>Michelangelo was an <b>ardent</b> antiquarian.  <i>Michelangelo was een hartstochtelijk antiquair.</i></p>	Hartstochtelijk, vurig
	<p>Now Elaine is one of the best and most <b>ardent</b> babysitters.<sup>4</sup>          I had no idea you admired the man so <b>ardently</b>.<sup>4</sup>          He's an <b>ardent</b> Christian.<sup>4</sup></p>	
arduous	<p>Restoring that famous painting must be an <b>arduous</b> task.  <i>Dat beroemde schilderij restaureren is vast een moeilijke taak.</i></p>	Moeilijk, zwaar
	<p>All right, well, this is a bit of an <b>arduous</b> process.<sup>3</sup>          It won't be an easy journey. It'll be long and <b>arduous</b>.<sup>3</sup>          The young man climbed the wall, painfully and <b>arduously</b>.<sup>2</sup></p>	

Versatile	She's a <b>versatile</b> actress who can play any character. <i>Zij is een <b>veelzijdig</b> actrice die elke rol kan spelen.</i>	Veelzijdig
	I shoot all kinds of subjects so I need a <b>versatile</b> camera. <sup>2</sup> Judith Cohen, one of Seattle's most <b>versatile</b> pianists, joined the orchestra. <sup>2</sup> Your voice is so fierce and I feel like you've got so much <b>versatility</b> . <sup>4</sup>	
at auction	This painting will be sold <b>at auction</b> next week. <i>Dit schilderij wordt volgende week <b>op een veiling</b> verkocht.</i>	Op een veiling
	Unwanted dogs are often sold <b>at auctions</b> . <sup>2</sup> We buy stuff <b>at auctions</b> , clean it up, and sell it in our store. <sup>2</sup> Some of the museum's collection has turned up <b>at auction</b> . <sup>2</sup>	

## Dutch &gt; English

Hedendaags	Zij gaf een serie lezingen over <b>hedendaagse</b> schrijvers. <i>She gave a series of lectures on <b>contemporary</b> writers.</i>	Contemporary
	The museum features both classical and <b>contemporary</b> sculptures. <sup>5</sup> She has one of the greatest voices in the history of <b>contemporary</b> music. <sup>2</sup> Their house has a <b>contemporary</b> design, with sleek lines and large windows. <sup>5</sup>	
Opstel	We moesten een <b>opstel</b> schrijven over Nederlandse kunst. <i>We had to write a <b>composition</b> on Dutch art.</i>	Composition
	Students can write <b>compositions</b> on what they have learned in their experiments. <sup>2</sup> Make some notes and write a <b>composition</b> . <sup>4</sup> Write a <b>composition</b> of what you did last summer. <sup>3</sup>	
Songtekst	Onze docent behandelt soms <b>songteksten</b> tijdens de les. Our teachers sometimes discusses <b>lyrics</b> during the lesson.	Lyrics
	It's no good. The <b>lyrics</b> are terrible. <sup>3</sup> I suppose you could make a song out of it. Get somebody to write <b>lyrics</b> ! <sup>3</sup> Nice tune. Have you got any <b>lyrics</b> for it? <sup>3</sup>	
Alinea	Het artikel bestaat uit 9 <b>alinea's</b> . <i>The article consists of nine <b>paragraphs</b>.</i>	Paragraph
	Please read the first <b>paragraph</b> . <sup>3</sup> If you don't mind, Mr. Harland, will you read that last <b>paragraph</b> a little louder? <sup>3</sup> There are 83 <b>paragraphs</b> , 581 lines of rules in the rulebook. <sup>3</sup>	
Podium	De hele bezetting van de musical stond op het <b>podium</b> . <i>The whole cast of the musical was on the <b>stage</b>.</i>	Stage
	Did you hear the crowd when she came out on <b>stage</b> , they went wild! <sup>2</sup> It is so nice to see you on <b>stage</b> . <sup>2</sup> Every time you perform on <b>stage</b> , it's the best feeling in the world. <sup>2</sup>	
Repeteren	Ik <b>repeteer</b> een keer per week voor een toneelstuk. <i>I <b>rehearse</b> for a play once a week.</i>	To rehearse
	I've been <b>rehearsing</b> this all day. <sup>4</sup> I'm sorry. I've <b>rehearsed</b> this in my head, but it's still hard to say. <sup>4</sup> The band <b>rehearses</b> there all summer. <sup>4</sup>	
Dichter	Ken jij enkele Engelse <b>dichters</b> ? <i>Do you know any English <b>poets</b>?</i>	Poet
	Lord Byron, probably the most famous <b>poet</b> in the world, after Johann Schlitberger. <sup>1</sup> He is forging a new career as a <b>poet</b> , author and songwriter. <sup>1</sup> She is of one of the greatest <b>poets</b> in the English language. <sup>3</sup>	
Gedicht	'Sonnet 18' is een beroemd <b>gedicht</b> van Shakespeare. <i>'Sonnet 18' is a famous <b>poem</b> by Shakespeare.</i>	Poem

	<p>I remember a <b>poem</b> I learned once.<sup>3</sup>  I think I'm going to write a <b>poem</b> about this.<sup>3</sup>  You should write <b>poems</b> about the sadness in your heart.<sup>3</sup></p>	
Roman	<p>Welke <b>roman</b> heb je het laatst gelezen?  <i>What <b>novel</b> did you last read?</i></p>	Novel
	<p>Great Expectations was one of Dickens his last <b>novels</b> and was published in 1861.<sup>1</sup>  Parents should also check the contents of music, <b>novels</b> and poems before allowing their children to it.<sup>1</sup>  I'm writing a <b>novel</b> about people.<sup>1</sup></p>	
leesboeken	<p>Zij is schrijfster van <b>leesboeken</b> voor kinderen.  <i>She's a writer of children's <b>fiction</b>.</i></p>	Fiction
	<p>I usually don't read <b>fiction</b> but I loved the book.<sup>2</sup>  It is a science <b>fiction</b> novel and takes place either on earth or some other world.<sup>2</sup>  I think it's the only <b>fiction</b> film ever to win the prize.<sup>2</sup></p>	
toneelstuk	<p>Ik zag gisteren een <b>toneelstuk</b> In de schouwburg.  <i>I saw a <b>play</b> at the theatre yesterday.</i></p>	Play
	<p>The story has been retold in a <b>play</b>.<sup>2</sup>  He's being offered a role in a <b>play</b>.<sup>2</sup>  I actually saw her live in a <b>play</b> in Los Angeles.<sup>2</sup></p>	
Recensie	<p>Ik lees vaak een <b>recensie</b> voordat ik de film zie.  <i>I often read a <b>review</b> before I see the film.</i></p>	Review
	<p>I have carefully avoided all the <b>reviews</b> of this play. I don't wanna hear about it before I see.<sup>4</sup>  Get us a reservation for dinner tonight at that place that got the good <b>review</b>.<sup>3</sup>  Did you know that she got terrible <b>reviews</b> the first time he was on Broadway?<sup>3</sup></p>	
Tentoonstelling	<p>We zijn naar de Picasso <b>tentoonstelling</b> geweest.  <i>We went to see the Picasso <b>exhibition</b>.</i></p>	Exhibition
	<p>Someone swallowed a diamond worth \$13,000 at a gem <b>exhibition</b>.<sup>2</sup>  The museum is hosting an <b>exhibition</b>.<sup>2</sup>  Her work has been shown in many <b>exhibitions</b> throughout the United States.<sup>2</sup></p>	
Tentoongesteld	<p>Jackson Pollock 's beroemdste schilderijen zijn hier <b>tentoongesteld</b>.  <i>Jackson Pollock's most famous paintings are <b>on display</b> here.</i></p>	On display
	<p>All work <b>on display</b> must be British of origin.<sup>1</sup>  Harrison's unique timepieces will be <b>on display</b> in the Observatory when it re-opens.<sup>1</sup>  The horn was taken to Caprington and is still <b>on display</b> in the castle.<sup>1</sup></p>	
inhoud	<p>Ken jij de <b>inhoud</b> van zijn brief?  <i>Do you know the <b>contents</b> of his letter?</i></p>	Contents
	<p>Under no circumstances tell my sister the <b>contents</b> of this note!<sup>3</sup>  We'll have to check the <b>contents</b> of your bag.<sup>3</sup>  Be careful of the <b>contents</b> of this tube, young man. They're very dangerous.<sup>3</sup></p>	



## Unit 14 Nature and the environment

### English > Dutch

Shallow	The children stayed in the <b>shallow</b> end of the swimming pool.	Ondiep
	<i>De kinderen bleven in het <b>ondiepe</b> deel van het zwembad.</i>	
	At the one end it is very <b>shallow</b> and at the other end it is deep. <sup>1</sup> St Florent is an excellent family holiday location with a mile-long, <b>shallow</b> beach that's cleaned every morning. <sup>1</sup> I am disappointed in the <b>shallowness</b> of the responses. <sup>2</sup>	
Concrete	He fell and hit his head on the <b>concrete</b> floor.	Beton(nen)
	<i>Hij viel met zijn hoofd op de <b>betonnen</b> vloer.</i>	
	This block is made out of a steel structure covered with <b>concrete</b> bricks. <sup>1</sup> Newly laid <b>concrete</b> that dries quickly often develops cracks. <sup>1</sup> The <b>concrete</b> is laid to a depth of 10 cm. <sup>1</sup>	
to yield	Favourable weather has <b>yielded</b> a good crop.	Opleveren
	<i>Gunstig weer heeft een goede oogst <b>opgeleverd</b>.</i>	
	The study is already <b>yielding</b> results. <sup>2</sup> I expect this recipe, if followed well, to <b>yield</b> good results. <sup>2</sup> This requires an investment of \$20, but it <b>yields</b> \$30. <sup>2</sup>	
Hemisphere	Most of the land on Earth is in the Northern <b>hemisphere</b> .	Halfmond
	<i>Het meeste land op aarde ligt op het noordelijk <b>halfmond</b>.</i>	
	The Northern <b>hemisphere</b> owes its climate to the North Atlantic Current. <sup>3</sup> Buenos Aires is the third largest city in the western <b>hemisphere</b> . <sup>3</sup> There is a separation between brains <b>hemispheres</b> , right and left. <sup>3</sup>	
Border	The train crosses the <b>border</b> between France and Spain.	Grens, landsgrens
	<i>De trein gaat de <b>grens</b> tussen Frankrijk en Spanje over.</i>	
	At the <b>border</b> , the guard questioned me. Travelling for business or pleasure? <sup>2</sup> She crossed the <b>border</b> to seek asylum in a safe country. <sup>2</sup> People in Gaza used to travel across the <b>borders</b> to Egypt. <sup>2</sup>	
Litter	The park was covered with <b>litter</b> after the concert.	Zwerfafval
	<i>Het park lag bezaaid met <b>zwerfafval</b> na het concert.</i>	
	The river there is full of <b>litter</b> . <sup>1</sup> There is often <b>litter</b> on the seats of the train I take to Westminster. <sup>1</sup> Each square mile of ocean carries 46,000 pieces of plastic <b>litter</b> . <sup>2</sup>	
natural resources	<b>Natural resources</b> like gas cannot be replaced.	Natuurlijke
	<i><b>Natuurlijke hulpbronnen</b> zoals gas, kunnen niet vervangen worden.</i>	Hulpbronnen
	We have many natural <b>resources</b> . Gold, silver, and more. <sup>3</sup> Our natural <b>resources</b> are running out. <sup>3</sup> The water supply is a natural <b>resource</b> . <sup>1</sup>	
Exploitation	We should control the <b>exploitation</b> of the rainforests better.	Gebruik
	<i>We moeten het <b>gebruik</b> van de regenwouden beter reguleren.</i>	
	Western nations have become prosperous by oppressing and <b>exploiting</b> nonwhite, non-Western nations. <sup>2</sup> As far as I'm concerned, her mother <b>exploited</b> her. <sup>1</sup> Early farmers were <b>exploiting</b> the resources available to their settlement. <sup>1</sup>	
Prevention	<b>Prevention</b> of the nuclear disaster is our top priority.	Het voorkomen
	<i>Het <b>voorkomen</b> van de nucleaire ramp heeft onze hoogste prioriteit.</i>	
	Terrorism <b>prevention</b> is the FBI's top priority. <sup>4</sup> An important part of police work is the <b>prevention</b> of violence. <sup>4</sup>	

	The best crime <b>prevention</b> I know of is the example parents give children at home. <sup>4</sup>	
Ecological	The destruction of the rainforest is an <b>ecological</b> disaster. <i>De vernietiging van de regenwouden is een milieuramp.</i>	Milieu-
	The <b>ecological</b> impact of large whale populations in the past is largely unknown. <sup>2</sup> Forests provide numerous <b>ecological</b> benefits, such as providing wildlife habitat. <sup>2</sup> Human waste needs to be <b>ecologically</b> composted. <sup>2</sup>	
Conservation	We can send you information and <b>conservation</b> issues. <i>We kunnen u informatie toesturen over kwesties inzake milieubeheer.</i>	Milieubeheer, Natuurbeheer
	I am a member of the Nature <b>Conservation</b> Agency. <sup>3</sup> We have over 2 million hectares land in <b>conservation</b> . <sup>3</sup> Formerly, nobody thought much about <b>conservation</b> or really considered that animals might be driven to extinction. <sup>3</sup>	
to preserve	It's our duty to <b>preserve</b> the planet for future generations. <i>Het is onze plicht de planeet te beschermen voor toekomstige generaties.</i>	Beschermen, Behouden
	Ghana has a policy to <b>preserve</b> forest. <sup>1</sup> We could do something about <b>preserving</b> the tropical forest in this country. <sup>1</sup> The body heat of polar bears is <b>preserved</b> by thick fat. <sup>3</sup>	
Objective	The main <b>objective</b> of Greenpeace is the protection of the environment. <i>Het belangrijkste doel van Greenpeace is bescherming van het milieu.</i>	Doel
	Once you have achieved the <b>objective</b> , please let me know! <sup>4</sup> What are your <b>objectives</b> ? <sup>1</sup> My <b>objective</b> is to convince you. <sup>1</sup>	
Biodegradable	Our products are <b>biodegradable</b> and our packaging is recyclable. <i>Onze producten zijn biologisch afbreekbaar en onze verpakking is recyclebaar.</i>	Biologisch Afbreekbaar
	<b>Biodegradable</b> plastics derived from natural plant sugars have appeared. <sup>2</sup> The benefit of the spray is that it is nontoxic and <b>biodegradable</b> . <sup>2</sup> Volunteers in the Philippines are clearing <b>non-biodegradable</b> plastic from a beach. <sup>2</sup>	
Bleak	These mountains are beautiful, even in <b>bleak</b> weather. <i>Deze bergen zijn mooi, zelfs met guur weer.</i>	Guur, somber
	I know that this must seem <b>bleak</b> ... <sup>4</sup> No matter how <b>bleak</b> the situation, you never lose your sense of humor. <sup>4</sup> There can be few places on earth as <b>bleak</b> , cold, hostile to life as these Arctic snowfields. <sup>4</sup>	
Famine	Millions of people continue to die of war and <b>famine</b> . <i>Miljoen en Mensen blijven sterven als gevolg van oorlog en hongersnood.</i>	Hongersnood
	In Somalia the combination of war and <b>famine</b> claimed a quarter of a million children dead last year. <sup>1</sup> There's a <b>famine</b> in Rome. People are dying in thousands of hunger. <sup>3</sup> My father knew years of <b>famine</b> . <sup>3</sup>	
Edge	Keep away from the <b>edge</b> of the cliff, you might fall. <i>Blijf uit de buurt van de rand van de klif, je zou er vanaf kunnen vallen.</i>	Rand
	You had me on the <b>edge</b> of my seat with that! <sup>4</sup> The building is right here on the <b>edge</b> of town. <sup>4</sup> He's on the <b>edge</b> of a nervous breakdown. <sup>4</sup>	
Abyss	She suddenly found herself on the edge of an <b>abyss</b> . <i>Ze stond plotseling aan de rand van een afgrond.</i>	Afgrond
	When Americans lose their jobs, they fall into the <b>abyss</b> . <sup>2</sup> We can fall into an economic <b>abyss</b> at any time. <sup>2</sup> Some people fall into the <b>abyss</b> of drug and alcohol abuse. <sup>2</sup>	
Peril	He felt he had to inform us about the <b>perils</b> of mountaineering.	Gevaar

	<i>Hij vond dat hij ons moest inlichten over de <b>gevaren</b> van bergbeklimmen.</i>	
	You put yourself in <b>peril</b> , you're putting me in peril too! <sup>3</sup> We need to be mindful of the <b>perils</b> . <sup>2</sup> You may continue, but at your own <b>peril</b> . <sup>3</sup>	
Manure	<b>Manure</b> is often used to fertilize fields.	Mest
	<i><b>Mest</b> wordt vaak gebruikt om velden vruchtbaar te maken.</i>	
	Money is like cow <b>manure</b> . It doesn't do any good if you don't spread it around. <sup>2</sup> Does anyone else smell horse <b>manure</b> ? <sup>2</sup> I was shoveling <b>manure</b> . <sup>4</sup>	
Vicinity	We spent a few days in the <b>vicinity</b> of Land's End.	Omgeving, buurt
	<i>We hebben enkele dagen doorgebracht in de <b>omgeving</b> van Land's End.</i>	
	Have there been any reports of strangers <b>in the vicinity</b> ? <sup>3</sup> I'm certain it's happened somewhere <b>in that vicinity</b> . <sup>3</sup> All three people appear to be <b>in the vicinity</b> of 60 years old. <sup>2</sup>	
to sow	She <b>sowed</b> several rows of carrots in the garden.	Zaaien
	<i>Ze <b>zaaide</b> verscheidene rijen wortelen in de tuin.</i>	
	She <b>sows</b> flower seeds in her garden every spring. <sup>5</sup> He <b>sowed</b> the field with corn last summer, hoping for a bountiful harvest. <sup>5</sup> If we <b>sow</b> the seeds now, we will have fresh vegetables in a few months. <sup>5</sup>	
Drought	The <b>drought</b> has brought about a serious food crisis.	Droogte
	<i>De <b>droogte</b> heeft een ernstige voedselcrisis veroorzaakt.</i>	
	The farmers faced a severe <b>drought</b> , causing their crops to wither and die. <sup>5</sup> Due to the <b>drought</b> , the town had to import water, leading to higher water bills. <sup>5</sup> During the <b>drought</b> , water restrictions were put in place to conserve the resources. <sup>5</sup>	
Flood	Lots of people lost their homes after the <b>flood</b> .	Overstroming
	<i>Veel mensen hadden hun huis verloren naar de <b>overstroming</b>.</i>	
	The heavy rain caused a <b>flood</b> in the neighborhood. <sup>5</sup> During the <b>flood</b> , many families had to evacuate their homes and seek shelter. <sup>5</sup> Our school organized a fundraiser to help victims of the recent <b>floods</b> . <sup>5</sup>	
Forecast	The weather <b>forecast</b> says it's going to rain later today.	Voorspelling
	<i>Volgens de <b>weersvoorspellingen</b> gaat het later op de dag regenen.</i>	
	Check the weather <b>forecast</b> before going out to plan your day accordingly. <sup>5</sup> The <b>forecast</b> predicts sunny weather for the weekend, perfect for a picnic. <sup>5</sup> The weather <b>forecast</b> says it might rain later, so carry an umbrella just in case. <sup>5</sup>	
Peninsula	Did you know that Florida was a <b>peninsula</b> ?	Schiereiland
	<i>Wist jij dat Florida een <b>schiereiland</b> was?</i>	
	Our school is located on a <b>peninsula</b> , surrounded by water on three sides. <sup>5</sup> During summer vacation, we visited a beautiful <b>peninsula</b> with sandy beaches. <sup>5</sup> The city of Istanbul in Turkey is located on a <b>peninsula</b> . <sup>5</sup>	
Humidity	I don't like the <b>humidity</b> of this climate.	Vochtigheid
	<i>Ik houd niet van de <b>vochtigheid</b> van dit klimaat.</i>	
	High <b>humidity</b> makes the air feel sticky and uncomfortable, especially in summer. <sup>5</sup> In regions with high <b>humidity</b> , your hair can get frizzy and clothes take longer to dry. <sup>5</sup> <b>Humidity</b> can affect your mood and energy levels, so it's important to stay hydrated in humid weather. <sup>5</sup>	
Sewer	There's a complicated system of <b>sewers</b> that runs under the city.	Riolering
	<i>Er loopt een ingewikkeld <b>riolerings</b>stelsel onder de stad.</i>	
	The <b>sewers</b> in our town help prevent flooding by draining rainwater away. <sup>5</sup> The <b>sewer</b> system in our city transports wastewater away from homes. <sup>5</sup> Be careful not to drop anything valuable into the <b>sewer</b> grate. <sup>5</sup>	

Layer	Is the ozone <b>layer</b> getting thinner? <i>Wordt de ozonlaag dunner?</i>	Laag
	She wore <b>layers</b> of clothing to stay warm in the winter. <sup>5</sup> The cake had multiple <b>layers</b> , each filled with a different flavor of frosting. <sup>5</sup> When painting, it's essential to let each <b>layer</b> dry before adding the next. <sup>5</sup>	
Disposal	You can use this bin for waste <b>disposal</b> . <i>U kunt deze vuilnisemmer gebruiken voor het <b>weggooiën</b> van afval.</i>	Het weggooien, het opruimen
	Proper <b>disposal</b> of plastic bottles helps in recycling and protecting the environment. <sup>5</sup> Our school has designated bins for the <b>disposal</b> of recyclables and non-recyclables. <sup>5</sup> The broken microwave was beyond repair and had to be sent to a <b>disposal</b> facility. <sup>5</sup>	
Current	He tried to swim against the <b>current</b> . <i>Hij probeerde tegen de <b>stroom</b> in te zwemmen.</i>	Stroom, stroming
	Be cautious while swimming; ocean <b>currents</b> can pull you away from the shore. <sup>5</sup> Electricity flows through wires due to the movement of electric <b>currents</b> . <sup>5</sup> Air <b>currents</b> play a crucial role in determining weather patterns. <sup>5</sup>	
Surface	Tropical rainforests used to cover 10% of the earth's <b>surface</b> . <i>De tropische regenwouden besloegen vroeger 10% van het aardoppervlak.</i>	Oppervlak(te)
	Cleaning the <b>surfaces</b> of your electronic devices can prevent the spread of germs. <sup>5</sup> The basketball court's <b>surface</b> was smooth, perfect for a fast-paced game. <sup>5</sup> The scientist studied the <b>surface</b> of the moon using telescopes and satellites. <sup>5</sup>	
Wheat	Can I have two slices of <b>wheat</b> bread please? <i>Mag ik twee sneetjes <b>tarwebrood</b> alstublieft?</i>	Tarwe
	<b>Wheat</b> is one of the most widely cultivated grains used to make bread and pasta. <sup>5</sup> Farmers plant <b>wheat</b> seeds in the fall. <sup>5</sup> Eating whole-grain <b>wheat</b> products can provide essential nutrients for a healthy diet. <sup>5</sup>	
Universe	Is there more intelligent life in the <b>universe</b> ? <i>Is er meer intelligent leven in het <b>heelal</b>?</i>	Heelal
	Stars and planets are part of the <b>universe</b> . <sup>5</sup> Scientists study the <b>universe</b> to learn about space. <sup>5</sup> Thinking about the mysteries of the <b>universe</b> often leads to fascinating discussions. <sup>5</sup>	
Infinite	The universe is <b>infinite</b> . <i>Het heelal is <b>oneindig</b>.</i>	Oneindig
	The possibilities in life are <b>infinite</b> , so dream big and chase your passions. <sup>5</sup> The internet offers us <b>infinite</b> knowledge and entertainment right at our fingertips. <sup>5</sup> <b>Infinite</b> patience is often needed when dealing with challenging situations. <sup>5</sup>	
Indigenous	Let's respect the culture of the <b>indigenous</b> people around here. <i>Laten we de cultuur respecteren van de <b>inheemse</b> bevolking hier.</i>	Inheems, Oorspronkelijk
	<b>Indigenous</b> people have lived in harmony with nature for generations. <sup>5</sup> Learning about <b>indigenous</b> cultures enriches our understanding of diverse traditions and beliefs around the world. <sup>5</sup> <b>Indigenous</b> languages hold unique stories and wisdom. <sup>5</sup>	
power station	Does a <b>power station</b> produce a lot of waste? <i>Produceert een <b>elektriciteitscentrale</b> veel afval?</i>	Elektriciteitscentrale
	<b>Power stations</b> generate electricity for our homes, schools, and gadgets. <sup>5</sup> It's important to conserve energy to reduce the pressure on <b>power stations</b> . <sup>5</sup> Many <b>power stations</b> use natural resources like coal or water to produce electricity. <sup>5</sup>	
toxic	The factory leaked <b>toxic</b> gases. <i>Uit de fabriek kwamen <b>giftige</b> gassen vrij.</i>	Giftig
	I've always had a pretty <b>toxic</b> relationship with food. <sup>2</sup> You were poisoned by a very highly <b>toxic</b> plant. <sup>2</sup> Dumped <b>toxic</b> waste poisoned the air and poisoned the water. <sup>1</sup>	

Hazardous	This webpage provides information about <b>hazardous</b> waste.	Gevaarlijk
	<i>Deze webpagina geeft informatie over <b>gevaarlijk</b> afval.</i>	
	It's <b>hazardous</b> out there. <sup>2</sup> Watch out for toys that could be <b>hazardous</b> to kids. <sup>4</sup> They're considered one of the most <b>hazardous</b> animals. <sup>2</sup>	
to jeopardize	Gas emissions <b>jeopardize</b> human lives.	In gevaar brengen
	<i>Gas uitstoot <b>brengt</b> mensenlevens <b>in gevaar</b>.</i>	
	You've not only <b>jeopardized</b> my career, but you have also put my family at risk! <sup>2</sup> I realised that I was <b>jeopardising</b> my chances. <sup>1</sup> Do you seriously believe that I would <b>jeopardise</b> my career by doing that? <sup>1</sup>	

## Dutch > English

Duurzaam	Fietsen is een <b>duurzame</b> vorm van vervoer.	Sustainable
	<i>Cycling is a <b>sustainable</b> form of transport.</i>	
	The need for <b>sustainable</b> health, education and welfare services is as acute as ever. <sup>1</sup> Communities should learn how to manage their forests on a <b>sustainable</b> basis, so that they can benefit year in, year out. <sup>1</sup> Unless action is taken soon, many rural areas will become economically <b>unsustainable</b> . <sup>1</sup>	
Opslaan	Hoe wordt kernafval tegenwoordig <b>opgeslagen</b> ?	To store
	<i>How is nuclear waste <b>stored</b> nowadays?</i>	
	I bought a tool chest to <b>store</b> some of my hand tools in the garage. <sup>2</sup> <b>Storing</b> items in a cool, dry place with minimal sunlight increases their shelf life. <sup>2</sup> She <b>stores</b> her paint tubes in old wooden cigar boxes. <sup>2</sup>	
Afval	Kun jij dit in de <b>afval</b> bak gooien, alsjeblieft?	Rubbish
	<i>Can you throw this into the <b>rubbish</b> bin please?</i>	
	Carl and I will get all this <b>rubbish</b> squared away. <sup>3</sup> Don't talk <b>rubbish</b> , Oliver. <sup>3</sup> I was cleaning up the attic and in going through a lot of <b>rubbish</b> . <sup>3</sup>	
Gunstig	De weersomstandigheden waren <b>gunstig</b> .	Favourable
	<i>The weather conditions were <b>favourable</b>.</i>	
	That would be the most <b>favourable</b> outcome, yes. <sup>3</sup> I took advantage of <b>favourable</b> conditions. <sup>3</sup> You made a pretty <b>unfavourable</b> impression at that meeting, Greg. <sup>3</sup>	
Omgeving	Bezoek Plymouth en zijn mooie <b>omgeving</b> .	Surroundings
	<i>Visit Plymouth and its beautiful <b>surroundings</b>.</i>	
	He rose and looked out to this new <b>surroundings</b> . <sup>3</sup> I wanted new experiences, new faces, new <b>surroundings</b> . <sup>3</sup> It's so good to see you back in your natural <b>surroundings</b> . <sup>3</sup>	
Wegwerp-	Zijn <b>wegwerp</b> partikelen slecht voor het milieu?	Disposable
	<i>Are <b>disposable</b> articles bad for the environment?</i>	
	Think about a life without single use <b>disposable</b> plastics... <sup>2</sup> Always carry <b>disposable</b> wipes or a small bottle of hand cleaner with you. <sup>2</sup> I definitely need to switch over to a <b>non-disposable</b> option. <sup>2</sup>	
Vervuiling	Er moeten meer maatregelen tegen milieuv <u>ervuiling</u> worden genomen.	Pollution
	<i>More measures must be taken against environmental <b>pollution</b>.</i>	
	My daughter listens to rap music. That stuff is noise <b>pollution</b> . <sup>1</sup> Britain will probably remain the largest exporter of air <b>pollution</b> in Western Europe. <sup>1</sup> Overfeeding fish quickly leads to water <b>pollution</b> . <sup>1</sup>	

Broeikaseffect	Het <b>broeikaseffect</b> leidt tot opwarming van de aarde. <i>The <b>greenhouse effect</b> leads to global warming.</i>	Greenhouse effect
	The <b>greenhouse effect</b> is the reason why Venus had a temperature of +/-600 degrees. <sup>3</sup> CO-2 buildup creates a <b>greenhouse effect</b> . <sup>3</sup> Earth has a natural <b>greenhouse effect</b> . <sup>3</sup>	
Natuur, natuurschoon	De <b>natuur</b> in Zwitserland is prachtig. <i>The <b>scenery</b> in Switzerland is marvellous.</i>	Scenery
	It's good to get out and get a change of <b>scenery</b> . <sup>4</sup> I thought I'd check out the <b>scenery</b> up the coast. My travel agent says it's spectacular this time of year. <sup>4</sup> We're just a couple of tourists enjoying the pretty <b>scenery</b> . <sup>4</sup>	
schadelijk voor	Waarom zijn auto's <b>schadelijk voor</b> het milieu? <i>Why are cars <b>damaging to</b> the environment?</i>	Damaging to
	Some parasites and diseases are not only <b>damaging to</b> some wild animals, but to humans as well. <sup>2</sup> Chemotherapy is used to kill cancer cells, which is horribly <b>damaging to</b> the body. <sup>2</sup> That level of noise can be <b>damaging to</b> your hearing. <sup>2</sup>	
gewas	Het belangrijkste <b>gewas</b> dat hier wordt verbouwd, is rijst. <i>The main <b>crop</b> grown here is rice.</i>	Crop
	I was late planting our next year's garlic <b>crop</b> . <sup>2</sup> Luckily, the loss of one <b>crop</b> in a bad season doesn't mean financial ruin. <sup>2</sup> The quality of the corn <b>crop</b> has diminished because of the heat. <sup>2</sup>	
Landbouw	Het land is voor haar inkomen afhankelijk van de <b>landbouw</b> . <i>That country depends on <b>agriculture</b> for its income.</i>	Agriculture
	I went to school in California. I majored in <b>agriculture</b> . <sup>3</sup> I work for the Department of <b>Agriculture</b> . <sup>3</sup> The DNA revolution in <b>agriculture</b> is very exciting because we could design plants. <sup>2</sup>	
Miezeren	Het <b>miezer</b> al de hele dag. <i>It has been <b>drizzling</b> all day.</i>	To drizzle
	The dish is <b>drizzled</b> with truffle oil. <sup>4</sup> I love Paris in the winter when it <b>drizzles</b> . <sup>4</sup> It just started <b>drizzling</b> . You sure you don't want a ride? <sup>4</sup>	
Spuiten	Wat <b>spuiten</b> boeren op hun gewassen? <i>What do farmers <b>spray</b> on their crops?</i>	To spray
	Firemen <b>sprayed</b> water in their home. <sup>4</sup> Before going out Lily would <b>spray</b> perfume in the air and then walk through it. <sup>2</sup> I don't want you guys <b>spraying</b> that stuff in here. <sup>4</sup>	
wereldomvattend	Klimaatverandering is een <b>wereldomvattend</b> probleem. <i>Climate change is a <b>global</b> problem.</i>	Global
	<b>Global</b> warming will accelerate sharply. <sup>1</sup> Meat production <b>globally</b> is an environmental disaster now. <sup>4</sup> Burberry is a <b>global</b> company. <sup>4</sup>	

## Unit 15 Changes and conditions

### English > Dutch

to found	This school was <b>founded</b> and run by nuns. <i>Deze school werd <b>opgericht</b> en geleid door nonnen.</i>	Oprichten
	Islam was <b>founded</b> after Judaism and Christianity. <sup>2</sup> The famous American chemist helped to <b>found</b> the field of chemistry. <sup>2</sup> There isn't a better place in the world to <b>found</b> a new company. <sup>2</sup>	
Ominous	They heard the <b>ominous</b> noise of machine gun fire. <i>Ze hoorde het <b>onheilspellende</b> lawaai van mitrailleurs.</i>	Onheilspellend
	There was an <b>ominous</b> minute's silence. <sup>1</sup> His face still held a deeply <b>ominous</b> look. <sup>2</sup> The game started out somewhat <b>ominously</b> . <sup>2</sup>	
to alter	We've had to <b>alter</b> some of our plans. <i>Wij hebben enkele van onze plannen moeten <b>veranderen</b>.</i>	Veranderen
	I actually quite like how this has <b>altered</b> my thinking. <sup>2</sup> This is no natural evolution of language, it is deliberately <b>altering</b> a language. <sup>2</sup> Having children <b>alters</b> more than just your economic situation. <sup>1</sup>	
to draw	He always knows how to <b>draw</b> attention. <i>Hij weet altijd de aandacht te <b>trekken</b>.</i>	Trekken
	It's impossible to <b>draw</b> conclusions out of this one incident. <sup>2</sup> His comments <b>drew</b> attention. <sup>2</sup> It's a little early to be <b>drawing</b> conclusions, don't you think? <sup>2</sup>	
Raw	I've decided to eat more <b>raw</b> vegetables. <i>Ik heb besloten om meer <b>rauwe</b> groenten te eten.</i>	Rauw
	The poorest countries still produce <b>raw</b> materials. <sup>1</sup> Some of the burgers were served straight from the freezer, <b>raw</b> ! <sup>1</sup> Ideally, keep separate boards for <b>raw</b> meat, fish and especially poultry. <sup>1</sup>	
to accelerate	Dad <b>accelerated</b> to overtake a truck. <i>Vader <b>versnelde</b> om een vrachtwagen in te halen.</i>	Versnellen
	She was frustrated that the relationship wasn't <b>accelerating</b> as quickly as she wanted. <sup>1</sup> Global warming will <b>accelerate</b> sharply. <sup>1</sup> Medical care by a doctor <b>accelerates</b> recovery of shoulder complaints. <sup>2</sup>	
to cease	Whether the process will <b>cease</b> remains to be seen. <i>Of de protesten zullen <b>ophouden</b>, valt te bezien.</i>	Ophouden, stoppen
	The airline would be putting on extra planes when the storm <b>ceased</b> . <sup>2</sup> I have no intentions of <b>ceasing</b> to say "Good morning" when I pass my neighbors. <sup>2</sup> It never <b>ceases</b> to amaze me how horrible people can be to one another. <sup>2</sup>	
to decline	Her sight has <b>declined</b> lately. <i>Haar gezichtsvermogen is de laatste tijd <b>afgenomen</b>.</i>	Afnemen, Verminderen,
	The population of polar bears is <b>declining</b> due to the melting of sea ice in the arctic. <sup>3</sup> My love for you has <b>declined</b> . <sup>3</sup> Some patients <b>decline</b> rapidly and die quickly. <sup>2</sup>	langzaam afnemen
to distinguish	How can you <b>distinguish</b> between poisonous and edible mushrooms? <i>Hoe <b>onderscheid</b> je giftige paddenstoelen van eetbare?</i>	Onderscheiden
	Rabbits are easily <b>distinguished</b> from hares. <sup>2</sup> Even before tasting the drink, color <b>distinguishes</b> the two teas. <sup>2</sup>	

	Sometimes children have a difficult time <b>distinguishing</b> between someone being disappointed in what they do and being disappointed in who they are. <sup>2</sup>	
to summarize	How can I best <b>summarize</b> this article? <i>Hoe kan ik dit artikel het beste <b>samenvatten</b>?</i>	Samenvatten
	The meeting is <b>summarized</b> in this memo. <sup>2</sup> Clients were given handouts <b>summarising</b> the main points. <sup>1</sup> My feelings can be very easily <b>summarised</b> in a poem. <sup>4</sup>	
to flee	The asylum seeker had to <b>flee</b> his country. <i>De asielzoeker moest <b>vluchten</b> uit zijn land.</i>	Vluchten
	She had had to leave Germany <b>fleeing</b> from the Nazis. <sup>3</sup> I packed my belongings in two trunks and <b>fled</b> the country. Daniel <b>flees</b> from the room in panic. <sup>2</sup>	
to discard	It's amazing things people <b>discard</b> . <i>Het is verbazingwekkend welke dingen mensen <b>weggooien</b>.</i>	Weggoaien
	The average Pennsylvanian <b>discards</b> about 4.5 pounds of trash each day. <sup>2</sup> The compost, which is made from <b>discarded</b> food, will be used to fertilize the soil. <sup>2</sup> You use me like you use a Kleenex, and <b>discard</b> me as casually! <sup>2</sup>	
to augment	He took a second job to <b>augment</b> his income. <i>Hij nam een tweede baan om zijn inkomen te <b>vergroten</b>.</i>	Vergroten
	Emily is suffering from PTSD and <b>augmenting</b> her prescription medication with harder drugs. <sup>4</sup> Miranda had her breasts <b>augmented</b> . <sup>4</sup> I think he is trying to <b>augment</b> his chances. <sup>2</sup>	
to proceed	We have to decide how to <b>proceed</b> from here. <i>We moeten beslissen hoe we nu <b>verder gaan</b>.</i>	Verder gaan
	Everything <b>proceeded</b> as expected. <sup>4</sup> As you advised, I am <b>proceeding</b> cautiously. <sup>3</sup> Unfortunately, I have to leave and <b>proceed</b> to Shanghai. <sup>3</sup>	
Vacant	The hospital had no <b>vacant</b> beds. <i>Er waren geen <b>lege</b> bedden in het ziekenhuis.</i>	Leeg
	The man at the hotel desk said there were no <b>vacant</b> rooms. <sup>4</sup> The position of director fell <b>vacant</b> in May. <sup>2</sup> The job became <b>vacant</b> due to a retirement. <sup>2</sup>	
void of	That man is overflowing with wealth but <b>void of</b> emotion. <i>Die man bulkt van het geld, maar hij is <b>zonder</b> gevoel.</i>	Zonder
	She's totally <b>void of</b> any brains. <sup>1</sup> The relationship chemistry between Donald and Tim is <b>void of</b> emotion. <sup>2</sup> Space is <b>void of</b> air. <sup>2</sup>	
Bruised	After the match, she had a <b>bruised</b> shoulder. <i>Na de wedstrijd had ze een <b>gekneusde</b> schouder.</i>	Gekneusd
	After the accident, Sarah's arm was <b>bruised</b> and swollen. <sup>5</sup> The athlete fell during the game and ended up with a <b>bruised</b> knee. <sup>5</sup> She gently applied a cold compress to her <b>bruised</b> cheek. <sup>5</sup>	
Torn	The police had only found a <b>torn</b> coat. <i>De politie had Alleen een <b>gescheurde</b> jas gevonden.</i>	Gescheurd
	The letter was <b>torn</b> into tiny pieces, making it impossible to read the contents. <sup>5</sup> Their friendship was <b>torn</b> apart by a misunderstanding. <sup>5</sup> She felt heartbroken when she found her favorite dress <b>torn</b> . <sup>5</sup>	
Obsolete	Computer hardware quickly becomes <b>obsolete</b> nowadays. <i>Computerapparatuur raakt tegenwoordig snel <b>verouderd</b>.</i>	Verouderd



	The old typewriter became <b>obsolete</b> after the invention of computers. <sup>5</sup> Printed encyclopedias are becoming <b>obsolete</b> in the age of digital information. <sup>5</sup> Using floppy disks for data storage is now considered <b>obsolete</b> technology. <sup>5</sup>	
Posh	She went to a <b>posh</b> girls' school in Switzerland.	Deftig
	<i>Ze ging naar een <b>deftige</b> meisjesschool in Zwitserland.</i>	
	She always stays at <b>posh</b> hotels when she travels for work. <sup>5</sup> Their new apartment in the city is incredibly <b>posh</b> , with luxurious furnishings and stunning views. <sup>5</sup> He wore a <b>posh</b> suit to the fancy dinner party. <sup>5</sup>	
Solemn	A funeral is usually a <b>solemn</b> ceremony.	Plechtig
	<i>Een begrafenis is meestal een <b>plechtige</b> ceremonie.</i>	
	The atmosphere in the courtroom was <b>solemn</b> as the judge delivered the verdict. <sup>5</sup> During the <b>solemn</b> ceremony, everyone stood in silence to pay respect. <sup>5</sup> At the funeral, the room was filled with a <b>solemn</b> silence. <sup>5</sup>	
Fragile	Two ambulance attendants lifted the <b>fragile</b> body.	Kwetsbaar
	<i>Twee ambulancemedewerkers tilden het <b>kwetsbare</b> lichaam op.</i>	
	Handle the glassware with care; it's very <b>fragile</b> . <sup>5</sup> The antique vase is beautiful but extremely <b>fragile</b> . <sup>5</sup> His <b>fragile</b> health made him susceptible to even minor illnesses. <sup>5</sup>	
Exhausted	After the match I was completely <b>exhausted</b> .	Uitgeput
	<i>Na de wedstrijd was ik volledig <b>uitgeput</b>.</i>	
	She felt <b>exhausted</b> after working long hours without a break. <sup>5</sup> The children were <b>exhausted</b> after playing in the park all day. <sup>5</sup> He looked pale and <b>exhausted</b> , having stayed up all night to finish his project. <sup>5</sup>	
to startle	He was <b>startled</b> by the noise of a passing car.	Schrikken
	<i>Hij <b>schrok</b> van het lawaai van een voorbijkomende auto.</i>	
	His <b>startled</b> expression showed he wasn't expecting visitors. <sup>5</sup> Unexpected loud noise <b>startles</b> her every time, making her jump in surprise. <sup>5</sup> Did the sudden clap of thunder <b>startle</b> you during the storm last night? <sup>5</sup>	
Paralysed	The accident left him partly <b>paralysed</b> .	Verlamd
	<i>Door het ongeluk raakte hij gedeeltelijk <b>verlamd</b>.</i>	
	She felt <b>paralyzed</b> with fear when she saw the spider crawling towards her. <sup>5</sup> The accident left him <b>paralyzed</b> from the waist down, forever changing his life. <sup>5</sup> The news of the sudden job loss left him <b>paralyzed</b> with shock. <sup>5</sup>	
Jeopardy	His foolish behaviour put his whole future in <b>jeopardy</b> .	Gevaar
	<i>Zijn domme gedrag bracht zijn hele toekomst <b>in gevaar</b>.</i>	
	His reckless actions put not only his life but also others' lives in <b>jeopardy</b> . <sup>5</sup> The hikers were rescued in time, narrowly escaping the <b>jeopardy</b> of being stranded. <sup>5</sup> Ignoring climate change puts the entire planet in <b>jeopardy</b> . <sup>5</sup>	
to deteriorate	Air quality was rapidly <b>deteriorating</b> in Chinese cities.	Verslechteren
	<i>De luchtkwaliteit <b>verslechterde</b> snel in Chinese steden.</i>	
	The old building has <b>deteriorated</b> significantly over the years. <sup>5</sup> Her health <b>deteriorates</b> rapidly when she doesn't take her prescribed medication. <sup>5</sup> If the situation continues to <b>deteriorate</b> , we need to consider alternative solutions. <sup>5</sup>	
to vanish	He seems to have <b>vanished</b> without a trace.	Verdwijnen,
	<i>Het lijkt alsof hij spoorloos is <b>verdwenen</b>.</i>	Plotseling
	The magician made the rabbit <b>vanish</b> into thin air during the magic show. <sup>5</sup> The sun sets, and the last traces of daylight <b>vanish</b> from the sky. <sup>5</sup> He had <b>vanished</b> from the town without a trace, leaving everyone puzzled. <sup>5</sup>	Verdwijnen
to fade	Hope <b>faded</b> that the missing child was still alive.	Verdwijnen,

	<i>Langzamerhand <b>verdween</b> de hoop dat het vermiste kind nog in leven was.</i>	Langzaam verdwijnen
	If you don't protect the painting from direct sunlight, it will <b>fade</b> over time. <sup>5</sup> She watched his smile <b>fade</b> when he heard the disappointing news. <sup>5</sup> The sun was setting, and the daylight was <b>fading</b> fast. <sup>5</sup>	
to snap	The twig <b>snapped</b> when I stepped on it. <i>Het takje <b>knapte</b> toen ik erop ging staan.</i>	Knappen
	He will <b>snap</b> if you keep pushing him so hard. <sup>5</sup> He <b>snaps</b> whenever someone interrupts him during work. <sup>5</sup> She <b>snapped</b> the pencil in frustration. <sup>5</sup>	
to restore	The army was called upon to <b>restore</b> law and order. <i>Het leger werd te hulp geroepen om het gezag te <b>herstellen</b>.</i>	Herstellen
	They <b>restored</b> the vintage car beautifully. <sup>5</sup> He <b>restored</b> my faith in humanity with his selfless acts of kindness. <sup>5</sup> The church is <b>restoring</b> its stained glass windows. <sup>5</sup>	
to encounter	When did you last <b>encounter</b> problems with his laptop? <i>Wanneer heb je voor het laatst moeilijkheden <b>ondervonden</b> met deze laptop?</i>	Ondervinden, Tegenkomen
	Yesterday, I <b>encountered</b> an old friend at the grocery store. <sup>5</sup> He <b>encounters</b> difficult challenges in his new job. <sup>5</sup> <b>Encountering</b> a breathtaking view, they paused to capture the moment with their cameras. <sup>5</sup>	
to shrink	Wool <b>shrinks</b> if you wash it in hot water. <i>Wol <b>krimpt</b> als je het in heet water wast.</i>	Krimpen
	The sweater <b>shrank</b> in the wash and no longer fits me. <sup>5</sup> She <b>shrinks</b> from public speaking due to her shyness. <sup>5</sup> The company had to <b>shrink</b> its workforce to survive the economic downturn. <sup>5</sup>	
to detach	You can <b>detach</b> the hood if you prefer the coat without it. <i>Je kunt de muts <b>losmaken</b> Als je hem niet aan je jas wil hebben.</i>	Losmaken
	She <b>detached</b> the document from the file and handed it to her colleague. <sup>5</sup> He <b>detaches</b> himself from emotional situations to make rational decisions. <sup>5</sup> They <b>detached</b> themselves from the ongoing argument, choosing peace over conflict. <sup>5</sup>	
tailored to	All services are <b>tailored to</b> the client's needs. <i>Onze diensten zijn <b>afgestemd op</b> de behoeftes van de klant.</i>	Afgestemd op
	The workshop is <b>tailored</b> to beginners, providing basic skills and knowledge. <sup>5</sup> The tutorial videos are <b>tailored to</b> help users navigate the software easily. <sup>5</sup> The class activities are <b>tailored to</b> engage students of all learning styles. <sup>5</sup>	
to evolve	Most scientists think that humans <b>evolved</b> from apes. <i>De meeste wetenschappers denken dat mensen zich <b>ontwikkeld</b> hebben uit apen.</i>	Ontwikkelen
	Technology has <b>evolved</b> rapidly over the past decade. <sup>5</sup> The theories of evolution explain how species <b>evolve</b> . <sup>5</sup> The field of medicine is constantly <b>evolving</b> , with new treatments and therapies being developed regularly. <sup>5</sup>	
Ignorant	Lots of young people are <b>ignorant</b> about politics. <i>Veel jonge mensen zijn <b>onwetend</b> wat betreft politiek.</i>	Onwetend
	He was <b>ignorant</b> about the topic, so he asked a lot of questions to learn more. <sup>5</sup> She felt <b>ignorant</b> when it came to computer programming, but was eager to learn. <sup>5</sup> He felt embarrassed when he realized he had been <b>ignorant</b> about the cultural traditions of his new neighbors. <sup>5</sup>	
Exhaustive	The police launched an <b>exhaustive</b> search for the missing child. <i>De politie begon een <b>uitgebreide</b> zoektocht naar het vermiste kind.</i>	Uitgebreid
	The detective carried out an <b>exhaustive</b> investigation to gather all possible clues. <sup>5</sup>	

	After an <b>exhaustive</b> day of hiking, they were too tired to do anything else but sleep. <sup>5</sup> The teacher provided an <b>exhaustive</b> list of resources for the students to use. <sup>5</sup>	
to enhance	Low lightning and soft music <b>enhances</b> the atmosphere. <i>Schaars, licht en zachte muziek <b>verbeteren</b> de sfeer.</i>	Verbeteren
	She <b>enhances</b> her cooking skills by trying out new recipes regularly. <sup>5</sup> The chef will <b>enhance</b> the flavor of the dish with fresh herbs and spices. <sup>5</sup> The <b>enhanced</b> security measures in the building ensure safety. <sup>5</sup>	
alternate	We had a week of <b>alternate</b> rain and sunshine. <i>We hadden een week met <b>afwisselend</b> regen en zon.</i>	Afwisselend
	She is the <b>alternate</b> for the team, ready to step in if any player is unable to play. <sup>5</sup> The bakery offers <b>alternate</b> flavors of cupcakes each day. <sup>5</sup> The students presented their projects on <b>alternate</b> topics. <sup>5</sup>	

## Dutch > English

Plaatsvinden	Veel zelfmoorden <b>vinden</b> in gevangenissen <b>plaats</b> . <i>Lots of suicides <b>take place</b> in prisons.</i>	To take place
	The event <b>takes place</b> every year in the town square. <sup>5</sup> The competition <b>took place</b> last weekend, and many participants enjoyed it. <sup>5</sup> The conference will <b>take place</b> next month, and registration is still open. <sup>5</sup>	
Onthullen	De krant <b>onthulde</b> de waarheid over zijn verleden. <i>The paper <b>revealed</b> the truth about his past.</i>	To reveal
	She <b>reveals</b> her secret recipe to her closest friends. <sup>5</sup> He <b>revealed</b> the surprise to everyone at the party yesterday. <sup>5</sup> The official announcement will <b>reveal</b> the winner of the competition. <sup>5</sup>	
Nutteloos	Deze informatie is volslagen <b>nutteloos</b> . <i>This information is absolutely <b>useless</b>.</i>	Useless
	The broken pen is <b>useless</b> ; it doesn't write anymore. <sup>5</sup> Carrying an umbrella is <b>useless</b> on a sunny day. <sup>5</sup> He felt <b>useless</b> when he couldn't solve the simple math problem. <sup>5</sup>	
Afnemen	Het aantal bezoekers is <b>afgenomen</b> . <i>The number of visitors has <b>decreased</b>.</i>	To decrease
	The temperature <b>decreases</b> significantly during the winter months. <sup>5</sup> Last year, the company <b>decreased</b> its expenses to improve profits. <sup>5</sup> She decides to <b>decrease</b> her sugar intake to improve her overall health. <sup>5</sup>	
Beperkt	Slechts een <b>beperkt</b> aantal Mensen had toegang tot het miniconcert. <i>Only a <b>limited</b> number of people had access to the mini concert.</i>	Limited
	We have a <b>limited</b> supply of cookies, so please take only one. <sup>5</sup> His vocabulary is still <b>limited</b> , but he's learning new words every day. <sup>5</sup> The store offers a <b>limited</b> -time discount on selected items this weekend. <sup>5</sup>	
Rampzalig	De gevolgen van de brand waren <b>rampzalig</b> . <i>The consequences of the fire were <b>disastrous</b>.</i>	Disastrous
	The storm had <b>disastrous</b> effects on the coastal area. <sup>5</sup> His cooking experiment turned out to be <b>disastrous</b> . <sup>5</sup> The heavy rain caused a <b>disastrous</b> flood in the town. <sup>5</sup>	
Kwetsbaar	Kleine bedrijven zijn zeer <b>kwetsbaar</b> in economisch slechte tijden. <i>Small companies are very <b>vulnerable</b> and economically bad times.</i>	Vulnerable
	Children are <b>vulnerable</b> to colds and flu during the winter months. <sup>5</sup> After the earthquake, the houses became <b>vulnerable</b> to further damage. <sup>5</sup> Leaving your personal information online can make you <b>vulnerable</b> to identity theft. <sup>5</sup>	

Beperken	De overheid wil de verkoop van alcohol <b>beperken</b> . <i>The government wants to <b>restrict</b> the sale of alcohol.</i>	To restrict
	The school <b>restricts</b> cell phone use during classes. <sup>5</sup> The new policy will <b>restrict</b> smoking in all public areas. <sup>5</sup> The school <b>restricted</b> the use of social media on its Wi-Fi network. <sup>5</sup>	
Stijgen	De kosten van het project zijn flink <b>gestegen</b> . <i>the cost of the project has <b>increased</b> significantly.</i>	To increase
	The number of students in our school <b>increases</b> every year. <sup>5</sup> Last semester, our grades <b>increased</b> significantly after we started studying together. <sup>5</sup> If we work hard, our chances of winning the competition will <b>increase</b> . <sup>5</sup>	
Bewustzijn	Gezondheidsdeskundigen proberen het <b>bewustzijn</b> voor de gevaren van het eten van fastfood te verhogen. <i>Health experts are trying to raise <b>awareness</b> of the dangers of eating fast food.</i>	Awareness
	Many teenagers are raising <b>awareness</b> about climate change and its impact. <sup>5</sup> The school organized an event to spread <b>awareness</b> about mental health issues. <sup>5</sup> Social media campaigns help raise <b>awareness</b> about important issues like bullying. <sup>5</sup>	
Toeval	Het was <b>toeval</b> dat we in hetzelfde hotel verbleven. <i>It was a <b>coincidence</b> that we were staying in the same hotel.</i>	Coincidence
	Finding your lost pen on the same day you bought a new one is quite a <b>coincidence</b> . <sup>5</sup> Our birthdays being on the same date is a funny <b>coincidence</b> , don't you think? <sup>5</sup> It's just a <b>coincidence</b> that we both wore matching colors today. <sup>5</sup>	
ten koste van	Hij stelt zijn werk voorop <b>ten koste van</b> zijn gezin. <i>He puts his work first <b>at the expense of</b> his family.</i>	At the expense of
	He achieved success, but it came <b>at the expense of</b> his health and well-being. <sup>5</sup> The company saved money by cutting costs, but it was <b>at the expense of</b> employees. <sup>5</sup> She finished her project on time, but it was <b>at the expense of</b> spending time with her family. <sup>5</sup>	
Schaden	Gebruik producten die het milieu niet <b>schaden</b> . <i>Use products that don't harm the environment.</i>	To harm
	Bullying <b>harms</b> others emotionally and can leave lasting scars. <sup>5</sup> Last year, their thoughtless actions <b>harmed</b> their friendship irreparably. <sup>5</sup> If you spread rumors, it will <b>harm</b> your reputation and hurt others' feelings. <sup>5</sup>	
zich verzetten tegen	Waarom <b>verzet</b> jij <b>je tegen</b> de bouw van die fabriek? <i>Why do you <b>oppose</b> the building of that factory?</i>	To oppose
	She <b>opposes</b> the new school policy because she believes it's unfair. <sup>5</sup> He strongly <b>opposes</b> any form of discrimination, standing up for equality. <sup>5</sup> If you continue to <b>oppose</b> their ideas, they might lose motivation to work together. <sup>5</sup>	
slepen	Gelukkig kon ik de tafel naar de keuken <b>slepen</b> . <i>Fortunately, I could <b>drag</b> the table into the kitchen.</i>	To drag
	She <b>drags</b> her suitcase everywhere she goes, refusing to ask for help. <sup>5</sup> Last night, he <b>dragged</b> the heavy boxes into the storage room after the event. <sup>5</sup> If you don't want to <b>drag</b> the chairs, ask someone to help you carry them upstairs. <sup>5</sup>	

## Unit 16 Work

### English > Dutch

to overhaul	The company will be <b>overhauled</b> from top to bottom. <i>Het bedrijf wordt <b>grondig hervormd</b> van boven naar beneden.</i>	Grondig hervormen
	This old ship needs a total interior design <b>overhaul</b> . <sup>3</sup> The machinery does need <b>overhauling</b> . There's a reason the quality control is failing. <sup>4</sup> His renovation team <b>overhauls</b> the dining room. <sup>4</sup>	
Viable	Their plan did not turn out to be commercially <b>viable</b> . <i>Hun plan bleek niet commercieel <b>rendabel</b> te zijn.</i>	Rendabel
	I'm not economically <b>viable</b> . I can't even support my own kid. <sup>3</sup> With this type of cancer, surgery and radiation are not <b>viable</b> options. <sup>4</sup> I'm here to assess the potential and long-term <b>viability</b> of this mission. <sup>4</sup>	
to accomplish	It is amazing what he has <b>accomplished</b> for his company. <i>Het is verbazingwekkend wat hij heeft <b>bereikt</b> voor zijn bedrijf.</i>	Bereiken
	What will you <b>accomplish</b> by staying here? <sup>3</sup> I'm very close to <b>accomplishing</b> my mission. <sup>3</sup> Violence never <b>accomplishes</b> anything. <sup>3</sup>	
employment agency	An <b>employment agency</b> finds suitable people to work for other businesses. <i>Een <b>uitzendbureau</b> vindt geschikte mensen die voor andere bedrijven gaan werken.</i>	Uitzendbureau
	I made an appointment for you at the <b>employment agency</b> for 11:00 a.m. <sup>3</sup> Working in an <b>employment agency</b> is not exactly the answer to my dreams. <sup>3</sup> I'm gonna go to your <b>employment agency</b> and see what they can do for me. <sup>3</sup>	
Temp	I've worked as a <b>temp</b> for various companies. <i>Ik heb als <b>uitzendkracht</b> gewerkt voor verschillende bedrijven.</i>	Uitzendkracht
	I'm a <b>temp</b> . The agency sent me. <sup>3</sup> She had been hired as a <b>temp</b> . <sup>3</sup> Often, <b>temps</b> find they are offered a permanent role if they work hard. <sup>2</sup>	
Enterprise	Is British Rail a state-owned or private <b>enterprise</b> ? <i>Is Britse spoorwegen een staatsbedrijf of een particuliere <b>onderneming</b>?</i>	Onderneming
	Setting up one's own business is a pretty big <b>enterprise</b> . <sup>1</sup> Sometimes a market will be dominated by small local <b>enterprises</b> , hair salons for example. <sup>2</sup> I run a small <b>enterprise</b> out of my home. <sup>3</sup>	
to merge	The two companies <b>merged</b> to become the country's largest company. <i>De twee bedrijven zijn <b>gefuseerd</b> om het grootste bedrijf van het land te worden.</i>	Fuseren
	I think the two industries have got to <b>merge</b> together. <sup>3</sup> Of course he's gonna miss you. Your heart's have <b>merged</b> . <sup>3</sup> Thee company I work for is <b>merging</b> with another. <sup>3</sup>	
to employ	This company <b>employs</b> 600 people. <i>Dit bedrijf <b>heeft</b> 600 mensen <b>in dienst</b>.</i>	In dienst hebben
	A tire manufacturing company <b>employed</b> 1000 people in Ohio. <sup>2</sup> The project that I'm planning will <b>employ</b> 10,000 people. <sup>4</sup> Have you ever thought about <b>employing</b> a wedding planner? <sup>4</sup>	
Labourer	To build this palace, thousands of <b>labourers</b> were used. <i>Om dit paleis te bouwen werden duizenden <b>arbeiders</b> gebruikt.</i>	Arbeider
	He's the son of a farm <b>labourer</b> . <sup>1</sup> I was a child <b>labourer</b> . <sup>2</sup> The graph shows that the wages of farm <b>labourers</b> have been increasing. <sup>1</sup>	

Executive	She is an <b>executive</b> for a multinational. <i>Ze is <b>directeur</b> van een multinational.</i>	Directeur, Leidinggevende
	Steven P. Jobs was the former chief <b>executive</b> of Apple. <sup>2</sup> He is the most successful <b>executive</b> of the last 10 years. <sup>2</sup> <b>Executives</b> of a supermarket chain are interested in the amount of time that customers spend in the stores. <sup>2</sup>	
Clerical	My mother does <b>clerical</b> work for a construction company. <i>Mijn moeder doet <b>administratief</b> werk voor een bouwonderneming.</i>	Administratief
	Your instincts were right, this is a <b>clerical</b> error. <sup>3</sup> She moved back to San Francisco and took a <b>clerical</b> job at the School of Medicine. <sup>3</sup> Do you have any <b>clerical</b> skills? <sup>3</sup>	
Contractor	The <b>contractor</b> inspected the house when the Carpenter had finished his work. <i>De <b>aannemer</b> inspecteerde het huis toen de timmerman klaar was met zijn werk.</i>	Aannemer
	I called all heating <b>contractors</b> in the city. They're all booked solid. <sup>3</sup> I spent two years as a building <b>contractor</b> . <sup>3</sup> Can we get a <b>contractor</b> in to redo the toilets? <sup>3</sup>	
Hands-on	We're looking for employees with <b>hands-on</b> experience. <i>We zoeken naar werknemers met <b>praktische</b> ervaring.</i>	Praktisch
	Much of what we do as archaeologists involves <b>hands-on</b> learning and instruction. <sup>2</sup> Do you know how I can offer <b>hands-on</b> help? <sup>2</sup> Art galleries frequently have <b>hands-on</b> activities for children. <sup>2</sup>	
Demanding	She has a <b>demanding</b> , rather stressful job. <i>Zij heeft een <b>veeleisende</b>, tamelijk stressvolle baan.</i>	Veeleisend
	You're the mother of a <b>demanding</b> child! <sup>2</sup> I'm getting more picky and <b>demanding</b> about clothing and shoes being stylish. <sup>2</sup> The group was asked to perform a <b>demanding</b> task. <sup>2</sup>	
Accountable	Everyone is <b>accountable</b> for his own choices. <i>Iedereen is <b>verantwoordelijk</b> voor zijn eigen keuzes.</i>	Verantwoordelijk
	A manager is held <b>accountable</b> for aspects of performance. <sup>1</sup> You're not involved, so you're not <b>accountable</b> . <sup>2</sup> School teachers are held <b>accountable</b> for having to actually teach their students. <sup>2</sup>	
Diligent	Sally is a reliable, <b>diligent</b> employee. <i>Sally is een betrouwbare en <b>ijverige</b> werknemster.</i>	Ijverig
	We are working <b>diligently</b> on this. <sup>3</sup> I want to thank you for your very hard and <b>diligent</b> work. <sup>3</sup> I've never seen anybody work as <b>diligent</b> and as hard as Jeremy. <sup>3</sup>	
Strike	The labourers have gone on <b>strike</b> . <i>De arbeiders zijn in <b>staking</b> gegaan.</i>	Staking
	"Maybe they've gone on <b>strike</b> ." – What for? – "Shorter hours." <sup>3</sup> There has been a <b>strike</b> at the factory. <sup>3</sup> They went on <b>strike</b> over working conditions. <sup>2</sup>	
Shift	I'm a nurse and this week I'm going on the night <b>shift</b> . <i>Ik ben verpleegster en deze week werk ik in de nachtploeg.</i>	Ploeg, dienst
	Rob was working the day <b>shift</b> . <sup>2</sup> The factory employs 30 workers who work in <b>shifts</b> . <sup>2</sup> It's been a long <b>shift</b> that is thankfully almost over. <sup>2</sup>	
to expire	You can leave the company when your contract <b>expires</b> . <i>Je kunt het bedrijf verlaten als je contract <b>afloopt</b>.</i>	Aflopen, eindigen
	Our card actually has <b>expired</b> , in fact, it did a year ago! <sup>1</sup> Does toothpaste <b>expire</b> ? <sup>3</sup> It looks like your registration's <b>expiring</b> soon. <sup>4</sup>	

to assign	Each of us was <b>assigned</b> a different task.	Opdragen
	<i>Elk van ons werd een andere taak opgedragen.</i>	
	I guess I'll be dancing with Ted. – "I thought Carol <b>assigns</b> the dance partners?" <sup>4</sup> I'll be <b>assigning</b> locations for your cookie-selling booths. <sup>4</sup> Don, you're the chief now. You can <b>assign</b> anybody anywhere you want. <sup>4</sup>	
to bribe	He <b>bribed</b> a policeman to let him go.	Omkopen
	<i>Hij kocht de politieman om hem te laten gaan.</i>	
	As I said before, you can not <b>bribe</b> me with gold. <sup>3</sup> He's been giving away tickets and <b>bribing</b> journalists to write great reviews! <sup>3</sup> You <b>bribed</b> him to say that! <sup>3</sup>	
to obtain	They even paid bribes to <b>obtain</b> important information.	Verkrijgen
	<i>Ze betaalden zelfs smeergeld om belangrijke informatie te verkrijgen.</i>	
	Evidence has been <b>obtained</b> from the accused. <sup>1</sup> An accident lawyer helps the victim in <b>obtaining</b> the monetary compensation. <sup>2</sup> If someone <b>obtains</b> your account number, he or she can't make a purchase without the security code. <sup>2</sup>	
Redundancies	The economic slump has meant 10,000 <b>redundancies</b> in the Northeast.	Ontslagen,
	<i>De economische malaise heeft in het noordoosten 10.000 ontslagen betekend.</i>	Werklozen
	I am glad to say that we believe that the bulk of <b>redundancies</b> are now behind us. <sup>1</sup> I was expecting <b>redundancies</b> during the year, about a thousand. <sup>1</sup> Sony had to pay \$75,000 to \$100,000 per <b>redundancy</b> . <sup>2</sup>	
to dismiss	She claims she was <b>dismissed</b> because of her gender.	Ontslaan
	<i>Ze beweert dat ze werd ontslagen vanwege haar sekse.</i>	
	He wanted to <b>dismiss</b> the provincial government. <sup>2</sup> The patient was <b>dismissed</b> from the hospital. <sup>2</sup> The President should consider <b>dismissing</b> them as Senators. <sup>2</sup>	
to resign	I <b>resigned</b> because I was offered a better post elsewhere.	Ontslag nemen
	<i>Ik nam ontslag omdat mij ergens anders een betere baan werd aangeboden.</i>	
	I am <b>resigning</b> from the Cabinet. <sup>1</sup> I don't care if he <b>resigns</b> or not. <sup>2</sup> I want you to <b>resign</b> . – "You mean, you want us to quit working here?" <sup>3</sup>	
to submit	Projects must be <b>submitted</b> before May 2 <sup>nd</sup> .	Inleveren
	<i>Projecten moeten vóór 2 mei worden ingeleverd.</i>	
	<b>Submit</b> the task to the lecturer. <sup>2</sup> I hope she follows your suggestions and <b>submits</b> her work for peer-reviewing. <sup>2</sup> We missed the deadline for <b>submitting</b> work. <sup>2</sup>	
Post	She's the strongest candidate we've interviewed for the <b>post</b> .	Baan
	<i>Zij is de sterkste kandidaat die we op sollicitatiegesprek hebben gehad voor de baan.</i>	
	I applied for the <b>post</b> and got it. <sup>2</sup> We will encourage females to put in for these <b>posts</b> . <sup>1</sup> There isn't much competition to get the <b>post</b> . <sup>2</sup>	
Vacancy	Sorry, but all <b>vacancies</b> have already been filled.	Vacature
	<i>Sorry, maar alle vacatures zijn al vervuld.</i>	
	He waited to be invited to fill a <b>vacancy</b> . <sup>1</sup> We currently have a <b>vacancy</b> within the Customer Services Team. <sup>1</sup> Jobcentre <b>vacancies</b> , up 3,200 to 127,500, were at their highest for a year. <sup>1</sup>	
to cooperate	It is important that you be able to <b>cooperate</b> with other people.	Samenwerken
	<i>Het is belangrijk dat je met anderen kunt samenwerken.</i>	
	Thank you for <b>cooperating</b> . <sup>3</sup> He immediately <b>cooperated</b> with the FBI when they arrested him. <sup>3</sup> Let's hope he <b>cooperates</b> . <sup>3</sup>	

Application	Unfortunately, banks cannot accept all loan <b>applications</b> . <i>Helaas kunnen banken niet alle <b>aanvragen</b> voor leningen honoreren.</i>	Aanvraag
	They turned down my <b>application</b> . <sup>3</sup> Maybe they didn't tell you, Mother, but the <b>application</b> requires my signature, too. <sup>3</sup> I already told you three months ago to do those college <b>applications</b> ! <sup>3</sup>	
Union	The teachers' <b>union</b> is demanding a 7% pay rise this year. <i>De onderwijs<b>vakbond</b> eist een opslag van 7% dit jaar.</i>	Vakbond
	A student <b>union</b> called for a one-day strike at local colleges. <sup>1</sup> The actors' trade <b>union</b> demanded the right to decide together on what to perform. <sup>1</sup> I can not believe these <b>unions</b> demand 90% of a salary as a retirement! <sup>2</sup>	
Negotiation	There have been <b>negotiations</b> between unions and employers' associations. <i>Er zijn <b>onderhandelingen</b> geweest tussen vakbonden en werkgeversorganisaties.</i>	Onderhandeling
	It will be possible to improve on those prices in <b>negotiation</b> with the suppliers. <sup>1</sup> Anything can be settled by <b>negotiation</b> . <sup>3</sup> Now is not a good time for <b>negotiations</b> . How about after dinner? <sup>4</sup>	
Term	They were willing to hire him on his <b>terms</b> . <i>Ze waren bereid om hem op zijn <b>voorwaarden</b> aan te nemen.</i>	Voorwaarde
	We'll agree to any of his <b>terms</b> . <sup>4</sup> That's against the <b>terms</b> and conditions! <sup>4</sup> If you do not meet these <b>terms</b> , you can go to jail. <sup>3</sup>	
Prerequisite	A university degree is not a <b>prerequisite</b> for this situation. <i>Een universitaire graad is geen <b>vereiste</b> voor deze betrekking.</i>	Vereiste
	The list of <b>prerequisites</b> was long, if not impossible. <sup>2</sup> Health is a <b>prerequisite</b> for every other activity of living. <sup>1</sup> A <b>prerequisite</b> in forming relationships with other people is empathy. <sup>1</sup>	
Disposal	Having sold the company, she had a lot of money at her <b>disposal</b> . <i>Omdat ze het bedrijf had verkocht, had ze veel geld tot haar <b>beschikking</b>.</i>	Beschikking
	I'm at the <b>disposal</b> of my clients. <sup>3</sup> My car and chauffeur are at your <b>disposal</b> . <sup>3</sup> I've got the best available equipment at my <b>disposal</b> . <sup>3</sup>	
to participate	The employers refused to <b>participate</b> in negotiations. <i>De werkgevers weigerden om <b>deel te nemen</b> aan de onderhandelingen.</i>	Deelnemen
	More than 1,500 boaters <b>participated</b> in the race. <sup>2</sup> She often <b>participates</b> in marathons and triathlons. <sup>2</sup> This will be my first time <b>participating</b> ! <sup>2</sup>	
to mend	The plumber came to <b>mend</b> the burst pipe. <i>De loodgieter kwam om de gebarsten leiding te <b>repareren</b>.</i>	Repareren
	Looks like that broken thing can't be <b>mended</b> . I'm sorry. <sup>4</sup> I hope your heart <b>mends</b> soon. <sup>4</sup> He's in a hospital. But he's <b>mending</b> well. <sup>4</sup>	
Livelihood	That gold farm is their <b>livelihood</b> . <i>Die geitenboerderij is hun <b>levensonderhoud</b>.</i>	Levensonderhoud, Inkomen
	He depended upon the wool trade for his <b>livelihood</b> . <sup>1</sup> Farmers fear their <b>livelihoods</b> are threatened by cuts in agriculture. <sup>1</sup> He's perhaps the most popular clown in this country. It is his <b>livelihood</b> . <sup>4</sup>	
Laborious	It was a <b>laborious</b> and time-consuming task. <i>Het was een <b>moeizame</b> en tijdrovende klus.</i>	Moeizaam, Arbeidsintensief
	After many days of <b>laborious</b> journey, the caravan of Saul was near its destination. <sup>3</sup> I had an assistant to do this task because it's very <b>laborious</b> . <sup>4</sup> It was a slow, <b>laborious</b> process. <sup>4</sup>	



Benefit	5000 people lost their unemployment <b>benefit</b> because they refused a job.	Uitkering
	<i>5000 Mensen verloren hun werkloosheids<b>uitkering</b> Omdat ze een baan weigerden.</i>	
	A child can continue to receive <b>benefits</b> after age 18 if he or she has a disability. <sup>2</sup> For work-capable adults, if they want to receive <b>benefits</b> , they are expected to work. <sup>2</sup> Your father's insurance <b>benefit</b> is ready. Please check the name and date for me. <sup>2</sup>	

## Dutch > English

Stage	Ik heb <b>stage</b> gelopen bij Philips.	Internship
	<i>I did my <b>internship</b> with Philips.</i>	
	I got this <b>internship</b> at the station downtown, to help with tech stuff. <sup>3</sup> My father wanted me to take an <b>internship</b> at one of the firms downtown. <sup>3</sup> <b>Internships</b> are normally for a limited amount of time. <sup>4</sup>	
Zelfstandige	Hij besloot om als <b>zelfstandige</b> te gaan werken.	Self-employed
	<i>He decided to become <b>self-employed</b>.</i>	
	Most musicians are <b>self-employed</b> . <sup>1</sup> I'm a <b>self-employed</b> entrepreneur. <sup>2</sup> I am <b>self-employed</b> and have a very flexible schedule. <sup>2</sup>	
Sollicitatiegesprek	Ik heb morgen een <b>sollicitatiegesprek</b> .	Job interview
	<i>I'm having a <b>job interview</b> tomorrow.</i>	
	Some <b>job interviews</b> , unfortunately, end with a rejection. <sup>1</sup> I'm not really dressed for a <b>job interview</b> right now. <sup>3</sup> I got myself a <b>job interview</b> today. <sup>3</sup>	
Vooruitzichten	Ik zou graag een baan willen met goede <b>voorzichten</b> .	Prospects
	<i>I would like to have a job with good <b>prospects</b>.</i>	
	The <b>prospects</b> are pretty depressing. <sup>1</sup> There was little <b>prospect</b> of such a happy outcome. <sup>1</sup> I admit it's a very attractive <b>prospect</b> . <sup>3</sup>	
Vereiste	Is werkervaring een <b>vereiste</b> ?	Requirement
	<i>Is work experience a <b>requirement</b>?</i>	
	What are the <b>requirements</b> for membership? <sup>2</sup> It is not an option, it is a <b>requirement</b> ! <sup>2</sup> A college degree is a <b>requirement</b> for most zookeeper positions. <sup>2</sup>	
Bevoegd	Is die docent <b>bevoegd</b> om les te geven tot en met 5 havo?	Qualified
	<i>Is that teacher <b>qualified</b> to teach through 5 havo?</i>	
	You're much better <b>qualified</b> than I am. <sup>4</sup> Any drug like this must be dispensed by a <b>qualified</b> doctor. <sup>4</sup> I just passed my exams. Now I'm a <b>qualified</b> psychometrist! <sup>4</sup>	
Loon	Ik ben benieuwd naar mijn <b>loon</b> .	Wages
	<i>I'm curious about my <b>wages</b>.</i>	
	What about the higher <b>wages</b> we're supposed to get? <sup>3</sup> A good worker is worth good <b>wages</b> . <sup>3</sup> This will cost him a whole month of <b>wages</b> ! <sup>3</sup>	
Werkgever	Hij werd ontslagen door zijn <b>werkgever</b> .	Employer
	<i>He was fired by his <b>employer</b>.</i>	
	Wait. You've never seen your <b>employer</b> ? <sup>4</sup> Mr. Fielding has been a very generous <b>employer</b> . <sup>4</sup> He's so sweet. Most <b>employers</b> wouldn't do this. <sup>3</sup>	

Werknemer	Lisa is een hardwerkende <b>werknemer</b> . <i>Lisa is a hard-working <b>employee</b>.</i>	Employee
	You're the most loyal <b>employee</b> I've ever had. <sup>3</sup> You're <b>employee</b> of the month! <sup>3</sup> If you hired some <b>employees</b> , you could sell more. <sup>4</sup>	
vraag en aanbod	De moeilijkheid is om <b>vraag en aanbod</b> op elkaar af te stemmen. <i>The difficulty is in matching <b>supply and demand</b>.</i>	Supply and demand
	I can help you with your <b>supply and demand</b> problem. <sup>4</sup> He's a good businessman. He understands <b>supply and demand</b> . <sup>4</sup> There's a market for everything. It's about <b>supply and demand</b> . <sup>4</sup>	
aangesteld worden	Ze werd <b>aangesteld</b> als kinderverzorgster. <i>She <b>was appointed as</b> a childcare worker.</i>	To be appointed
	The U. S. Secretary of Education <b>is appointed</b> by the President. <sup>2</sup> If something goes wrong in your surgery, someone needs <b>to be appointed</b> to make decisions for you. <sup>4</sup> I finally understand why you <b>were appointed</b> . <sup>4</sup>	
solliciteren naar	Zij <b>solliciteerde</b> naar de baan van verpleegster. <i>She <b>applies for</b> the job as a nurse.</i>	To apply for
	I've been wanting <b>to apply for</b> this position for a long time. <sup>3</sup> I'm still waiting on some new jobs I <b>applied for</b> . <sup>3</sup> Are you here <b>to apply for</b> a job? <sup>3</sup>	
Ontslaan	Het is jammer dat hij werd <b>ontslagen</b> . <i>It is too bad he was <b>sacked</b>.</i>	To sack, to fire
	I can't believe I got <b>fired</b> . <sup>3</sup> I had no idea you were <b>sacked</b> . What's happening to you? <sup>4</sup> I feel bad about her getting <b>fired</b> because of me. <sup>4</sup>	
Staken	De werknemers <b>staken</b> voor meer loon. <i>The employees <b>are on strike</b> for better wages.</i>	To be on strike
	"Maybe they've gone <b>on strike</b> ." – What for? – "Shorter hours." <sup>3</sup> They went <b>on strike</b> over working conditions. <sup>2</sup> Garbage collectors <b>are on strike</b> . An agreement has not yet been reached. <sup>3</sup>	
omstandigheden	De arbeids <b>omstandigheden</b> in deze fabriek zijn slecht. <i>Working <b>conditions</b> in this factory are bad.</i>	Conditions
	Do prisoners have a right to complain about bad <b>conditions</b> ? <sup>1</sup> The workers had extremely good <b>conditions</b> and shorter hours than elsewhere. <sup>1</sup> They lost contact with the plane due to bad weather <b>conditions</b> . <sup>1</sup>	

## Unit 20 Linking words and time-related words

### English > Dutch

Since	I thought dad was out <b>since</b> his car wasn't there. <i>Ik dacht dat vader weg was <b>omdat</b> zijn auto er niet stond.</i>	Omdat
	They may not have noticed that you stopped at all, <b>since</b> that isn't normally a place where someone would stop. <sup>2</sup> I'm getting more downtown <b>since</b> that's where major events are going on lately. <sup>2</sup> Cops go armed almost everywhere <b>since</b> they have to protect the lives of citizens. <sup>2</sup>	
Yet	It's a strange story <b>yet</b> it's true. <i>Het is een vreemd verhaal. <b>Toch</b> is het waar gebeurd.</i>	Toch
	The president says he is going to create jobs, <b>yet</b> his every action destroys jobs. <sup>2</sup> We headed on a trip that was only 35 miles <b>yet</b> seemed like 135. <sup>1</sup> I'm not even American and <b>yet</b> I'll be happy when these elections are over with! <sup>2</sup>	
Provided that	He can come along, <b>provided that</b> he behaves himself. <i>Hij mag mee, <b>mits</b> hij zich goed gedraagt.</i>	Mits, op voorwaarde Dat
	It is cheaper to buy paint in tins, <b>provided that</b> you use it quickly, within weeks. <sup>1</sup> Cultural diversity can be a good thing <b>provided that</b> the other culture is not one that is attempting to take over. <sup>2</sup> This can be a very pleasant place to live, <b>provided that</b> your neighbors behave themselves. <sup>2</sup>	
All in all	<b>All in all</b> , the party was a great success. <i><b>Alles bij elkaar</b> was het feest een groot succes.</i>	Alles bij elkaar
	<b>All in all</b> , I am not sorry that things turned out as they did. <sup>1</sup> <b>All in all</b> , he has done well. <sup>1</sup> But <b>all in all</b> I suppose it wasn't as bad as I thought it was. <sup>1</sup>	
formerly	<b>Formerly</b> , France had a king, but not anymore. <i><b>Vroeger</b> had Frankrijk een koning, maar nu niet meer</i>	Vroeger
	Istanbul, a city with a great history, <b>formerly</b> known as Byzantium and Constantinople. <sup>2</sup> The close friendships he had <b>formerly</b> enjoyed, began to dissolve. <sup>1</sup> The brick building, <b>formerly</b> a church, was transformed into a group home for adults with mental illness. <sup>2</sup>	
meanwhile	School starts in two weeks. <b>Meanwhile</b> I'm travelling across Cornwall. <i>De school begint over twee weken. <b>Intussen</b> reis ik door Cornwall.</i>	Intussen
	He'll be back in good time. <b>Meanwhile</b> , you have me to keep you company. <sup>3</sup> <b>Meanwhile</b> , say nothing about this to anyone. <sup>3</sup> We've many days to talk it over. <b>Meanwhile</b> ... We mustn't wait too long. <sup>3</sup>	
in the meantime	I have a new computer next week. <b>In the meantime</b> , I'm using my father's. <i>Ik heb volgende week een nieuwe computer. <b>Intussen</b> gebruik ik die van mijn vader.</i>	Intussen
	Let's have a drink <b>in the meantime</b> . <sup>3</sup> What am I supposed to do <b>in the meantime</b> ? <sup>3</sup> You and I can have a nice little talk <b>in the meantime</b> . <sup>3</sup>	
after all	Why are you worried? <b>After all</b> , it's not your problem. <i>Waarom maak jij je druk? Het is <b>immers</b> niet jouw probleem.</i>	Immers
	She's a salesperson, <b>after all</b> ; she gets along with people and is not afraid to meet strangers. <sup>2</sup> You know, it must be awkward for you. I mean, <b>after all</b> , we have a history. <sup>2</sup> I thought you would be happy. <b>After all</b> , this was your idea in the first place. <sup>2</sup>	

thus	I've taken him to the zoo. <b>Thus</b> , I have fulfilled my promise. <i>Ik heb hem meegenomen naar de dierentuin. Zo ben ik mijn belofte nagekomen.</i>	Zo(doende), aldus
	I think I shall rest my eyes for a bit and <b>thus</b> get a fresher perspective on the problem. <sup>4</sup> All medical services are paid for, and <b>thus</b> controlled, by government agencies. <sup>2</sup> After all, the city has always been, and <b>thus</b> will always be, the place to be. <sup>2</sup>	
as a matter of fact	Have you lived here long? <b>As a matter of fact</b> , I've lived here all my life. <i>Wil je hier al lang? In feite heb ik hier mijn hele leven gewoond.</i>	In feite
	<b>As a matter of fact</b> , she's working it right now. <sup>3</sup> I'm going out. <b>As a matter of fact</b> , I'm in rather a hurry. <sup>3</sup> It's rather important, <b>as a matter of fact</b> . Do sit down. <sup>3</sup>	
consequently	The shops were closed. <b>Consequently</b> we couldn't buy any food. <i>De winkels waren gesloten. Als gevolg daarvan konden we geen eten kopen.</i>	Als gevolg daarvan
	He didn't study for the exam; <b>consequently</b> , he didn't do well. <sup>5</sup> I was mentally, emotionally and <b>consequently</b> , physically exhausted. <sup>2</sup> His stay in France was interrupted by World War II and, <b>consequently</b> , he had to migrate to America. <sup>2</sup>	
On the contrary	I wasn't bored. <b>On the contrary</b> , I really enjoyed myself. <i>Ik heb me niet verveeld, integendeel, ik heb me echt vermaakt.</i>	Integendeel
	No bad news, I hope. Oh, <b>on the contrary</b> , very good news. <sup>3</sup> "I didn't mean to interrupt." – <b>On the contrary</b> , I'm glad you came! <sup>3</sup> "Would it bother you?" – No. <b>On the contrary</b> , I'm deeply interested. <sup>3</sup>	
owing to	<b>Owing to</b> the bad weather, all the buses were late. <i>Vanwege slecht weer waren alle bussen te laat.</i>	Vanwege
	<b>Owing to</b> a warmer climate, fires are erupting earlier in the spring. <sup>2</sup> There'll be no classes next week <b>owing to</b> exams. <sup>3</sup> Tomorrow's been cancelled <b>owing to</b> lack of interest. <sup>3</sup>	
on account of	All matches were cancelled <b>on account of</b> the rain. <i>Alle wedstrijden waren afgelast vanwege de regen.</i>	Vanwege
	It was silly of me to lose my temper... <b>on account of</b> that little thing you called me. <sup>3</sup> we missed the plane to Rio de Janeiro <b>on account of</b> Titia's headache. <sup>3</sup> It wasn't <b>on account of</b> me, was it? <sup>3</sup>	
in short	<b>In short</b> , Mrs Lewis was not amused. <i>Kortom, mevrouw Lewis vond het niet bepaald leuk.</i>	Kortom
	<b>In short</b> : if you don't have a wonderful outdoor alternative, gyms can be awesome. <sup>2</sup> <b>In short</b> , it was a major disappointment. <sup>2</sup> It was, <b>in short</b> , ridiculous, he said. <sup>2</sup>	
initially	<b>Initially</b> , I was not crazy about his new plans. <i>Aanvankelijk was ik niet weg van zijn nieuwe plannen.</i>	Aanvankelijk
	He wouldn't tell me <b>initially</b> . I pressed him on the subject. <sup>4</sup> It may be a little worse than I thought <b>initially</b> . <sup>4</sup> I was the one who asked you out <b>initially</b> . <sup>4</sup>	
Eventually,	After a long search, they <b>eventually</b> found their missing dog.	Uiteindelijk,
ultimately	<i>Na lang zoeken vonden ze uiteindelijk hun vermiste hond.</i>	Tenslotte
	<b>Eventually</b> ... you will find what you're looking for. <sup>3</sup> I knew this would <b>eventually</b> happen. <sup>3</sup> I expect she's right <b>ultimately</b> . <sup>3</sup>	
ancient	This is a book about <b>ancient</b> civilizations. <i>Dit is een boek over heel oude beschavingen.</i>	Heel oud
	We visited the <b>ancient</b> city of Petra and rode camels. <sup>1</sup> I didn't know he was interested in <b>ancient</b> history. <sup>1</sup> The northern part of County Antrim in Ireland was <b>anciently</b> known as Dalriada. <sup>1</sup>	

previously	This information was <b>previously</b> unavailable to the public. <i>Deze informatie was <b>daarvoor</b> niet beschikbaar voor het publiek.</i>	Eerder, daarvoor
	I buy a fair number of books from authors I haven't <b>previously</b> heard of. <sup>2</sup> We've discussed that <b>previously</b> . <sup>1</sup> <b>Previously</b> , the limit was 20, but it was raised to 250. <sup>1</sup>	
prior to	We had to fill in a form <b>prior to</b> our flight. <i>We moesten een formulier invullen <b>voorafgaand aan</b> onze vlucht.</i>	Voorafgaand aan
	Mr. Gardenia was my husband <b>prior to</b> Mr. Parks. <sup>3</sup> Prepare what is needed <b>prior to</b> doing the cooking. <sup>2</sup> Did Audrey show any signs of stress <b>prior to</b> the wedding? <sup>2</sup>	
toward	I fell asleep <b>towards</b> 12 o'clock. <i><b>Tegen</b> 12 uur viel ik in slaap.</i>	Tegen
	She has been working <b>toward</b> this goal for most of her life. <sup>2</sup> A preschool is the first step <b>toward</b> education. <sup>2</sup> We need to be tolerant <b>towards</b> other people. <sup>2</sup>	
in due course	You will receive notification of the results <b>in due course</b> . <i>U zult <b>te zijner tijd</b> op de hoogte worden gesteld van de resultaten.</i>	Te zijner tijd
	I'm sure the police will release an official statement <b>in due course</b> . <sup>3</sup> I should be making an official announcement <b>in due course</b> . <sup>3</sup> We shall let you know <b>in due course</b> . <sup>3</sup>	
One-off	Take it or leave it, but it's a <b>one-off</b> opportunity if you ask me. <i>Graag of niet, maar het is een <b>eenmalige</b> kans als je het mij vraagt.</i>	Eénmalig
	This is a <b>one-off</b> chance. <sup>4</sup> It seems to be another <b>one-off</b> incident. It's under control. <sup>4</sup> This is just a <b>one-off</b> deal. <sup>4</sup>	
premature	The general's decision to attack was <b>premature</b> . <i>Het besluit van de generaal om aan te vallen was <b>voorbarig</b>.</i>	Voorbarig
	Did I tell you our children were born <b>prematurely</b> ? <sup>3</sup> Don't you think maybe this is all a little hasty? A little <b>premature</b> ? <sup>3</sup> It's <b>premature</b> . We have to find out a lot more before we can draw any conclusions. <sup>3</sup>	
annual	Carnival is an <b>annual</b> event. <i>Carnaval is een <b>jaarlijks</b> gebeuren.</i>	Jaarlijks
	We're having our <b>annual</b> little get-together tonight. <sup>4</sup> Today we're having our <b>annual</b> office party. <sup>4</sup> Americans each used to eat about 120 pounds of meat <b>annually</b> . <sup>3</sup>	
eternal	His religion promised him <b>eternal</b> life. <i>Zijn godsdienst beloofde hem het <b>eeuwige</b> leven.</i>	Eeuwig
	God promises an <b>eternal</b> afterlife of happiness. <sup>2</sup> I am <b>eternally</b> grateful for this! <sup>2</sup> I hope he finds <b>eternal</b> rest in heaven. <sup>2</sup>	
rarely	We <b>rarely</b> see each other now, about once a year. <i>We zien elkaar <b>zelden</b> tegenwoordig, ongeveer eens per jaar.</i>	Zelden
	Do you realise how <b>rarely</b> we eat together? <sup>3</sup> Well, it has happened, but <b>rarely</b> . <sup>3</sup> Mr Ramsey <b>rarely</b> forgets anything. <sup>3</sup>	
latter	She offered me more money or a car, and I chose the <b>latter</b> . <i>Ze bood me meer geld aan of een auto, en ik koos voor <b>het laatste</b>.</i>	Laatste, laatst
	I don't care which. Although I'd prefer the <b>latter</b> . <sup>4</sup> "Which was it, Georgia?" – The <b>latter</b> . <sup>4</sup> He's by far the greatest politician of the <b>latter</b> part of the 20 <sup>th</sup> century. <sup>4</sup>	Genoemde

temporary	I'm living abroad for the company, but it's only <b>temporary</b> . <i>Ik woon nu in het buitenland voor het bedrijf, Maar het is slechts tijdelijk.</i>	Tijdelijk
	It's just a <b>temporary</b> job until we can save enough money. <sup>3</sup> It's a <b>temporary</b> solution to the problem. <sup>3</sup> "Are you living here?" – Just <b>temporarily</b> . <sup>3</sup>	
brief	When we were in the USA, we also paid a <b>brief</b> visit to Washington. <i>Toen we in de VS waren, brachten we ook een kort bezoek aan Washington.</i>	Kort
	Isn't it amazing how a <b>brief</b> change in the daily work routine can help us recharge? <sup>2</sup> I want to take a <b>brief</b> moment to look forward. <sup>2</sup> I surfed his website <b>briefly</b> . <sup>2</sup>	
perpetual	I'm tired of her <b>perpetual</b> complaining. <i>Ik ben haar eeuwige geklaag beu.</i>	Eeuwig
	He wasn't even my boyfriend. Actually, we were just <b>perpetually</b> dating. <sup>4</sup> She's <b>perpetually</b> angry. <sup>3</sup> I am a <b>perpetual</b> student here in New York. <sup>2</sup>	
simultaneously	She was writing an e-mail and having a phone call <b>simultaneously</b> . <i>Ze schreef een email en voerde tegelijkertijd een telefoongesprek.</i>	Tegelijkertijd
	The news is <b>simultaneously</b> surprising and completely not. <sup>2</sup> I couldn't use both <b>simultaneously</b> . <sup>2</sup> All right, <b>simultaneous</b> release in three, two, one... <sup>4</sup>	
previous	The average temperature is higher than in <b>previous</b> years. <i>De gemiddelde temperatuur is hoger dan in voorgaande jaren.</i>	Voorgaand, vorig
	Where I work, you can not use a <b>previous</b> password to create the new one. <sup>2</sup> To follow up on my <b>previous</b> posts... <sup>2</sup> I buy a fair number of books from authors I haven't <b>previously</b> heard of. <sup>2</sup>	
Fortnight	We're going on a <b>fortnight's</b> holiday. <i>We gaan 14 dagen op vakantie.</i>	14 dagen
	You've got plenty of time, you've got a <b>fortnight</b> ! <sup>1</sup> I read a paper about once a <b>fortnight</b> . <sup>1</sup> Each month is divided into <b>fortnights</b> . <sup>2</sup>	
decade	That work band had many hits in the last <b>decade</b> of the 20 <sup>th</sup> century. <i>De popgroep had veel hits in het laatste decennium van de 20<sup>e</sup> eeuw.</i>	Decennium, 10 jaar
	Many things will change in the next <b>decade</b> . <sup>3</sup> The war with the French lasted for a <b>decade</b> . <sup>3</sup> Over three <b>decades</b> , we've learned how to travel back and forth to space. <sup>3</sup>	
era	The 20 <sup>th</sup> century was the <b>era</b> of inventions. <i>De 20<sup>e</sup> eeuw was het tijdperk van ontdekkingen.</i>	Tijdperk
	At the beginning of the Victorian <b>era</b> , family property usually meant land. <sup>1</sup> It will be the end of an <b>era</b> . <sup>1</sup> You've lived through so many <b>eras</b> of fashion. Do you have a favorite? <sup>3</sup>	
To lapse	I'm afraid your insurance policy has <b>lapsed</b> , Sir. <i>Ik vrees dat uw verzekering verlopen is, meneer.</i>	Verlopen, verstrijken
	In the next few hours, President Martinez will <b>lapse</b> into a coma. <sup>4</sup> I'd let my driver's license <b>lapse</b> while we lived in New York. <sup>2</sup> Resist <b>lapsing</b> into old patterns. <sup>2</sup>	
to postpone	We had to <b>postpone</b> our holiday until August. <i>We moesten onze vakantie uitstellen tot augustus.</i>	Uitstellen
	This show will have to be <b>postponed</b> until a later date. <sup>2</sup> I knew I couldn't keep <b>postponing</b> it. <sup>2</sup> The government declares a state of emergency and <b>postpones</b> the election. <sup>2</sup>	

Dawn	My dad usually gets up when it's still dark, that is, before <b>dawn</b> . <i>Mijn vader staat meestal op Als het nog donker is. Dat wil zeggen voor <b>dageraad</b>.</i>	Dauw, dageraad
	Your husband is working from <b>dawn</b> till dusk. <sup>3</sup> "What time is it?" – It'll be <b>dawn</b> in a few hours. <sup>4</sup> I don't like my phone ringing at the break of <b>dawn</b> . <sup>4</sup>	
dusk	The street lights go on at <b>dusk</b> . <i>Bij <b>schemering</b> gaat de straatverlichting aan.</i>	Schemering
	Your husband is working from dawn till <b>dusk</b> . <sup>3</sup> It's the brightest star you can see in the <b>dusk</b> of evening. <sup>3</sup> Accidents mostly happen at <b>dusk</b> . <sup>3</sup>	

## Dutch > English

D.w.z., dat wil zeggen	Deze film is Alleen voor volwassenen, <b>d.w.z.</b> , Mensen boven de 18. <i>This film is only for adults, <b>i.e.</b> people over 18.</i>	<b>i.e., that is</b>
	He said in polite words that she has period ( <b>i.e.</b> menstruation). <sup>2</sup> The strongest guys ( <b>i.e.</b> professional barbell lifters) can lift up to 250-300kg. <sup>2</sup> From the menu, select one from each section, <b>i.e.</b> a starter, main course and dessert. <sup>1</sup>	
Met betrekking tot	Er zijn wijzigingen aangebracht <b>met betrekking tot</b> de veiligheid. <i>Changes have been made <b>with regard to</b> security.</i>	With regard to
	I'm not permitted to talk about certain things <b>with regard to</b> this case. <sup>3</sup> I'm calling <b>with regard to</b> your request for an interview. <sup>3</sup> We'll have to be extra careful <b>with regard to</b> that. <sup>2</sup>	
Voorlopig	Ik krijg <b>voorlopig</b> extra lessen. <i>I'm getting extra lessons <b>for the time being</b>.</i>	For the time being
	May I keep this <b>for the time being</b> ? <sup>3</sup> <b>For the time being</b> , we are safe. <sup>3</sup> <b>For the time being</b> this must be our secret. <sup>3</sup>	
Tussen twee haakjes, trouwens	<b>Tussen twee haakjes</b> , hoe vond je het feest gister? <i><b>By the way</b>, did you like the party yesterday?</i>	By the way
	<b>By the way</b> , where have you been? <sup>4</sup> Oh, <b>by the way</b> , my name's Laura. <sup>4</sup> <b>By the way</b> , Perry, are you interested in music? <sup>4</sup>	
Tenzij	Ik ga niet naar het concert, <b>tenzij</b> jij meegaat. <i>I'm not going to the concert <b>unless</b> you're coming with me.</i>	Unless
	Can I do anything for you? No, thanks. Oh, <b>unless</b> you've got a handkerchief. <sup>3</sup> If you don't mind, I'd rather not say, <b>unless</b> it becomes absolutely essential. <sup>3</sup> We're powerless <b>unless</b> he helps usy. <sup>3</sup>	
Ondanks	Ze gingen wandelen <b>ondanks</b> het slechte weer. <i>They went for a walk <b>despite</b> the bad weather.</i>	Despite, in spite of
	But you can't admit that you killed him <b>despite</b> the evidence against you, can you? <sup>3</sup> <b>Despite</b> everything I've just said, Helen, I still love you. <sup>3</sup> Oh she is sweet, <b>in spite of</b> what they say. Don't you think so? <sup>3</sup>	
Huidig	De <b>huidige</b> regering wil niet meer doen voor het milieu. <i>The <b>current</b> government wants to do more for the environment.</i>	Current
	Rizo could not do anything to influence her <b>current</b> salary. <sup>2</sup> I have to think of a solution to our <b>current</b> problem. <sup>2</sup> Lower interest rates and <b>current</b> house price levels mean that house are more affordable now. <sup>1</sup>	

Echter	Hij heeft de deskundigheid <b>echter</b> niet de middelen. <i>He's got the expertise, but not the means, <b>however</b>.</i>	However
	It seemed like a good idea. <b>However</b> , it appears that I really messed up. <sup>2</sup> It does need to be addressed somehow. <b>However</b> , this isn't the way to do it! <sup>1</sup> I think it's a decent camera; <b>however</b> , I won't be purchasing one. <sup>2</sup>	
Niettemin	Het is een veilige straat. <b>Niettemin</b> gebeuren er soms toch ongelukken. <i>It's a safe street. <b>Nevertheless</b>, accidents still happen sometimes.</i>	Nevertheless
	Like I said, off topic, but <b>nevertheless</b> an interesting little fact. <sup>2</sup> I am a first year student, so I everything is new to me, but <b>nevertheless</b> interesting. <sup>2</sup> Yes, it's insulting, <b>nevertheless</b> , it is the truth. <sup>2</sup>	
Af en toe	Komt het nooit bij haar op dat hij <b>af en toe</b> alleen zou willen zijn. <i>Does it never occur to her that he might like to be on his own <b>occasionally</b>?</i>	Occasionally
	I'm Denise, and I come here <b>occasionally</b> . <sup>1</sup> Thousands of us complain about the size of our gas bill, but <b>occasionally</b> you may find your meter is wrong. <sup>1</sup> I wasn't breathing very well,' revealed Liz, who is <b>occasionally</b> troubled by asthma. <sup>1</sup>	
Per slot van rekening	Maak je er niet druk over. Het is <b>per slot van rekening</b> niet jouw probleem. <i>Don't worry about it. <b>After all</b>, it's not your problem.</i>	After all
	She's a salesperson, <b>after all</b> , she gets along with people and is not afraid to meet strangers. <sup>2</sup> You know, it must be awkward for you. I mean, <b>after all</b> , we have a history. <sup>2</sup> I thought you would be happy. <b>After all</b> , this was your idea in the first place. <sup>2</sup>	
Vanwege	<b>Vanwege</b> zijn lang ziek zijn, kan hij nu niet hard werken. <i><b>Because of</b> his long illness, he can't work hard now.</i>	Because of
	They closed the road down <b>because of</b> the rain. <sup>2</sup> Her mother was upset <b>because of</b> this job she wanted to take. <sup>2</sup> Sometimes your body aches <b>because of</b> nothing. <sup>2</sup>	
Bovendien	De huur is redelijk en <b>bovendien</b> is de locatie perfect. <i>The rent is reasonable and <b>moreover</b>, the location is perfect.</i>	Moreover
	It was useless, and <b>moreover</b> dangerous. <sup>1</sup> I'm so glad you're a part of this community and <b>moreover</b> , that you're my friend. <sup>2</sup> She had the tendency to disagree, and <b>moreover</b> to do so publicly. <sup>2</sup>	
Voortaan	<b>Voortaan</b> verwacht ik jou uiterlijk om 8 uur 15 op je werk. <i><b>In future</b>, I expect you to be at work no later than 8:15.</i>	In future
	It'll be Terry's responsibility <b>in future</b> . <sup>1</sup> I think that <b>in future</b> we do need to plan our projects better. <sup>1</sup> He said that <b>in future</b> no animals will ever be sold for research purposes. <sup>1</sup>	
Aanvankelijk	<b>Aanvankelijk</b> was de tamelijk stil, maar na een poosje werd ze spraakzamer. <i><b>At first</b> she was rather quiet, but after a while she became more talkative.</i>	At first
	He did not see, <b>at first</b> , the silver thing she carried in her hands. <sup>2</sup> It was love <b>at first</b> sight. <sup>2</sup> I didn't know what happened <b>at first</b> . <sup>2</sup>	
Tenslotte, tot slot	<b>Tenslotte</b> wil ik u bedanken voor wat u voor ons hebt gedaan. <i><b>Finally</b>, I would like to thank you for what you have done for us.</i>	Finally
	I'm glad you <b>finally</b> got here. <sup>3</sup> <b>Finally</b> something did happen. <sup>1</sup> She was threatening to tell his wife. That's why he <b>finally</b> confessed. <sup>1</sup>	



## Appendix 2

### Pre-test: Vocabulary Exam 1

#### **EXAM PART 1 – Examenidoom 4-9**

#### **A) Translate the words in brackets & make sure it fits the sentence. (10pt)**

1. It was so (**gênant**) when I tripped over my own feet whilst entering the classroom.
2. Because I had been staring out the window for 30 minutes, I had very (**weinig**) time left to finish the test.
3. Luckily, all of the passengers (**overleven**) the plane crash.
4. He (**een boete krijgen**) for speeding in a schoolzone last week.
5. Ailing Eileen Gu's Olympic gold medal at the 2022 Winter Olympics is quite an impressive (**prestatie**) for an 18-year-old.
6. J.K. Rowling (**uitgeven**) the first *Harry Potter* book in 1997.
7. You never get a second chance to make a first (**indruk**).
8. Jackson has been a (**lid**) of the *Arsenal* fan club for over 15 years.
9. The fuel tank is almost empty! Let's stop at that (**bezinestation**) over there.
10. Despite the dog's menacing appearance, it is actually (**ongevaarlijk**).

#### **B) Put each word in the correct sentence, in the correct form. (10pt)**

captivity	adore	resentment
exaggerate	crash into	to encompass
patronising	abbreviation	to dodge
predator	gorgeous	equipment

1. When attempting rock climbing, you have to make sure you have the right (...), such as; rope, harness, carabiners and ascenders/descenders.
2. We nearly (...) another car when they came speeding round the bend.
3. Some animals have been bred in (...) in order to keep their species from extinction.
4. I think Jessica was slightly (...) when she told us her brother was terribly ill. I saw Jason yesterday and he looked fine.
5. When Alexandra got married, she wore a (...) off-white dress.
6. Surgery (...) a multitude of skills, such as performing under pressure, good problem-solving skills, dexterity and a thorough knowledge of the human body.
7. Though he (...) the first blow, the boxer didn't see the second one and was knocked out in the first round.
8. The (...) NHS stands for *National Health Service* and is the term used to refer to the health care system in the UK.
9. She felt incredibly incompetent because her friend kept talking to her in a (...) way.
10. The lion is considered to be one of Africa's apex (...).

#### **C) Make a meaningful sentence with each word. The word may be adapted to fit the sentence (enkelvoud/meervoud, Tegenwoordige tijd /Verleden tijd, etc.). (5pt)**

1. sights
2. to convince
3. victory
4. disgusting
5. to overtake

### Appendix 3

#### Post-test: Vocabulary Exam 2

#### EXAM PART 1 – Examenidoom 10-16 + 20

**C) Make a meaningful English sentence with the word that has been given. Use at least eight words in your sentence. The word may be adapted to fit the sentence. (5pt)**

1. Demanding
2. Toxic
3. Smug
5. Sewer
5. To decline

**B) Translate the Dutch word to English. Make sure the English translation you give fits the sentence. (10pt)**

1. (**Voortaan**) I expect you to be at school on time.
2. The world economy looks quite (**kwetsbaar**) and the war in Ukraine is not helping.
3. The teacher's advice was absolutely (**nutteloos**).
4. My little cousin is very (**verlegen**), she doesn't even look you in the eye.
5. (**Ondanks**) the bad weather, they still went for a walk in the park.
6. Good luck with your (**sollicitatiegesprek**) tomorrow, I have faith in you!
7. It's a safe neighbourhood. (**niettemin**), burglaries do occur.
8. I was very (**nieuwsgierig**) to find out what our new Maths teacher was like.
9. Will needs to (**repeteren**) if he wants to be selected for the upcoming opera.
10. This (**toneelstuk**) was breath-taking, I have never seen such an amazing show.

**C) Put the words in the correct sentences. Make sure you put the word in the correct form (so yes, you are allowed to make minor changes). There are two words you don't need. (10pt)**

ecological	to bribe	biodegradable
prosperous	to summarize	posh
fragile	fabric	drought
to adapt	fictitious	to depict

1. (...) packaging helps to limit the amount of harmful chemicals released in nature.
2. Be careful with my grandmother's plates and bowls! They are extremely (...)
3. Due to his successful enterprise he was able to afford a (...) new car.
4. BP was responsible for the (...) disaster in the Gulf of Mexico, millions of litres of oil was spilled.
5. In a (...) country like the Netherlands, no one should go hungry.
6. The play had been (...) to make it more suitable for young children. For example, all swear words had been removed.
7. The police discovered that several corrupt officials had been (...) to approve shoddy construction work on the stadiums.
8. This sweater is made of merino wool, this (...) is similar to normal wool, but softer.
9. Suske and Wiske are (...) characters made up by Willy Vandersteen.
10. Last summer, a severe (...) lasted for months and led to water shortages.

## **Appendix 4**

### **Semi-structured Interview Questions**

**Main question:** To what extent does the designed context-rich study material facilitate a more advanced vocabulary learning process for students in the intervention group?

**Main question (translated to Dutch):** In welke mate faciliteert het contextrijke uitgebreide Examenidroom-studiemateriaal een meer geavanceerde vocabulairewerving voor leerlingen uit de interventiegroep?

#### **Interview questions:**

1. How would you describe your overall experience with the extended Examenidroom?
2. Is there anything that you found positive about the extended Examenidroom?
3. Is there anything that you found negative about the extended Examenidroom?
4. Do you have any suggestions for possible improvements or adjustments?
5. While studying the words over the past weeks and preparing for the test, did you use the additional example sentences in the extended Examenidroom?
6. Have you noticed that the additional example sentences in the extended Examenidroom influenced your vocabulary learning process? If so, in what way?
7. Were there specific words that you understood better, thanks to the additional example sentences in the extended Examenidroom?
8. Do you feel that, thanks to the additional example sentences, it was easier to create sentences yourself on the exam with the words?
9. Do you feel that more context – example sentences – when studying words leads to better results?
10. Do you feel that more context – example sentences – when studying words leads to a higher level of the English language?

11. In the future, would you prefer the extended Examenidoom with more context (example sentences), or the former extended Examenidoom booklet with one example sentence per word? Why?

**Interview questions (translated to Dutch):**

1. Hoe zou je jouw algemene ervaring met het uitgebreide Examenidoom omschrijven?
2. Is er iets dat je positief vond aan het uitgebreide Examenidoom?
3. Is er iets dat je negatief vond aan het uitgebreide Examenidoom?
4. Heb je ideeën voor eventuele verbeteringen of aanpassingen?
5. Heb je bij het leren van de woorden, gedurende de afgelopen weken en ter voorbereiding op de toets, gebruik gemaakt van de extra voorbeeldzinnen in het uitgebreide Examenidoom?
6. Heb je gemerkt dat de extra voorbeeldzinnen in het uitgebreide Examenidoom invloed heeft gehad op jouw leerproces van de woorden? Zo ja, op welke manier?
7. Waren er bepaalde woorden die je dankzij de extra voorbeeldzinnen in het uitgebreide Examenidoom beter begreep?
8. Heb je het gevoel, dat dankzij de extra voorbeeldzinnen, je ook makkelijker zelf zinnen zou kunnen maken met de geleerde woorden?
9. Heb je het gevoel dat meer context – voorbeeldzinnen – bij woorden leren, tot betere resultaten leidt?
10. Heb je het gevoel dat meer context – voorbeeldzinnen – bij woorden leren, tot betere beheersing van de Engelse taal leidt?
11. Zou voor de toekomst je voorkeur uitgaan naar een uitgebreid Examenidoom met meer context (voorbeeldzinnen), of het voormalige Examenidoom boekje met één voorbeeldzin per woord? Waarom?

## Appendix 5

### Semi-structured interview and analysis 1

Interviewer: Esmee van Dongen (ED)

Interviewee: Student 1 (S1)

Date and time: Monday February 5<sup>th</sup> 12:10 PM

Location: Koning Willem II college Tilburg

#### Transcribed interview in Dutch:

**ED:** Oké, nou ja, je hebt dus dit boekje gebruikt voor de tweede woordjestoets. De eerste keer heb je met het normale boekje gewerkt. Hoe zou je in het algemeen je ervaring ermee omschrijven?

**S1:** Ja, ik vond die extra zinnen wel fijn, want ik werk dan met WRTS meestal, maar als ik dan een woord niet snapte dan kon ik wel gewoon die zinnen lezen.

**ED:** Oké.

**S1:** En dan snapte ik het wel beter. En vorige keer had je dan maar één zin, en als je die dan niet snapte dan was het wel vervelend.

**ED:** Ja. Dus je hebt ook wel echt gebruik gemaakt van de extra zinnen bij het leren?

**S1:** Ja.

**ED:** Oké. Ja, oké, dat is dan dus een positief punt aan dit boekje dat je zou kunnen noemen. Dat het dus extra voorbeeldzinnen had. Zijn er nog meer dingen die je fijn of handig vond aan het boekje? Positieve punten?

**S1:** Nee, ja, ik leer meestal gewoon via WRTS, dus alleen die zinnen die waren het.

**ED:** Oké, ja. Is er iets dat je negatief vond aan het uitgebreidere boekje?

**S1:** Ja, ik denk dat omdat het nu nog op papier is, valt het heel snel uit elkaar, dus ik was soms wel gewoon bladen kwijt, van sommige bladzijdes.

**ED:** Je raakte de bladen kwijt. Ja, oké, dus liever een steviger boekje zeg maar, in een andere vorm?

**S1:** Ja.

**ED:** Oké, ja je hebt het eigenlijk al een beetje genoemd, maar heb je, naast wat je net noemt, ideeën voor verbeteringen of aanpassingen?

**S1:** Ja, dus gewoon zo'n steviger boek, zodat hij niet uit elkaar valt, want dan heb je wel gewoon alles.

**ED:** Oké, dus een steviger boekje, dat zou je als aanpassing graag willen. En, qua inhoud? De zinnen? Zou je daar...

**S1:** Nee, ik vond het wel prima zo, de zinnen.

**ED:** De zinnen waren goed te begrijpen, oké. Ja, de volgende vraag is of je bij het leren van de woorden, en ter voorbereiding op de toets gebruik hebt gemaakt van de extra voorbeeldzinnen... dat is dus het geval geweest?

**S1:** Ja.

**ED:** Oké! Ja, je hebt het al een beetje verteld, maar heb je gemerkt dat de extra zinnen in dit uitgebreide boekje dus invloed hebben gehad op het leren van de woorden?

**S1:** Ja, ik snapte ze wel beter. Maar... het is nog steeds wel heel veel om te leren, dus nog steeds... als je dan een hoofdstuk kent en je doet de keer erna een ander hoofdstuk dan vergeet je nog steeds wel snel het andere hoofdstuk omdat het gewoon zoveel woorden zijn. Maar ik snapte het wel beter.

**ED:** Ja.

**S1:** Ook gewoon als ik in het Nederlands het niet snapte, het woord... die zinnen die hielpen wel meer omdat je dan gewoon uitleg hebt.

**ED:** Ja, dus ook al was het woord onduidelijk in het Nederlands, dan had je soms alsnog meer aan die Engelse zinnen, en hoefde je het bijvoorbeeld niet te Googelen?

**S1:** Ja.

**ED:** Ja... oké. Ja, dus er waren bepaalde woorden die je dankzij de extra voorbeeldzinnen wel beter begreep. Ja. In de toets heb je natuurlijk ook een opdracht waarbij je zelf zinnen moet maken. Dat vinden leerlingen meestal de lastigste opdracht. Heb je het gevoel dat, door de extra voorbeeldzinnen in het boekje, je ook makkelijker zelf zinnen zou kunnen maken met de woorden?

**S1:** Ja, niet echt, want ik onthoud de zinnen niet echt. Meer om de zinnen te begrijpen, maar het is nog steeds lastig om zinnen op de toets te maken.

**ED:** Ja, dus het helpt echt voor begrijpen, maar niet per se om zelf echt een zin te kunnen maken.

**S1:** Ja.

**ED:** Oké. Heb je in het algemeen het gevoel dat, meer voorbeeldzinnen bij woordjes, dat dat helpt bij het halen van betere cijfers?

**S1:** Ja, ik denk het wel, als je gewoon goed van tevoren begint en die zinnen heel goed gebruikt, dan denk ik wel dat dat beter helpt.

**ED:** Oké, dat is mooi. En heb je, ja... heb je bij het leren echt bij elk woord alle voorbeeldzinnen bekeken?

**S1:** Nee, alleen bij de woorden die ik lastig vond.

**ED:** Oké, dus bij de woorden die je lastig vond, daar hielp het bij. Oké. Ja, dus je hebt het gevoel dat het helpt bij het halen van betere cijfers. Heb je ook het gevoel dat door de voorbeeldzinnen, dat je ook echt beter wordt in Engels daardoor?

**S1:** Nee, dat niet echt.

**ED:** Dat niet per se.

**S1:** Want het is wel gewoon... je kent het voor de toets dan maar daarna vergeet je het wel heel snel.

**ED:** Ja... ja oké. Je kent het voor de toets, maar daarna... verdwijnt het weer.

**S1:** Ja.

**ED:** Oké. En zou je voor de toekomst... zou je liever werken met een uitgebreid Examenidoom zoals deze? Of zou je liever werken met het vorige boekje met één voorbeeldzin.

**S1:** Ja ik denk wel met deze. Want als je gewoon echt voor de volgende toets op tijd begint en gewoon elk woord met de zinnen doet... ik denk wel dat dat heel veel helpt.

**ED:** Oké, mooi! Heb je nog andere opmerkingen of vragen over het boekje?

**S1:** Nee, eigenlijk niet.

**ED:** Oké. Dat was het eigenlijk al!



**Transcribed interview translated to English:**

**ED:** Okay, well, you used this booklet for the second vocabulary exam. The first time, you worked with the regular booklet. In general, how would you describe your experience with it?

**S1:** Yes, I thought the extra sentences were helpful, since I usually use WRTS, but whenever I didn't understand a word, I could study those sentences.

**ED:** Okay.

**S1:** And then I had a better understanding of them. Whereas the last time, you only had one sentence, and it was quite annoying if you didn't understand that one.

**ED:** Yes. So you really did make use of the extra sentences while studying?

**S1:** Yes.

**ED:** Okay. Well, okay, that is a positive aspect of this booklet you could point out there. The fact that it had extra example sentences. Are there any other things that you found helpful or pleasant about the booklet? Positive aspects?

**S1:** No, well, I usually just study with WRTS, so it was just the sentences.

**ED:** Okay, right. Is there any negative aspect you could point out about this booklet?

**S1:** Yes, I think since this booklet is made of regular paper, it breaks very easily, so sometimes I just lost some pieces of paper, of some of the pages.

**ED:** You lost pages. Yes, right, so you would prefer a more solid booklet, a different kind?

**S1:** Yes.

**ED:** Okay, well, you actually already mentioned this, but besides what you just mentioned, do you have any other ideas or suggestions for improvement?

**S1:** Yes, so just a more solid booklet, so it doesn't fall apart, because in that way you just keep it all complete.

**ED:** Okay, so as an improvement, you would like a more solid booklet. And what about the contents? The sentences? Would you...

**S1:** No, the sentences were fine this way.

**ED:** The sentences were comprehensible, okay. Well, the next question is whether, while studying the words and preparing for the exam, you used the additional example sentences... so that was the case, right?

**S1:** Yes.

**ED:** Okay! Right, you already talked about this a little bit, but did you notice any influence of the additional sentences in this extended booklet on your learning process of the words?

**S1:** Yes, I understood them better. However... it's still a lot that has to be studied, so still... as soon as you have studied a chapter, and you pick another one the next time, you still forget the other chapter really fast, just because it's so many words. But I did understand them better.

**ED:** Yes.

**S1:** Also in cases where I didn't understand the Dutch word itself... the sentences helped because you just had a bit more explanation.

**ED:** Yes, so even when the word was unclear in Dutch, the English sentences were helpful enough, and you didn't have to Google those?

**S1:** Yes.

**ED:** Yes... okay. Yes, so, there were certain words that you understood better, thanks to the extra example sentences. Right. As you know, in the exam, there is also a task where you need to create your own sentences. That is what students usually find the most difficult part. Do you have the feeling that, because of the extra example sentences, it was easier for you to create your own ones?

**S1:** Well, not really, since I don't exactly remember the sentences. For me it was more about understanding the sentences, but it is still hard to come up with sentences on the exam.

**ED:** Yes, so it really contributed to your comprehension, but not necessarily to the ability of creating sentences.

**S1:** Right.

**ED:** Okay. In general, do you feel that more example sentences for words helps with getting higher grades?

**S1:** Yes, I believe so, if you just start in time and use the sentences well, then I think it does really help.

**ED:** Okay, that's great. And have you, well... have you really looked at all of the example sentences while studying?

**S1:** No, only at the sentences for the words that I thought were difficult.

**ED:** Right, so for the words that you found difficult, that's where it helped. Okay. Yes, so you do feel that it helps to get higher grades. Do you also feel that, by means of the example sentences, you also really improve your English?

**S1:** No, not really.

**ED:** Not really.

**S1:** It's just that... you know everything for the exam, but after it you forget it really quickly.

**ED:** Yes... yes right. You know everything for the exam, but afterwards... it disappears.

**S1:** Yes.

**ED:** Okay. And in the future... would you prefer to work with an extended version of Examenidoom like this one? Or would you prefer the previous booklet, with one example sentence.

**S1:** Yes, I think this one. Because if you really begin in time for the upcoming exam and look at all the sentences for every word... I do think that really helps a lot.

**ED:** Okay, nice! Do you have any other remarks or questions about the booklet?

**S1:** No, actually not.

**ED:** Okay. That was it, actually!

### Thematic analysis of the interview

Extracts from interview	Codes
S1: "I thought the extra sentences were helpful, since I usually use WRTS, but whenever I didn't understand a word, I could study those sentences."	<ul style="list-style-type: none"> <li>• Extra example sentences contribute to word comprehension</li> </ul>
ED: "So you really did make use of the extra sentences while studying? S1: Yes."	<ul style="list-style-type: none"> <li>• Extra examples sentences were used while studying</li> </ul>
S1: "I think since this booklet is made of regular paper, it breaks very easily, so sometimes I just lost some pieces of paper, of some of the pages."	<ul style="list-style-type: none"> <li>• Booklet is fragile</li> </ul>
ED: "Yes, right, so you would prefer a mor solid booklet, a different kind? S1: "Yes."	<ul style="list-style-type: none"> <li>• The booklet should have a more solid design</li> </ul>
ED: "Well, the next question is whether, while studying the words and preparing for the exam, you used the additional example sentences... so that was the case, right?" S1: "Yes."	<ul style="list-style-type: none"> <li>• Student made use of the extra context while studying</li> </ul>
S1: "I understood them better. However... it's still a lot that has to be studied, so still... as soon as you have studied a chapter, and you pick another one the next time, you still forget the other chapter really fast, just because it's so many words. But I did understood them better."	<ul style="list-style-type: none"> <li>• Extra example sentences contribute to word comprehension</li> <li>• Knowledge of studied words does not linger</li> </ul>
S1: "Also in cases where I didn't understand the Dutch word itself... the sentences helped because you just had a bit more explanation."	<ul style="list-style-type: none"> <li>• Extra example sentences provided helpful context and explanation</li> </ul>
S1: "For me it was more about understanding the sentences, but it is still hard to come up with sentences on the exam."	<ul style="list-style-type: none"> <li>• Extra example sentences contributed to vocabulary comprehension</li> </ul>

	<ul style="list-style-type: none"> <li>• The extra example sentences did not contribute to productive word skills</li> </ul>
ED: “Do you have the feeling that, because of the extra example sentences, it was easier for you to create your own ones?” S1: Well, not really, since I don’t exactly remember the sentences.”	<ul style="list-style-type: none"> <li>• Extra example sentences did not contribute to productive vocabulary skills</li> </ul>
ED: “In general, do you feel that more example sentences for words helps with getting higher grades?” S1: “Yes, I believe so, if you just start in time and use the sentences well, then I think it does really help.”	<ul style="list-style-type: none"> <li>• More context contributes to higher results if students use it well</li> <li>• Time is needed in order to include the extra context in the learning process</li> </ul>
S1: “No, only at the sentences for the words that I thought were difficult.”	<ul style="list-style-type: none"> <li>• Extra context is made use of in case of a word perceived as difficult</li> </ul>
ED: “Do you also feel that, by means of the example sentences, you also really improve your English?” S1: “No, not really.” ED: “Not really.” S1: “It’s just that... you know everything for the exam, but after it you forget it really quickly.”	<ul style="list-style-type: none"> <li>• Extra context, example sentences, does not help advance level of English</li> <li>• Knowledge of studied words does not linger</li> </ul>
S1: “Yes, I think this one.”	<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidoom</li> </ul>
S1: “Because if you really begin in time for the upcoming exam and look at all the sentences for every word... I do think that really helps a lot.”	<ul style="list-style-type: none"> <li>• Extra example sentences are considered helpful</li> <li>• Time is needed in order to include the extra context in the learning process</li> </ul>

Codes	Themes
<ul style="list-style-type: none"> <li>• Extra examples sentences were used while studying (2)</li> <li>• Extra context is made use of in case of a word perceived as difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Use of extra example sentences</li> </ul>
<ul style="list-style-type: none"> <li>• Example sentences contribute to word comprehension (3x)</li> <li>• Extra example sentences provided helpful context and explanation</li> <li>• Extra example sentences are considered helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on comprehension</li> </ul>
<ul style="list-style-type: none"> <li>• Extra example sentences did not contribute to productive vocabulary skills (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on production (productive vocabulary)</li> </ul>
<ul style="list-style-type: none"> <li>• Booklet is fragile</li> </ul>	<ul style="list-style-type: none"> <li>• Lay-out</li> </ul>
<ul style="list-style-type: none"> <li>• The booklet should have a more solid design</li> </ul>	<ul style="list-style-type: none"> <li>• Suggestion for improvement</li> </ul>
<ul style="list-style-type: none"> <li>• More context contributes to higher results if students use it well</li> <li>• Time is needed in order to include the extra context in the learning process (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on results</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of studied words does not linger (2)</li> <li>• Extra example sentences contributed to vocabulary comprehension but not production</li> <li>• Extra context, example sentences, does not help advance level of English</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on English proficiency</li> </ul>
<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidiom</li> </ul>	<ul style="list-style-type: none"> <li>• Preference</li> </ul>

## Appendix 6

### Semi-structured interview and analysis 2

Interviewer: Esmee van Dongen (ED)

Interviewee: Student 4 (S4)

Date and time: Tuesday February 6<sup>th</sup> 10:15 AM

Location: Koning Willem II college Tilburg

#### Transcribed interview in Dutch:

**ED:** Nou, je hebt dus voor de afgelopen toets in plaats van met het oude Examenidoom, met deze gewerkt, en ook in de lessen. Hoe... even in het algemeen gezien, hoe heb je het boekje ervaren?

**S4:** Ja, ik vond hem wel gewoon een beetje hetzelfde als het oude boekje. Ik heb niet echt heel vaak de zinnen gebruikt, maar ik heb wel, als ik mensen aan het overhoren ben, dan gebruik ik meestal wel de zinnen, voor een voorbeeldzinnetje. En dan weten de mensen het meestal wel... wat het woord is.

**ED:** Oh, oke.

**S4:** Ja, dus ik heb eigenlijk mensen overhoord met de zinnen.

**ED:** Ja, dus bij het overhoren, als je dan de hele zin pakte, dan werd het vaak duidelijk wat het woord betekende?

**S4:** Ja.

**ED:** Oké, nouja, dat is goed! Zou je kunnen noemen wat je positief vind aan deze versie van het Examenidoom?

**S4:** Ja, ik vind het wel handig dat die extra zinnen erbij staan, maar ik vind dan wel dat er extra Nederlandse zinnen bij moeten staan, want het is alleen maar Engelse zinnen die erbij stonden. En soms is een extra zin in het Nederlands ook wel handig... om erbij te hebben.

**ED:** Ja! Oké, goed dat je dat zegt, want inderdaad mijn volgende vraag was, is er iets dat je negatief vond of heb je ideeën voor aanpassingen? Je zegt dus, ik zou de extra zinnen vertalen naar het Nederlands?

**S4:** Ja.

**ED:** Oké! Zijn er nog andere dingen waarvan je zegt, dat zou ik zelf aanpassen of verbeteren?

**S4:** Ja, het is vooral dat het natuurlijk aan elkaar geniet is, dat de papiertjes zo heel vaak wegvouwen of kapot gaan, of scheuren, of de nietjes raken los, dus dat is misschien een beetje irritant. Dus misschien moet het in een snelhechter ofzo.

**ED:** Ja, een steviger boekje.

**S4:** Ja.

**ED:** Oké.

**S4:** Voor de rest vond ik het boekje wel fijn om te gebruiken, omdat ja, ik vond het wel makkelijker leren omdat je dus wel meer zinnen had om naar te kijken, om te zien wat het nou precies betekende en hoe je het kan gebruiken in een zin.

**ED:** Ja! Oké, top. Ja, deze is inmiddels door wat jij een beetje hebt verteld al vanzelfsprekend, maar heb je bij het leren van de woorden de afgelopen weken en ook ter voorbereiding op de toets gebruik gemaakt van de extra voorbeeldzinnen?

**S4:** Ja... ja dan niet bij alle woordjes, maar als ik bij een woordje dacht dat ik niet precies wist wat het betekende dan las ik meestal de zinnen wel door. En dan snapte ik het meestal wel.

**ED:** Oké, mooi. Ja dus, je hebt eigenlijk wel gemerkt dat die extra voorbeeldzinnen invloed hadden op het leren van de woorden?

**S4:** Ja.

**ED:** Oké, en in de vorm van...?



**S4:** Ja, duidelijkheid en hoe je het in een zin moet gebruiken. Dat vond ik meestal wel het handigste. Want als je dan bij die toetsvragen een zin moest maken, dan wist ik wel een beetje van, zo stond het in een voorbeeld zin dus zo kan ik het ook gebruiken.

**ED:** Ja... ja, ja want inderdaad een van mijn volgende vragen was... er zit natuurlijk ook een opdracht in de toets waarbij je zelf zinnen moet schrijven, heb je het idee dat je daar ook minder moeite mee had door de extra voorbeeldzinnen?

**S4:** Ja, het was alleen de woordjes waar ik niet helemaal de vertaling van wist waar ik een beetje moeite mee had, maar degene waarvan ik het wel wist, vond ik het makkelijkst om een zin mee te schrijven.

**ED:** Ja precies. Ja... dus er waren nog steeds wel moeilijke woorden?

**S4:** Ja.

**ED:** Maar... als ik het goed begrijp, er waren dus woorden die je dankzij de extra voorbeeldzinnen wel beter begreep?

**S4:** Ja.

**ED:** Oké. Heb je het gevoel dat de extra context die we hier geven, dus de extra voorbeeldzinnen, dat die leiden tot betere cijfers... resultaten?

**S4:** Ik heb wel hogere cijfers gekregen dan met het andere boekje, maar ik denk dat dat ook vooral komt omdat ik motivatie heb gehad om te leren, meer dan de vorige toetsweek.

**ED:** Ja, dat komt er natuurlijk ook nog bij kijken... En heb je het idee dat als je bij het leren of bij het doornemen van de woorden, meer context, meer voorbeeldzinnen hebt, dat dat je ook beter kan maken in Engels? Hoe denk je daarover?

**S4:** Ja, ik denk van wel. Want bij de Nederlands naar Engels woordjes vond ik het vooral fijn dat daar zinnen bij zaten, want ik vond dat dan toch iets makkelijker begrijpen en dan weet je hoe je het ook kan vertalen.

**ED:** Oké, super. Ja, en dan de laatste vraag alweer. Zou in de toekomst je voorkeur uitgaan naar een uitgebreid Examenidoom boekje of het voormalige Examenidoom?

**S4:** Het uitgebreide boekje.

**ED:** Het uitgebreide boekje. Oké, maar inderdaad je zegt dus, ik zou ook de Nederlandse zinnen toevoegen en een steviger boekje zou fijn zijn.

**S4:** Ja.

**ED:** Heb je verder nog opmerkingen of dingen over het boekje?

**S4:** Nee, niet echt.

**ED:** Oké, nou ja, dat was het al!

**Transcribed interview translated to English:**

**ED:** Well, for the most recent exam week, instead of the old Examenidoom, you worked with this one, as well as during classes. What... in general, what were your experiences with the booklet?

**S4:** Yes, I thought it was quite similar to the old booklet actually. I didn't really use the sentences that much, but I did whenever I was quizzing someone... used the sentences most of the time then, for a little example sentence. And most of the time the people knew it then... what the word was.

**ED:** Oh, alright.

**S4:** Yes, so I actually used the sentences for quizzing people.

**ED:** Right, so while quizzing, whenever you mentioned the entire sentence, it became clear what the word meant?

**S4:** Yes.

**ED:** Okay, well, that's good! Could you mention any positive aspects about this version of Examenidoom?

**S4:** Yes, I think it is quite useful that the extra sentences are there, but I do think that there should also be extra Dutch sentences. Because now it is just extra English sentences. And in some cases, an extra sentence in Dutch with them can be quite useful as well.

**ED:** Yes! Okay, good that you mention that, because in fact my next question was whether you could think of any negative aspects or ideas for adjustment? So what you said is, I would also translate the extra sentences to Dutch?

**S4:** Yes.

**ED:** Okay! Are there any other things that make you think, I would change or improve that?

**S4:** Yes, the main thing is that this booklet is just stapled, so the pieces of paper fold in all

kinds of directions, they break, tear apart or the staples get loose, so that might be a bit annoying. So maybe it should be in a plastic map or something.

**ED:** Yes, a more solid booklet.

**S4:** Yes.

**ED:** Alright.

**S4:** Apart from that, I thought it was pleasant to use the booklet, because well, I thought it was easier to study since you had more sentences to look at, to see what it meant exactly, and how it can be used in a sentence.

**ED:** Yes! Okay, great. Yes, this one is a bit obvious because of what you already told me, but while studying the words and preparing for the exam, did you make use of the extra example sentences?

**S4:** Yes... so not for every word, but when I encountered a word of which I didn't exactly understand what it meant, then I would read through the sentences. And then I usually got it.

**ED:** Okay, great. So yes, you did notice that those extra example sentences had influence on your learning process of these words?

**S4:** Yes.

**ED:** Okay, and how exactly then...?

**S4:** Yes so, clarity and how it should be used in a sentence. That was what I thought was the most useful. Because when you had to create your own sentences on your test, that was when I knew how a word can be used in a sentence, more or less, so I can use it like that as well.

**ED:** Yes, right... yes because one of my next questions was indeed... since there is an exercise in the exam that asks you to come up with your own sentences, whether you feel that was less difficult for you, thanks to the extra example sentences?

**S4:** Yes, it was just the words of which I didn't know the translation that I found a little hard, but the ones that I did know, were easy to write sentences with.

**ED:** Yes, right. Yes... so there were still difficult words?

**S4:** Yes.

**ED:** But... if I've understood it correctly, there were words that you understood better, thanks to the additional example sentences?

**S4:** Yes.

**ED:** Okay. Do you feel that the extra context that we've given you here, that is, the additional example sentences, that these lead to better grades... results?

**S4:** I did get higher grades than with the other booklet, but I also think that is due to the fact that I had more motivation to study than in the previous exam week.

**ED:** Yes, that's also a factor of course... And do you feel that when you have more context, more examples sentences when you're studying or reading through the words, that this could also improve your level of English? How do you feel about that?

**S4:** Yes, I do think so. Especially for the words that had to be studied from Dutch to English, it was nice that they had some extra sentences as well, I thought it was easier to understand them this way and then you also know how it's translated.

**ED:** Okay, great. Yes, on to the last question then. In the future, would you have a preference for an extended Examenidoom booklet or the original Examenidoom?

**S4:** The extended booklet.

**ED:** The extended booklet. Right, but what you say is, I would also add the Dutch sentences and a booklet made of firmer material would be nice.

**S4:** Yes.

**ED:** Have you got any other remarks or things about the booklet?

**S4:** No, not really.

**ED:** Okay, well, that was it already!

### Thematic analysis of the interview

Extracts from interview	Codes
S4: "I didn't really use the sentences that much, but I did whenever I was quizzing someone"	<ul style="list-style-type: none"> <li>• Student used the sentences for quizzing fellow students</li> </ul>
ED: "Right, so while quizzing, whenever you mentioned the entire sentence, it became clear what te word meant?" S4: "Yes."	<ul style="list-style-type: none"> <li>• Context provided information on word meaning</li> </ul>
S4: "I think it is quite useful that the extra sentences are there, but I do think that there should also be extra Dutch sentences"	<ul style="list-style-type: none"> <li>• Extra example sentences should be translated to Dutch</li> </ul>
S4: "Yes, the main thing is that this booklet is just stapled, so the pieces of paper fold in all kinds of directions, they break, tear apart or the staples get loose, so that might be a bit annoying. So maybe it should be in a plastic map or something"	<ul style="list-style-type: none"> <li>• The booklet is fragile</li> <li>• The booklet should be made more solid</li> </ul>
S4: "I thought it was easier to study since you had more sentences to look at, to see what it meant exactly, and how it can be used in a sentence."	<ul style="list-style-type: none"> <li>• Extra context provided information on word meaning and use</li> </ul>
ED: "...did you make use of the extra example sentences?" S4: "Yes, so not for every word, but when I encountered a word of which I didn't exactly understood what it meant, then I would read through the sentences. And then usually I got it."	<ul style="list-style-type: none"> <li>• Extra context was used in case of new unfamiliar words</li> <li>• Context contributed to comprehension</li> </ul>
S4: "Yes so, clarity and how it should be used in a sentence That was what I thought was the most useful."	<ul style="list-style-type: none"> <li>• Extra context provided information on word meaning and use</li> </ul>
S4: "Because when you had to create your own sentences on your test, that was when I knew how a word can be used in a sentence, more or less, so I can use it like that as well."	<ul style="list-style-type: none"> <li>• Extra context contributed to productive ability</li> </ul>

<p>ED: “But... if I’ve understood it correctly, there were words that you understood better, thanks to the additional example sentences?” S4: “Yes.”</p>	<ul style="list-style-type: none"> <li>• Extra context contributed to comprehension</li> </ul>
<p>S4: “I did get higher grades than with the other booklet, but I also think that is due to the fact that I had more motivation to study than in the previous exam week.”</p>	<ul style="list-style-type: none"> <li>• Student does not attribute higher result to the extra context</li> </ul>
<p>ED: “And do you feel that when you have more context, more examples sentences when you’re studying or reading through the words, that this could also improve your level of English? How do you feel about that?” S4: “Yes, I do think so. Especially for the words that had to be studied from Dutch to English, it was nice that they had some extra sentences as well, I thought it was easier to understand them this way and then you also know how it’s translated.”</p>	<ul style="list-style-type: none"> <li>• More context can improve English proficiency</li> <li>• Comprehension is made easier through extra context</li> </ul>
<p>ED: “In the future, would you have a preference for an extended Examenidoom booklet or the original Examenidoom?” S4: “The extended booklet.”</p>	<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidoom</li> </ul>

Codes	Themes
<ul style="list-style-type: none"> <li>• Student used the sentences for quizzing fellow students</li> <li>• Extra context was used in case of new unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Use of extra example sentences</li> </ul>
<ul style="list-style-type: none"> <li>• Context provided information on word meaning</li> <li>• Extra context provided information on word meaning and use (2x)</li> <li>• Context contributed to comprehension (2x)</li> <li>• Comprehension is made easier through extra context</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on comprehension (receptive vocabulary)</li> </ul>
<ul style="list-style-type: none"> <li>• Extra context contributed to productive ability</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on production (productive vocabulary)</li> </ul>
<ul style="list-style-type: none"> <li>• The booklet is fragile</li> </ul>	<ul style="list-style-type: none"> <li>• Lay-out</li> </ul>
<ul style="list-style-type: none"> <li>• Extra example sentences should be translated to Dutch</li> <li>• The booklet should be made more solid</li> </ul>	<ul style="list-style-type: none"> <li>• Suggestion for improvement</li> </ul>
<ul style="list-style-type: none"> <li>• Student does not attribute higher result to the extra context</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on results</li> </ul>
<ul style="list-style-type: none"> <li>• More context can improve English proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on English proficiency</li> </ul>
<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidiom</li> </ul>	<ul style="list-style-type: none"> <li>• Preference</li> </ul>



## Appendix 7

### Semi-structured interview and analysis 3

Interviewer: Esmee van Dongen (ED)

Participant: Student 11 (S11)

Date and time: Tuesday February 6, 14:00 PM

Location: Koning Willem II college Tilburg

#### Interview transcribed in Dutch:

**ED:** Nou ja, we hebben dus voor de afgelopen toetsweek dit boekje gebruikt, in plaats van het vorige Examenidoom. Hoe zou je in het algemeen je ervaring omschrijven met dit boekje?

**S11:** Ja, voor woorden die je niet begrijpt, dat er drie van die voorbeeldzinnen onder staan, vind ik dat wel fijn... maar ja bij sommigen had ik ook wel een beetje het gevoel alsof die drie zinnen overbodig zijn.

**ED:** En hoe bedoel je dan overbodig?

**S11:** Ja dat eigenlijk... je hebt maar zo veel betekenissen voor een woord...

**ED:** Ja.

**S11:** Dus soms heeft een woord gewoon maar één betekenis en kun je het maar op één manier beschrijven dus dan wordt het eigenlijk op precies dezelfde manier beschreven, alleen dan steeds weer in net andere zinnen.

**ED:** Net een andere zin... ja. Oké. Ja, je geeft eigenlijk al een klein beetje antwoord op mijn volgende vraag; wat vind je enerzijds positief aan deze versie van het Examenidoom en wat vind je negatief? Om te beginnen, wat vind je positief?

**S11:** Gewoon... heel uitgebreid. Dat er drie voorbeeldzinnen staan, dat vooral.

**ED:** Oké, en... negatief? Dat leg je net al een beetje uit, misschien...

**S11:** Ja, dat het soms overbodig is, maarja. In principe hoeft je toch niet te gebruiken wat overbodig is, dus...

**ED:** Ook waar... ja. Maar als jij het boekje zou mogen verbeteren of aanpassen, wat zou je aanpassen aan het boekje?

**S11:** Ik zou het echt niet weten. Ik vind het al best wel een goed boekje.

**ED:** Oké. Dus je bent er op zich best wel positief over?

**S11:** Ja.

**ED:** En heb je de afgelopen weken tijdens het voorbereiden op de toets... heb je gebruik gemaakt van de extra voorbeeldzinnen tijdens het leren?

**S11:** Alleen voor de woorden die ik echt moeilijk vond.

**ED:** Oké. En heb je gemerkt dat die extra voorbeeldzinnen dan ook echt invloed hadden op het leren?

**S11:** Ja... ja, het hielp vooral met begrijpen. Wat het woord was.

**ED:** Ja, oké... en op welke manier dan? Door dat het meer voorbeelden waren... of?

**S11:** Ja of hoe je het woord moet gebruiken.

**ED:** Oké! Ja want... waren er dan dus ook echt bepaalde woorden die je dankzij de extra voorbeeldzinnen beter begreep?

**S11:** Ja, 'renowned' hier bijvoorbeeld en 'widow' enzo...

**ED:** Ja, oké, dus die woorden waren er wel echt. In de toets zit natuurlijk ook een opdracht waarbij je zelf zinnen moet schrijven. Dus dat is natuurlijk iets anders weer... maar heb je het gevoel dat door die extra voorbeeldzinnen die je hier en daar hebt gebruikt...

**S11:** Ja, dat wel!

**ED:** ...dat het makkelijker was om zelf een zin te maken?

**S11:** Ja.

**ED:** Oké, mooi. Heb je dan in het algemeen het gevoel dat context, dus meer voorbeeldzinnen bij een woord, dat dat tot betere cijfers leidt?

**S11:** Ja... betere cijfers... ja als je hiermee leert dan denk ik wel ja.

**ED:** Oké, maar ja je zegt net zelf, ik heb het bij sommige woorden wel zo gedaan en bij sommige niet.

**S11:** Uhu.

**ED:** Dus als je een woord na één zin of voorbeeld al begreep, heb je ze niet gebruikt?

**S11:** Ja ik begreep al wel veel van de woorden, dus ik heb ook niet alles hoeven gebruiken.

**ED:** Nee precies... oké. Dus je zegt net dat als je ze gebruikt dat het wel kan leiden tot betere cijfers. Denk je ook dat het lezen van meer voorbeeldzinnen en meer context, dat dat je kan helpen om beter te worden in Engels? Dat je de taal beter beheerst?

**S11:** Ja ja ja. Ik denk het eigenlijk wel.

**ED:** En waarom denk je dat?

**S11:** Het laat je wel zien hoe je die nieuwe woorden moet gebruiken. En dat je ook nieuwe woorden erbij leert en dan hoe je een zin opbouwt... met die woorden.

**ED:** Oké, ja, mooi! Dan kom ik eigenlijk alweer bij de laatste vraag... voor de toekomst, zou je voorkeur hebben voor dit boekje, of voor het vorige Examenidoom boekje?

**S11:** Dit boekje.

**ED:** Oké. En waarom?

**S11:** Ja, het andere boekje hebben we niet heel veel gebruikt ofzo... maar het zijn gewoon nog steeds die voorbeeldzinnen.

**ED:** In principe hebben we beide boekjes evenveel gebruikt, die eerste was voor proefwerk 1 en dit voor proefwerk 2, maar het verschil is inderdaad dat deze drie extra Engelse zinnen heeft... en deze heeft dan dus je voorkeur omdat je dan dus de extra voorbeeldzinnen hebt?

**S11:** Ja.

**ED:** Oké, top. Heb je nog andere dingen over het boekje te zeggen of iets waarvan je denkt, dat kan toch nog anders? Of dat zou het nog beter maken, of nog fijner...

**S11:** Nee, ik zou het niet weten.

**Transcribed interview translated to English:**

**ED:** Well, so for the last exam week we used this booklet, instead of the previous version of Examenidoom. How would you generally describe your experiences with this booklet?

**S11:** Yes, for words that you don't understand, the fact that they're accompanied by three example sentences, I thought that was helpful... but well, for some, I felt the three sentences were rather superfluous.

**ED:** And what do you mean by superfluous?

**S11:** Well actually that... you only have a certain number of meanings for a word...

**ED:** Yes.

**S11:** So sometimes a word just has one meaning, and there is only one way to describe it, so then the word is described exactly similar every time, just in three different sentences.

**ED:** Just different sentences... yes. Okay. Yes, you actually already partially answered my next question; what, on the one hand, did you find positive about this version of Examenidoom, and what, on the other, would you point out as negative? To start, what do you think is positive about it?

**S11:** Just... very extensive. That three example sentences are given, that's mainly it.

**ED:** Alright, and... negative? Perhaps you already explained that a little bit...

**S11:** Yes, that it's sometimes superfluous, but well. After all, you don't have to use what is superfluous, so...

**ED:** True as well... right. But if you were to change or improve the booklet, what would you change about the booklet?

**S11:** I really wouldn't know. I think the booklet is quite good as it is already.

**ED:** Okay. So you're quite positive about it?

**S11:** Yes.

**ED:** And during the past few weeks, while preparing for the exam... did you make use of the extra example sentences while studying?

**S11:** Only those for the words I thought were really difficult.

**ED:** Okay. And did you notice that those extra example sentences actually influenced your learning?

**S11:** Yes... yes, it mainly helped for my comprehension. What the word meant.

**ED:** Yes, right... and in what way then? Because there were more examples... or?

**S11:** Yes or with regards to how the word is used.

**ED:** Okay! Yes, right, so... there really were certain words that you understood better, thanks to the extra example sentences?

**S11:** Yes, like 'renowned' here for example, and 'widow' etcetera...

**ED:** Yes, right, so those kind of words were really there. In the exam, there's also a task where you have to write your own sentence. That's something else of course... but do you feel that because of those extra example sentences that you used here and there...

**S11:** Yes, that was the case!

**ED:** ...that it was easier to write a sentence yourself?

**S11:** Yes.

**ED:** Okay, great. So in general, do you feel that context, so more example sentences for a word, leads to better grades?

**S11:** Yes... better grades... well if you study with this, I do think so, yes.

**ED:** Okay, but you just said, for some words I did that, and for some I didn't.

**S11:** Uhu.

**ED:** So when you understood a word after just one sentence or example, you didn't use them?

**S11:** Yes so I already understood a great part of the words, so I also didn't really have to use them all.

**ED:** No right... okay. So you just mentioned that if you use them, that it can result in better grades. Do you also think that reading more example sentences and more context, that this can help you improve your English? That you master the language on a higher level?

**S11:** Yes yes yes. I do think so actually.

**ED:** And why do you think so?

**S11:** It does show you how to use the new words. And you also learn other new words, and how to construct a sentence... with those words.

**ED:** Okay, yes, great! Then we're actually already came to the final question... in the future, would you have a preference for this booklet, or the previous Examenidiom booklet?

**S11:** This booklet.

**ED:** Okay. And why?

**S11:** Yes, we didn't really use the other booklet or something... but it's still just those example sentences.

**ED:** Actually, we did use both booklets just as often, the first one was for exam 1 en this one for exam 2, but the difference is indeed that this one has three extra English sentences... and this one has your preference because of the extra example sentences?

**S11:** Yes.

**ED:** Okay, great. Are there any other things you'd like to mention about the booklet, or something that you think could be done differently? Or something that would make it better, or more helpful...

**S11:** No, I wouldn't know.

### Thematic analysis of the interview

Extracts from interview	Codes
S11: “Yes, for words that you don’t understand, the fact that they’re accompanied by three example sentences, I thought that was helpful...”	<ul style="list-style-type: none"> <li>Context is considered helpful in comprehension of new, unfamiliar words</li> </ul>
S11: “For some, I felt the three sentences were rather superfluous” ... “So sometimes a word just has one meaning, and there is only one way to describe it, so then the word is described exactly similar every time, just in three different sentences.”	<ul style="list-style-type: none"> <li>In some cases the word was portrayed too similarly</li> </ul>
ED: “Did you make use of the extra example sentences while studying?” S11: “Only those for the words I thought were really difficult.”	<ul style="list-style-type: none"> <li>Extra context was used in case a word was perceived as difficult</li> </ul>
S11: “Yes... yes, it mainly helped for my comprehension. What the word meant.”	<ul style="list-style-type: none"> <li>Extra context contributed to word comprehension</li> </ul>
ED: “Okay! Yes, right, so... there really were certain words that you understood better, thanks to the extra example sentences?” S11: “Yes, like ‘renowned’ here for example, and ‘widow’ etcetera...”	<ul style="list-style-type: none"> <li>Extra context enhanced word comprehension</li> </ul>
ED: “In the exam, there’s also a task where you have to write your own sentence. That’s something else of course... but do you feel that because of those extra example sentences that you used here and there...” S11: “Yes, that was the case!” ED: “...that it was easier to write a sentence yourself?” S11: “Yes.”	<ul style="list-style-type: none"> <li>Extra context contributed to productive vocabulary skills</li> </ul>

<p>ED: “So in general, do you feel that context, so more example sentences for a word, leads to better grades?”</p> <p>S11: “Yes... better grades... well if you study with this, I do think so, yes.”</p>	<ul style="list-style-type: none"> <li>• If extra context is used in studying, it leads to higher grades</li> </ul>
<p>S11: “Yes so I already understood a great part of the words, so I also didn’t really have to use them all.”</p>	<ul style="list-style-type: none"> <li>• Extra context was not used if words were already known to the student</li> </ul>
<p>ED: “Do you also think that reading more example sentences and more context, that this can help you improve your English? That you master the language on a higher level?”</p> <p>S11: “Yes yes yes. I do think so actually.”</p>	<ul style="list-style-type: none"> <li>• Extra context advances language proficiency</li> </ul>
<p>ED: “And why do you think so?”</p> <p>S11: “It does show you how to use the new words. And you also learn other new words, and how to construct a sentence... with those words.”</p>	<ul style="list-style-type: none"> <li>• Extra context provides information on word use</li> <li>• Extra context contributes to productive vocabulary skills</li> </ul>
<p>ED: “In the future, would you have a preference for this booklet, or the previous Examenidoom booklet?”</p> <p>S11: “This booklet.”</p>	<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidoom</li> </ul>



Codes	Themes
<ul style="list-style-type: none"> <li>• Extra context was used in case a word was perceived as difficult</li> <li>• Extra context was not used if words were already known to the student</li> </ul>	<ul style="list-style-type: none"> <li>• Use of extra example sentences</li> </ul>
<ul style="list-style-type: none"> <li>• Context is considered helpful in comprehension of new, unfamiliar words</li> <li>• Extra context contributed to word comprehension</li> <li>• Extra context enhanced word comprehension</li> <li>• Extra context provides information on word use</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on comprehension</li> </ul>
<ul style="list-style-type: none"> <li>• Extra context contributed to productive vocabulary skills (2)</li> <li>• Extra context provides information on word use</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on production (productive vocabulary)</li> </ul>
	<ul style="list-style-type: none"> <li>• Lay-out</li> </ul>
<ul style="list-style-type: none"> <li>• In some cases the word was portrayed too similarly</li> </ul>	<ul style="list-style-type: none"> <li>• Suggestion for improvement</li> </ul>
<ul style="list-style-type: none"> <li>• If extra context is used in studying, it leads to higher grades</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on results</li> </ul>
<ul style="list-style-type: none"> <li>• Extra context advances language proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on English proficiency</li> </ul>
<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidiom</li> </ul>	<ul style="list-style-type: none"> <li>• Preference</li> </ul>

## Appendix 8

### Semi-structured interview and analysis 4

Interviewer: Esmee van Dongen (ED)

Participant: Student 12 (S12)

Date and time: Tuesday, February 6, 10:25 AM

Location: Koning Willem II college Tilburg

#### Interview transcribed in Dutch:

**ED:** Oké, nouja je hebt dus voor de afgelopen toets in plaats van het oude Examenidoom, met deze gewerkt. Hoe zou je in het algemeen je ervaring beschrijven met dit boekje, in plaats van de andere?

**S12:** Veel fijner.

**ED:** Veel fijner?

**S12:** Ja, want eerst had je één voorbeeldzin. En ik weet niet precies meer of er dan ook een Nederlandse vertaling bij stond, maar dan heb je dus één voorbeeldzin, en als je die niet snapt dan heb je gewoon meteen pech. En nu had je dan nog andere zinnen... je had meerdere opties dan één zin om er uit te halen wat het nou betekende.

**ED:** Ja! Oké, top... ja je legt eigenlijk al een beetje uit wat je antwoord denk ik is op de tweede vraag... wat vond je positief aan dit Examenidoom?

**S12:** Ja, dus dat je meer voorbeeldzinnen had.

**ED:** Oké. Zijn er ook dingen die je niet positief of negatief vond?

**S12:** Ik zou niet weten wat... ja soms dat de Nederlandse vertaling van het woord niet duidelijk is. Dat het een woord is dat bijna niemand kent.

**ED:** O ja dat de Nederlandse vertaling niet nog is uitgelegd bijvoorbeeld... met een definitie.

**S12:** Ja voor sommige woorden is het logisch dat je die niet kent, maar sommige woorden, die hadden ook wel een makkelijker synoniem ofzo mogen hebben... want... dan staat er soms een woord in en dat kent dan niemand. Drie jaar geleden gebruikten ze dat misschien nog...

**ED:** Ja... liever een makkelijker synoniem.

**S12:** Ja.

**ED:** Oké. Als jij de auteur was van dit boekje en je zou het nog aan mogen passen of dingen mogen verbeteren, wat zou je doen? Ik zal hem ook even open leggen, dan heb je misschien weer even een beter beeld van hoe het er ook al weer uit zag... wat zou je doen?

**S12:** Ik zou het niet weten. De woorden zijn sowieso al gemarkeerd. En het staat ook achter elkaar nog steeds, net zoals in de oude. Ik zou niet weten wat ik zou moeten aanpassen...

**ED:** Je hebt niet per se verbeteringen...

**S12:** Nee...

**ED:** Nee. Oké. Heb je bij het leren van de woorden de afgelopen weken en dus ook ter voorbereiding op de toets, gebruik gemaakt bij het leren van de extra voorbeeldzinnen?

**S12:** Ja. Bij heel veel woorden wel.

**ED:** Bij heel veel woorden wel... ja. En heb je gemerkt dat die extra voorbeeldzinnen ook echt invloed hadden op het leren van de woorden?

**S12:** Ja, het maakte sommige woorden echt veel duidelijker. Dat je beter wist wat ze betekende. Dus dat was wel fijn.

**ED:** Dus het maakte de betekenis van de woorden duidelijker door de voorbeeldzinnen?

**S12:** Ja.

**ED:** Ja. Dit beantwoordt eigenlijk ook al een beetje de volgende vraag... dus waren er woorden die je door de voorbeeldzinnen beter begreep?

**S12:** Ja.

**ED:** Ja... er zit natuurlijk ook een opdracht in de toets waarbij je zelf zinnen moet schrijven.

Heb je het gevoel dat, door de extra context, door de extra voorbeeldzinnen, dat je daar nu ook minder moeite mee had?

**S12:** Ja, normaal schrijf ik er misschien één op de toets, en nu had ik er twee of drie dus dat is wel iets meer dan normaal. Maar het blijft toch wel lastig.

**ED:** Het blijft lastig, maar het ging wel beter?

**S12:** Ja.

**ED:** Maar heb je het gevoel dat dat iets beter ging door de extra zinnen of had het daar niet per se iets mee te maken?

**S12:** Nou bij eentje heb ik volgens mij zelfs zo'n voorbeeldzin opgeschreven. Maar dat weet ik niet zeker...

**ED:** Oh! Wat goed! Je hebt zelfs een voorbeeldzin gebruikt op de toets.

**S12:** Ja volgens mij wel, maar dat weet ik niet meer zeker.

**ED:** Oké, mooi, nou ja dat is goed! Heb je het gevoel dat meer context... meer voorbeeldzinnen bij de woorden, dat dat voor jou leidt tot betere resultaten?

**S12:** Ja...

**ED:** Oké.

**S12:** ...want mijn cijfer was wel veel hoger dan dat ik ooit heb gehaald bij toetsen.

**ED:** Mooi, ja dat is fijn. Dat is echt positief. Heb je ook misschien het gevoel dat... als het niet zo is, is dat ook helemaal oke, maar dat meer context je ook kan helpen bij beter de Engelse taal beheersen?

**S12:** Ja.

**ED:** En waarom denk je dat?

**S12:** Omdat je dan verschillende manieren hebt hoe je een woord kan gebruiken. Want als je altijd maar één manier hebt waarop je een woord kan gebruiken dan ga je nooit andere manieren leren.

**ED:** Ja... meerdere manieren waarop je een woord kunt gebruiken, meer situaties waarin een woord voorkomt... ja. Ik denk dat ik het antwoord dan al weet op de laatste vraag, maar zou je voor de toekomst voorkeur hebben voor deze Examenidoom of voor de oude?

**S12:** Voor deze.

**ED:** En waarom? Kun je dat nog een keer samenvatten?

**S12:** Omdat deze maakt sommige woorden echt veel duidelijker, dus dan is het beter te begrijpen, en dan is het ook makkelijker dan wanneer je die andere gebruikt, want daar staat maar één zin in. En als je die niet snapt moet je het ook weer helemaal opzoeken.

**ED:** Ja... ja... oké. Heb je nog andere opmerkingen of dingen die je erover wil zeggen?

**S12:** Niet dat ik weet.

**ED:** Oké. Top!

**Transcribed interview translated to English:**

**ED:** Okay, so for the last exam, instead of the old Examenidoom, you worked with this one.

**In general, how would you describe your experiences with this booklet instead of the other one?**

**S12:** Much better.

**ED:** Much better?

**S12:** Yes, because at first, you had only one example sentence. And I don't exactly remember whether a Dutch translation was also given, but well, you had one example sentence, and if you didn't understand that one, it was just bad luck. And now, you also had other sentences... you were given more than one option to infer the exact meaning.

**ED:** Yes! Okay, great... yes so you already kind of explained what I think is going to be your answer to the second question... what did you find positive about this Examenidoom?

**S12:** Yes, so the fact that you had several example sentences.

**ED:** Okay. Were there also things that you found less positive... or even negative?

**S12:** I wouldn't know... well, in some cases the Dutch translation of a word was unclear. So it was a word that no one really knows.

**ED:** Oh yes so that the Dutch translation wasn't explained for example... by means of a definition.

**S12:** Yes... for some words it's obvious that you don't know them... but some words could have been replaced by an easier synonym or something... because... sometimes there is a word that no one really doesn't know. Maybe they used that three years ago...

**ED:** Yes, so you'd prefer an easier synonym.

**S12:** Yes.

**ED:** Okay. If you were the author of this booklet, and you could change it or improve things, what would you do? I'll also open the booklet, so you have a better idea of what the booklet looked like... what would you do?

**S12:** I wouldn't know. The words are highlighted already. And everything is put right after each other, just like in the old one. I wouldn't know what I would change...

**ED:** You don't necessarily have any improvements...

**S12:** No...

**ED:** No. Okay. Did you make use of the extra example sentences while studying the words during the past few weeks, so also while preparing for the exam?

**S12:** Yes. For many words, I did.

**ED:** You did for many words... right. And did you notice that those extra example sentences also actually influenced your learning of the words?

**S12:** Yes, they really clarified some of the words. You had a better understanding of what they meant. So that was quite helpful.

**ED:** So the example sentences clarified the meanings of the words?

**S12:** Yes.

**ED:** Yes. This actually also answers the next question... so were there words that you understood better, thanks to the example sentences?

**S12:** Yes.

**ED:** Yes... so of course there also is a task on the exam where you have to write sentences yourself. Do you feel that, because of the extra context, because of the extra example sentences, that you also experienced less difficulty with that?

**S12:** Yes, usually I might just write one on the test, and now it was two or three, so that is a bit more than usual. But it remains difficult.

**ED:** It remains difficult... but it did go better?

**S12:** Yes.

**ED:** But do you have the feeling that it went slightly better because of the extra sentences, or was it not necessarily related to that?

**S12:** Well, in one case I believe I literally wrote down an example sentence. I'm not entirely sure though...

**ED:** Oh! How nice! You even used an example sentence on the test.

**S12:** Yes, I believe so, but I'm not sure anymore.

**ED:** Okay, great, well that's good! Do you feel that more context... more example sentences for the words... that for you, it leads to better results?

**S12:** Yes...

**ED:** Okay.

**S12:** ...because my grade was much higher than anything I've ever achieved on tests before.

**ED:** Great, yes that's good. That is really positive. Do you perhaps also feel that... if it's not the case, that's absolutely fine of course, but that more context can also help you to advance your level of English?

**S12:** Yes.

**ED:** And why do you think so?

**S12:** Because you have various ways of using a word. If you always have just one way in which you are able to use a word, then you'll never learn other ways of using it.

**ED:** Yes... various ways of using a word, more kinds of situations in which a word occurs... yes. I think I already know the answer to the last question then, but in the future, would you prefer this Examenidoom or the old one?

**S12:** This one.

**ED:** And why? Could you summarise that once again?



**S12:** Because this one really clarifies the meaning of some words, so it's easier to understand, and then it's easier than when you'd use the other one, because that one only contains one sentence. And if you don't understand that one, you immediately have to look it up.

**ED:** Yes... yes... right. Do you have any other remarks or things you'd like to say about it?

**S12:** Not that I know.

**ED:** Okay. Awesome!

### Thematic analysis of the interview

Extracts from interview	Codes
<p>ED: "In general, how would you describe your experiences with this booklet instead of the other one?"</p> <p>S12: "Much better."</p>	<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidoom</li> </ul>
<p>S12: "...at first, you had only one example sentence. And I don't exactly remember whether a Dutch translation was also given, but well, you had one example sentence, and if you didn't understand that one, it was just bad luck. And now, you also had other sentences... you were given more than one option to infer the exact meaning."</p>	<ul style="list-style-type: none"> <li>• Extra context contributed to word comprehension</li> </ul>
<p>S12: "...in some cases the Dutch translation of a word was unclear. So it was a word that no one really knows." ... "...but some words could have been replaced by an easier synonym or something... because... sometimes there is a word that no one really doesn't know."</p>	<ul style="list-style-type: none"> <li>• Some difficult Dutch translations of words could be replaced by an easier synonym</li> </ul>
<p>S12: "The words are highlighted already. And everything is put right after each other, just like in the old one."</p>	<ul style="list-style-type: none"> <li>• The students is satisfied with the highlighted parts in the booklet</li> <li>• The student mentions that the booklet is structured similarly to the old Examenidoom</li> </ul>
<p>ED: "Did you make use of the extra example sentences while studying the words during the past few weeks, so also while preparing for the exam?" S12: "Yes. For many words, I did."</p>	<ul style="list-style-type: none"> <li>• The student made use of the extra context for many of the words while studying</li> </ul>
<p>ED: "And did you notice that those extra example sentences also actually influenced your learning of the words?" S12: "Yes, they</p>	<ul style="list-style-type: none"> <li>• Extra context contributed to word comprehension</li> </ul>

<p>really clarified some of the words. You had a better understanding of what they meant. So that was quite helpful.”</p>	<ul style="list-style-type: none"> <li>• Extra context enhanced understanding of words</li> </ul>
<p>ED: “...so were there words that you understood better, thanks to the example sentences?” S12: “Yes.”</p>	<ul style="list-style-type: none"> <li>• Extra context enhanced understanding of words</li> </ul>
<p>ED: “...so of course there also is a task on the exam where you have to write sentences yourself. Do you feel that, because of the extra context, because of the extra example sentences, that you also experienced less difficulty with that?” S12: “Yes, usually I might just write one on the test, and now it was two or three, so that is a bit more than usual. But it remains difficult”</p>	<ul style="list-style-type: none"> <li>• Student experienced somewhat less difficulty in productive vocabulary skills</li> </ul>
<p>ED: “Do you feel that more context... more example sentences for the words... that for you, it leads to better results?” S12: “Yes...” ED: “Okay.” S12: “...because my grade was much higher than anything I’ve ever achieved on tests before.”</p>	<ul style="list-style-type: none"> <li>• Student mentions that extra context contributed to a higher grade</li> </ul>
<p>ED: “Do you perhaps also feel that... if it’s not the case, that’s absolutely fine of course, but that more context can also help you to advance your level of English?” S12: “Yes.”</p>	<ul style="list-style-type: none"> <li>• Student believes extra context contributes to language proficiency</li> </ul>
<p>ED: “And why do you think so?” S12: “Because you have various ways of using a word. If you always have just one way in which you are able to use a word, then you’ll never learn other ways of using it.”</p>	<ul style="list-style-type: none"> <li>• Extra context expands productive ability of words</li> </ul>
<p>ED: “...in the future, would you prefer this Examenidoom or the old one?” S12: “This one.”</p>	<ul style="list-style-type: none"> <li>• Student prefers the extended Examenidoom</li> </ul>
<p>S12: “...this one really clarifies the meaning of some words, so it’s easier to understand, and then it’s easier than when you’d use the other one, because that one only contains one sentence.”</p>	<ul style="list-style-type: none"> <li>• More context makes it easier to understand words</li> </ul>

Codes	Themes
<ul style="list-style-type: none"> <li>The student made use of the extra context for many of the words while studying</li> </ul>	<ul style="list-style-type: none"> <li>Use of extra example sentences</li> </ul>
<ul style="list-style-type: none"> <li>Extra context contributed to word comprehension (2)</li> <li>Extra context enhanced understanding of words</li> <li>More context makes it easier to understand words</li> </ul>	<ul style="list-style-type: none"> <li>Influence of extra context on comprehension</li> </ul>
<ul style="list-style-type: none"> <li>Student experienced somewhat less difficulty in productive vocabulary skills</li> <li>Extra context expands productive ability of words</li> </ul>	<ul style="list-style-type: none"> <li>Influence of extra context on production (productive vocabulary)</li> </ul>
<ul style="list-style-type: none"> <li>The students is satisfied with the highlighted parts in the booklet</li> <li>The student mentions that the booklet is structured similarly to the old Examenidoom</li> </ul>	<ul style="list-style-type: none"> <li>Lay-out</li> </ul>
<ul style="list-style-type: none"> <li>Some difficult Dutch translations of words could be replaced by an easier synonym</li> </ul>	<ul style="list-style-type: none"> <li>Suggestion for improvement</li> </ul>
<ul style="list-style-type: none"> <li>Student mentions that extra context contributed to a higher grade</li> </ul>	<ul style="list-style-type: none"> <li>Influence of extra context on results</li> </ul>
<ul style="list-style-type: none"> <li>Student believes extra context contributes to language proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Influence of extra context on English proficiency</li> </ul>
<ul style="list-style-type: none"> <li>Student prefers the extended Examenidoom (2)</li> </ul>	<ul style="list-style-type: none"> <li>Preference</li> </ul>

## Appendix 9

### Semi-structured interview and analysis 5

Interviewer: Esmee van Dongen (ED)

Participant: Student 14 (S14)

Date and time: Tuesday, February 6, 10:00 AM

Location: Koning Willem II college Tilburg

#### Interview transcribed in Dutch:

**ED:** Nou ja, je hebt dus het nieuwe Examenidoom gebruikt, in plaats van het vorige Examenidoom boekje. Het verschil is dat in deze, de woorden allemaal drie extra voorbeeldzinnen hebben, in plaats van alleen de ene die is gegeven. Dus je had nu in totaal vier zinnen per woord. In het algemeen gezien, hoe heb je dit boekje ervaren?

**S14:** Ik vond het wel fijner... misschien ook wel omdat er nu ook minder woorden per bladzijde stonden, dus dan lijkt het minder ofzo. En die drie zinnen zeg maar, dat helpt wel met het begrijpen van het woord. Maar ik heb het niet heel veel toegepast.

**ED:** Nee. Maar het was overzichtelijker omdat er minder woorden op een bladzijde stonden...

**S14:** Ja dat vond ik wel ja.

**ED:** Ja. Ja, mijn volgende vraag was eigenlijk; wat vond je positief aan het uitgebreide Examenidoom? Je noemde dus al minder woorden op een bladzijde... wat vond je nog meer positief?

**S14:** Ik weet het zo eigenlijk niet. Even kijken... ja dat die woorden dik gemarkeerd zijn, dat helpt gewoon.

**ED:** Ja, dus dat de woorden waar het om gaat dikgedrukt zijn in de zin.

**S14:** Ja.

**ED:** Ja. Oké. Is er ook iets dat je negatief vond aan dit boekje? Ten opzichte van de andere?

**S14:** Misschien één ding... dat de voorbeeldzinnen, dat daar geen Nederlandse betekenis bij staat.

**ED:** O ja dus dat de voorbeeldzinnen niet vertaald zijn.

**S14:** Ja.

**ED:** Ja.

**S14:** Maarja ik begrijp het vaak ook wel met drie zinnen...

**ED:** Ja, dus aan de ene kant zeg je, vertaling van de extra zinnen zou fijn zijn, maar aan de andere kant, als ik drie voorbeeldzinnen met het woordje lees, dan is het vaak ook wel weer duidelijk...

**S14:** Ja.

**ED:** Ja, oké. Deze sluit ook weer aan op de vorige vraag... als je iets zou mogen verbeteren of aanpassen, wat zou je er anders aan maken?

**S14:** Ik denk... gewoon één extra zin met daar de Nederlandse vertaling erbij.

**ED:** Oké, dus nog een extra zin met de Nederlandse vertaling erbij.

**S14:** Ja. Ja of gewoon de drie zinnen weg en in plaats daarvan dus maar één extra voorbeeldzin met de Nederlandse vertaling erbij. Dat kan ook.

**ED:** Ja. Oké! Ja, goed. Heb je bij het leren van de woorden de afgelopen weken, en ter voorbereiding op de toets, gebruik gemaakt van de extra voorbeeldzinnen?

**S14:** Ja, wel wat... maar niet heel veel. Maar het heeft me wel wat geholpen.

**ED:** En kun je dan een voorbeeld geven van wanneer je er wel gebruik van hebt gemaakt? En in wat voor situaties niet?

**S14:** Als je zeg maar als je de zinnen gewoon gaat doorlezen, dan doe je die voorbeeldzinnen er ook bij... om de Nederlandse vertaling te begrijpen... dat soort dingen... ja.

**ED:** Oké. Ja, top. Ja en hebben die extra voorbeeldzinnen, hebben die invloed gehad op jouw leerproces van de woorden?

**S14:** Ja... maar niet heel veel.

**ED:** Oké, ja. En op welke manier heeft het invloed gehad?

**S14:** Ja ik denk gewoon het begrijpen van de woorden.

**ED:** Uhu. Oké. Dus er waren bepaalde woorden die je dankzij de extra voorbeeldzinnen beter begreep voor je gevoel?

**S14:** Ja.

**ED:** Oké. In de toets zit natuurlijk ook altijd een opdracht waarbij je zelf zinnen moet schrijven... moet bedenken met de woorden... heb je het gevoel dat dankzij de extra voorbeeldzinnen, dat het ook makkelijker voor je was om zelf zinnen te schrijven met de woorden?

**S14:** Als ik ze beter had doorgenomen, dan denk ik wel.

**ED:** Oké, dus dat heeft niet per se te maken met de voorbeeldzinnen.

**S14:** Ja, maar aan de andere kant, als ik gewoon die voorbeeldzinnen beter had doorgenomen, dan had het wel invloed gehad.

**ED:** Ja oké, dus wat je zegt is, het heeft wel invloed, maar ik had zelf beter moeten leren?

**S14:** Ja.

**ED:** Oké, ja. Heb je het gevoel dat meer context, meer voorbeeldzinnen, dat dat jou helpt om betere resultaten te behalen?

**S14:** Ja ik denk het wel.

**ED:** Oké... en denk je dat die extra voorbeeldzinnen, dus meer context, dat dat leidt tot betere beheersing van de taal? Dat je beter wordt in Engels?

**S14:** Ja wel wat... maar niet heel veel. Gewoon... ja...

**ED:** Oké... en waarom denk je dat het je zou kunnen helpen?

**S14:** Ja door die voorbeeldzinnen. Dat je zeg maar al weet wat je met het woord kan, in welke context je het kunt gebruiken.

**ED:** Ja, oké. Dus je hebt meer voorbeelden van hoe een woord ook echt wordt gebruikt.

**S14:** Ja.

**ED:** Ja. Oké! Dan zijn we alweer bij de laatste vraag... Zou je in de toekomst... zou voor de toekomst je voorkeur uitgaan naar het uitgebreide Examenidoom, dus die met meer voorbeeldzinnen, of het oude Examenidoom boekje met één voorbeeldzin per woord... en waarom?

**S14:** Ik denk het uitgebreide... de uitgebreide versie. En dan zou ik het beter doornemen om... ja... want het heeft toch wel invloed.

**ED:** Ja... want kun je dan nog eens kort uitleggen, waarom zou je liever deze hebben dan het vorige boekje?

**S14:** Ja door het begrijpen van de woorden.

**ED:** Ja dus de voorbeeldzinnen hebben daarbij geholpen?

**S14:** Ja.

**ED:** Ja. Oké, top... heb je nog andere opmerkingen of dingen over het boekje?

**S14:** Nee... ik denk het niet.

**ED:** Oké! Ja... dat was het al.



### Transcribed interview translated to English:

**ED:** Well, you used the new Examenidoom instead of the previous Examenidoom booklet.

The difference is that in this one, the words all have three additional example sentences, instead of just the one provided. So, you had a total of four sentences per word now.

Generally speaking, how did you experience this booklet?

**S14:** I thought it was better... maybe also because there were fewer words per page, so it seemed less work or something. And those three sentences, they do help in understanding the word. But I didn't apply them a lot.

**ED:** No. But it was more organised because there were fewer words on a page...

**S14:** Yes, I thought so, yes.

**ED:** Yes. Yes, my next question was actually; what did you think was positive about the extended Examenidoom? You mentioned fewer words per page... what else did you find positive?

**S14:** I don't really know. Let me see... yes, that the words are highlighted in bold, that just helps.

**ED:** Yes, so the words that it's all about, are bolded in the sentence.

**S14:** Yes.

**ED:** Yes, okay. Is there anything you found negative about this booklet? Compared to the other one?

**S14:** Maybe one thing... that the example sentences don't have a Dutch translation.

**ED:** Oh yes, so the example sentences are not translated.

**S14:** Yes.

**ED:** Yes.

**S14:** But I also often understood it with three sentences...

**ED:** Yes, so on one hand, you're saying, a translation of the extra sentences would be helpful, but on the other hand, if I read three example sentences with the word, it's often clear enough...

**S14:** Yes.

**ED:** Yes, okay. This also connects to the previous question... if you could improve or change something, what would you do differently?

**S14:** I think... just one extra sentence with the Dutch translation.

**ED:** Okay, so another extra sentence with the Dutch translation.

**S14:** Yes. Or just get rid of the three sentences and instead have just one extra example sentence with the Dutch translation. That could work too.

**ED:** Yes. Okay! Yes, good. In the past few weeks, while learning the words and preparing for the exam, did you use the extra example sentences?

**S14:** Yes, a bit... but not a lot. But it did help me somewhat.

**ED:** And can you give an example of when you used it? And in what situations you didn't?

**S14:** If you, for example, just read through the sentences, you also read the example sentences... to understand the Dutch translation... things like that... yes.

**ED:** Okay. Yes, great. And did those extra example sentences have any influence on your learning process of the words?

**S14:** Yes... but not a lot.

**ED:** Okay, yes. And in what way did it have an impact?

**S14:** Yes, I think just for understanding the words.

**ED:** Uhu. Okay. So there were certain words that you felt you understood better, thanks to the extra example sentences?

**S14:** Yes.

**ED:** Okay. In the exam, there is always a task where you have to write your own sentences... come up with sentences with the words... do you feel that, thanks to the extra example sentences, it was easier for you to write sentences with the words?

**S14:** If I had reviewed them better, I think so.

**ED:** Okay, so it doesn't necessarily have to do with the example sentences.

**S14:** Yes, but on the other hand, if I had just gone through those example sentences better, it would have had an impact.

**ED:** Yes, okay, so what you're saying is, it does have an impact, but I should have studied better?

**S14:** Yes.

**ED:** Okay, yes. Do you feel that more context, more example sentences, helps you in achieving better results?

**S14:** Yes, I think so.

**ED:** Okay... and do you think that those extra example sentences, so more context, leads to a better level of the language? That you become better at English?

**S14:** Yes, to some extent... but not a lot. Just... yes...

**ED:** Okay... and why do you think it could help you?

**S14:** Yes, because of those example sentences. That way, you already know how to use the word, in which context you can use it.

**ED:** Yes, okay. So you have more examples of how a word is actually used.

**S14:** Yes.

**ED:** Yes. Okay! We already came to the last question... In the future, would you prefer the extended Examenidoom, with more example sentences, or the old Examenidoom booklet with one example sentence per word... and why?

**S14:** I think the extended one... the extended version. And then I would review it better because... yes... it does have an impact.

**ED:** Yes... because can you briefly explain again, why would you prefer this one over the previous booklet?

**S14:** Yes, because of understanding the words.

**ED:** Yes, so the example sentences helped with that?

**S14:** Yes.

**ED:** Yes. Okay, great... do you have any other comments or thoughts about the booklet?

**S14:** No... I don't think so.

**ED:** Okay! Yes... that was it.

### Thematic analysis of the interview

Extracts from interview	Codes
S14: "I thought it was better..."	<ul style="list-style-type: none"> <li>The student thinks the new booklet is better than the original</li> </ul>
S14: "And those three sentences, they do help in understanding the word"	<ul style="list-style-type: none"> <li>The extra example sentences contributed to comprehension</li> </ul>
S14: "But I didn't apply them a lot."	<ul style="list-style-type: none"> <li>The student did not apply the extra example sentences on the exam</li> </ul>
S14: "fewer words per page, so it seemed less work or something"	<ul style="list-style-type: none"> <li>The lay-out with little words per page looked organised and made it feel less work</li> </ul>
S14: "the words are highlighted in bold, that just helps."	<ul style="list-style-type: none"> <li>The words in question made bold is helpful</li> </ul>
<p>S14: "Maybe one thing... that the example sentences don't have a Dutch translation." ED: "Oh yes, so the example sentences are not translated."</p> <p>S14: "Yes.". ED: "Yes." S14: "But I also often understood it with three sentences..."</p>	<ul style="list-style-type: none"> <li>The three example sentences provided enough clarifying context in order to understand the word</li> <li>Although three example sentences provided enough clarifying context, Dutch translations for the extra example sentences would be helpful</li> </ul>
S14: "Yes. Or just get rid of the three sentences and instead have just one extra example sentence with the Dutch translation. That could work too."	<ul style="list-style-type: none"> <li>Instead of three sentences, one extra sentence with Dutch translation is suggested as an alternative</li> </ul>
ED: "Yes. Okay! Yes, good. In the past few weeks, while learning the words and preparing for the exam, did you use the extra example sentences?"	<ul style="list-style-type: none"> <li>The student did make use of the extra example sentence while studying</li> </ul>

S14: "Yes, a bit... but not a lot. But it did help me somewhat."	
S14: "If you, for example, just read through the sentences, you also read the example sentences... to understand the Dutch translation... things like that... yes."	<ul style="list-style-type: none"> <li>• The student used the extra example sentences to understand the translation of a word</li> </ul>
ED: "Okay, yes. And in what way did it have an impact?" S14: "Yes, I think just for understanding the words." ED: "Uhu. Okay. So there were certain words that you felt you understood better, thanks to the extra example sentences?" S14: "Yes."	<ul style="list-style-type: none"> <li>• The extra example sentences contributed to comprehension</li> <li>• The extra example sentences contributed to a better understanding</li> </ul>
S14: "if I had just gone through those example sentences better, it would have had an impact."	<ul style="list-style-type: none"> <li>• The student feels that if the extra example sentences are studied well, it enhances productive ability of vocabulary</li> </ul>
ED: "Do you feel that more context, more example sentences, helps you in achieving better results?" S14: "Yes, I think so."	<ul style="list-style-type: none"> <li>• More context contributes to higher results</li> </ul>
ED: "Okay... and do you think that those extra example sentences, so more context, leads to a better level of the language? That you become better at English?" S14: "Yes, to some extent... but not a lot. Just... yes..." ED: "Okay... and why do you think it could help you?" S14: "Yes, because of those example sentences. That way, you already know how to use the word, in which context you can use it."	<ul style="list-style-type: none"> <li>• To a certain extent, more context leads to higher language proficiency</li> <li>• More context facilitates knowledge on</li> <li>• use of words</li> </ul>

<p>S14: “I think the extended one... the extended version. And then I would review it better because... yes... it does have an impact”</p>	<ul style="list-style-type: none"> <li>• The student prefers the extended version of Examenidoom</li> <li>• Actual use of the extra context has an impact on vocabulary learning</li> </ul>
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Codes	Themes
<ul style="list-style-type: none"> <li>• The student did not apply the extra example sentences on the exam</li> <li>• The student did make use of the extra example sentence while studying</li> <li>• The student used the extra example sentences to understand the translation of a word</li> </ul>	<ul style="list-style-type: none"> <li>• Use of extra example sentences</li> </ul>
<ul style="list-style-type: none"> <li>• The extra example sentences contributed to comprehension (2)</li> <li>• The three example sentences provided enough clarifying context in order to understand the word</li> <li>• The extra example sentences contributed to a better understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on comprehension</li> </ul>
<ul style="list-style-type: none"> <li>• The student feels that if the extra example sentences are studied well, it enhances productive ability of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on production (productive vocabulary)</li> </ul>
<ul style="list-style-type: none"> <li>• The lay-out with little words per page looked organised and made it feel less work</li> <li>• The words in question made bold is helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Lay-out</li> </ul>
<ul style="list-style-type: none"> <li>• Although three example sentences provided enough clarifying context, Dutch translations for the extra example sentences would be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Suggestion for improvement</li> </ul>

<ul style="list-style-type: none"> <li>• Instead of three sentences, one extra sentence with Dutch translation is suggested as an alternative</li> </ul>	
<ul style="list-style-type: none"> <li>• More context contributes to higher results</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on results</li> </ul>
<ul style="list-style-type: none"> <li>• To a certain extent, more context leads to higher language proficiency</li> <li>• More context facilitates knowledge on use of words</li> <li>• Actual use of the extra context has an impact on vocabulary learning</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of extra context on English proficiency</li> </ul>
<ul style="list-style-type: none"> <li>• The student thinks the new booklet is better than the original</li> <li>• The student prefers the extended version of Examenidoom</li> </ul>	<ul style="list-style-type: none"> <li>• Preference</li> </ul>



## Appendix 10

### Summarised Thematic Analysis

Themes	Summary of Codes and Analysis
<p>Use of extra example sentences</p>	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• Extra examples sentences were used while studying (3)</li> <li>• The student made use of the extra context for many of the words while studying</li> <li>• Student used the sentences for quizzing fellow students</li> <li>• Extra context was used in case of new unfamiliar words</li> <li>• Extra context is made use of in case of a word perceived as difficult (2)</li> <li>• Extra context was not used if words were already known to the student</li> <li>• The student did not apply the extra example sentences on the exam</li> <li>• The student used the extra example sentences to understand the translation of a word</li> </ul> <p><b>Analysis</b></p> <p>5 out of 5 participants used (parts of) the extra example sentences while studying, in various ways and situations: 4 out of 5 participants mentioned that they used the extra example sentences in case they needed to understand a new/unfamiliar/difficult word or when they needed a better understanding of the Dutch translation of the word (1). 1 participant mentions that extra example sentences are used in quizzing fellow students. 1 participant mentions that extra context was not used if words were already known/not new.</p>
<p>Influence of extra context on comprehension</p>	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• Example sentences contribute to word comprehension (10x)</li> <li>• Extra example sentences provided helpful context and explanation</li> <li>• Context provided information on word meaning</li> <li>• Extra context provides information on word use</li> </ul>

	<ul style="list-style-type: none"> <li>• The three example sentences provided enough clarifying context in order to understand the word</li> <li>• Extra example sentences are considered helpful</li> <li>• Extra context provided information on word meaning and use (2x)</li> <li>• Comprehension is made easier through extra context (2)</li> <li>• Context is considered helpful in comprehension of new, unfamiliar words</li> <li>• Extra context enhanced word comprehension (3)</li> </ul> <p><b>Analysis</b></p> <p>5 out of 5 participants confirmed that the extra example sentences contributed to word comprehension. All 5 participants mentioned this multiple times throughout the interviews. It was suggested that the extra context made comprehension of words – also new and unfamiliar ones – easier, as it provided (extra) information on word meaning and use. 3 out of 5 participants mentioned that the extra context enhanced understanding. In other words, it not only helped to understand a word, but also helped to get a better or deeper grasp of the word.</p>
<p>Influence of extra context on production (productive vocabulary)</p>	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• Extra example sentences did not contribute to productive vocabulary skills</li> <li>• Extra context contributed to productive ability (3)</li> <li>• Student experienced somewhat less difficulty in productive vocabulary skills</li> <li>• More context facilitates knowledge on use of words (2)</li> <li>• Extra context expands productive ability of words</li> <li>• The student feels that if the extra example sentences are studied well, it enhances productive ability of vocabulary</li> </ul>

	<p><b>Analysis</b></p> <p>The results are slightly conflicting. 4 out of 5 participants suggest that, in some way or to some extent (and on condition that the context is actually used), extra context contributes to or expands productive ability. For example, one participant mentions that somewhat less difficulty was experienced on the productive part of the vocabulary exam (post-test). 1 participant does not regard the extra context helpful to productive ability, due to the fact that the exact example sentences are not remembered. Therefore, it did not help on the productive part of the vocabulary exam (post-test).</p>
Lay-out	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• Booklet is fragile (2)</li> <li>• The students is satisfied with the highlighted parts in the booklet</li> <li>• The student mentions that the booklet is structured similarly to the old Examenidoom</li> <li>• The lay-out with little words per page looked organised and made it feel less work</li> <li>• The words in question made bold is helpful</li> </ul> <p><b>Analysis</b></p> <p>2 out of 5 participants mention that the booklet is fragile. 2 other participants put forward certain lay-out related aspects of the booklet – such as organisation, bold words, highlighted parts – that are similar to the original <i>Examenidoom</i> booklet. 1 participant made no remarks related to lay-out.</p>
Suggestion for improvement	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• The booklet should have a more solid design (2)</li> <li>• Extra example sentences should be translated to Dutch (2)</li> <li>• In some cases the word was portrayed too similarly</li> </ul>

	<ul style="list-style-type: none"> <li>• Some difficult Dutch translations of words could be replaced by an easier synonym</li> <li>• Instead of three sentences, one extra sentence with Dutch translation is suggested as an alternative</li> </ul> <p><b>Analysis</b></p> <p>The same 2 participants that mentioned the fragility of the booklet, suggested a more solid design. 2 out of 5 students proposed that Dutch translations for the extra example sentences would be helpful. 1 student points out that in some cases, the word was portrayed too similarly, suggesting that the word should be displayed in more various ways. No examples were given. 1 student suggested that the three example sentences could be replaced by just one, accompanied by its Dutch translation. Also, it was suggested that some Dutch words should be replaced by an easier synonym. However, the Dutch translations in the booklet were not initiated or altered in the present study.</p>
<p><b>Influence of extra context on results</b></p>	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• Time is needed in order to include the extra context in the learning process (2)</li> <li>• Student does not attribute higher result to the extra context</li> <li>• If extra context is used in studying, it leads to higher grades (2)</li> <li>• More context contributes to higher results (2)</li> </ul> <p><b>Analysis</b></p> <p>4 out of 5 students suggested that in some way or to some extent – provided that the context is actually used – extra context contributes to higher results on exams. 1 student does not necessarily attribute a higher result to context, but to more motivation for the exam.</p>

<p>Influence of extra context on English proficiency</p>	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• Knowledge of studied words does not linger (2)</li> <li>• Extra example sentences contributed to vocabulary comprehension but not production</li> <li>• Extra context, example sentences, does not help advance level of English</li> <li>• More context can improve English proficiency</li> <li>• Extra context advances language proficiency (2)</li> <li>• To a certain extent, more context leads to higher language proficiency</li> <li>• Actual use of the extra context has an impact on vocabulary learning</li> </ul> <p><b>Analysis</b></p> <p>4 out of 5 participants mention that in some way, more context can lead or does lead to a higher proficiency in English. Again, it is suggested that context can lead to a higher proficiency, on condition that the extra context is used. 1 student believes that extra context does not contribute to higher language proficiency, due to the large numbers of words that need to be studied, of which the knowledge does not linger after finishing the exam, indicating that this context or knowledge of words needs to be repeated after the exam.</p>
<p>Preference</p>	<p><b>Summary of Codes</b></p> <ul style="list-style-type: none"> <li>• Student prefers the extended <i>Examenidoom</i> (5)</li> <li>• The student thinks the new booklet is better than the original</li> </ul> <p><b>Analysis</b></p> <p>5 out of 5 participants prefer the extended <i>Examenidoom</i>, including extra context, over the original version.</p>

## Appendix 11

### Results of the Shapiro-Wilk Test

#### Descriptives

		Statistic	Std. Error	
Pretest	Mean	15.582	.5864	
	95% Confidence Interval for Mean	Lower Bound	14.403	
		Upper Bound	16.761	
	5% Trimmed Mean	15.624		
	Median	15.000		
	Variance	16.847		
	Std. Deviation	4.1046		
	Minimum	7.5		
	Maximum	23.0		
	Range	15.5		
	Interquartile Range	6.0		
	Skewness	-.146	.340	
	Kurtosis	-.584	.668	
	Posttest	Mean	13.653	.7223
95% Confidence Interval for Mean		Lower Bound	12.201	
		Upper Bound	15.105	
5% Trimmed Mean		13.649		
Median		15.000		
Variance		25.565		
Std. Deviation		5.0561		
Minimum		1.5		
Maximum		24.5		
Range		23.0		
Interquartile Range		7.8		
Skewness		-.070	.340	
Kurtosis		-.227	.668	

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.085	49	.200 <sup>*</sup>	.974	49	.347
Posttest	.115	49	.107	.987	49	.872

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## Appendix 12

### Results of the Repeated Measures ANOVA in SPSS

#### Within-Subjects Factors

Measure: MEASURE\_1

Time	Dependent Variable
1	Pretest
2	Posttest

#### Between-Subjects Factors

Group	N
0	27
1	22

#### Descriptive Statistics

	Group	Mean	Std. Deviation	N
Pretest	0	15.852	4.0663	27
	1	15.250	4.2222	22
	Total	15.582	4.1046	49
Posttest	0	13.981	4.8743	27
	1	13.250	5.3580	22
	Total	13.653	5.0561	49

#### Tests of Within-Subjects Contrasts

Measure: MEASURE\_1

Source	Time	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>a</sup>
Time	Linear	90.796	1	90.796	9.522	.003	.168	9.522	.856
Time * Group	Linear	.102	1	.102	.011	.918	.000	.011	.051
Error(Time)	Linear	448.148	47	9.535					

a. Computed using alpha = .05

#### Tests of Between-Subjects Effects

Measure: MEASURE\_1

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>a</sup>
Intercept	20625.000	1	20625.000	614.793	<.001	.929	614.793	1.000
Group	10.776	1	10.776	.321	.574	.007	.321	.086
Error	1576.750	47	33.548					

a. Computed using alpha = .05

## Appendix 13

### Lesson Design (1): An Introduction to Vocabulary Depth

#### Lesson Planning (MDA): Lesson 1

<b>Teacher:</b> -	<b>Learning goals (students):</b> <ol style="list-style-type: none"> <li>1. The student will understand the concept of vocabulary depth and recognise its importance in effective communication and comprehension.</li> <li>2. The student has accumulated new knowledge on form, meaning and use of four words from chapter 10 of the extended <i>Examenidoom</i> (appendix 1): <i>pride</i>, <i>to persevere</i>, <i>reckless</i> and <i>mature</i>.</li> <li>3. The student is able to create two sentences with the word <i>mature</i> after instruction on its form, meaning and use.</li> </ol>	<b>Topic(s):</b> <ul style="list-style-type: none"> <li>• Awareness of vocabulary depth</li> <li>• Form, meaning and use</li> <li>• Vocabulary on <i>Personality &amp; Characteristics</i>: chapter 10 of the extended <i>Examenidoom</i> (appendix 1): Specific words <i>pride</i>, <i>to persevere</i>, <i>reckless</i> and <i>mature</i></li> </ul>
<b>Date and time:</b> 50 minutes		
<b>Group:</b> <i>Havo 4</i>		
<b>Number of students present:</b> -	<b>Background knowledge (students):</b> <ul style="list-style-type: none"> <li>• Students have already studied words from chapters 1 to 9 from <i>Examenidoom</i> (van Eijk, 2021)</li> <li>• Students are not yet familiar with the concept of vocabulary depth</li> <li>• Students are familiar with the (exam) task of creating sentences with words. They have practised this from year 1.</li> </ul>	<b>Personal goals (teacher):</b> <ul style="list-style-type: none"> <li>• Teaching students the concept and importance of vocabulary depth</li> <li>• Teaching four words from chapter 10 of the extended <i>Examenidoom</i> (appendix 1) and their forms, meanings and uses (learning goals 2 + 3)</li> <li>• Modeling students into using their deep vocabulary knowledge in writing (sentences)</li> </ul>
<b>Exceptions:</b> -		



Time	Phase	Content and goal	Didactic method	What are the students doing?	What is the teacher doing?	Equipment (students and teacher)	Evaluation: Check whether goal has been achieved
3	Opening	<ul style="list-style-type: none"> <li>Welcoming students</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Entering the classroom</li> <li>Taking a seat</li> <li>Unpack their bags</li> </ul>	<ul style="list-style-type: none"> <li>Stands by the door and greets all students</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>Have all students taken a seat and unpacked their bags?</li> </ul>
2	Introduction	<ul style="list-style-type: none"> <li>Introducing today's topic and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Ask questions if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Introducing students to today's topic</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>Do all students know the learning goals?</li> </ul>
5	Start-up activity part 1	<ul style="list-style-type: none"> <li>Discussing three example words from <i>Examenidiom</i> chapter 10 (appendix 1) as an introduction to the concept of vocabulary depth:               <ol style="list-style-type: none"> <li>How many of these words do you think you <u>know</u>?</li> <li>How <u>much</u> do you know about these words in terms of form, meaning and use? Make word maps in pairs.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Plenary teacher-classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>Participating and responding to the questions asked by the teacher (that are on <a href="#">slide 2</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions to the students</li> <li>Responding to their answers</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 2</a></li> </ul>	<ul style="list-style-type: none"> <li>How many of the words to the students think they know? How far reaches their deep understanding of these words?</li> </ul>
5	Discussion	<ul style="list-style-type: none"> <li>Showing and discussing the word <i>pride</i> as an example of what kind of information you can provide about words</li> </ul>	<ul style="list-style-type: none"> <li>Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Making notes</li> <li>Participating</li> <li>Adding more information on form, meaning and use</li> </ul>	<ul style="list-style-type: none"> <li>Thinking out loud and discussing more examples of form/meaning/use for <i>pride</i></li> <li>Asking students for more input</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 3</a></li> <li>Notebook and pen</li> </ul>	<ul style="list-style-type: none"> <li>Do the students understand the various aspects of word knowledge? Can they add anything?</li> </ul>
10	Start-up activity part 2	<ul style="list-style-type: none"> <li>Noting knowledge of form/meaning/use for <i>to persevere</i> and <i>reckless</i></li> </ul>	<ul style="list-style-type: none"> <li>Working in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Discussing</li> <li>Writing down answers</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Helping</li> <li>Modelling</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 4</a></li> </ul>	<ul style="list-style-type: none"> <li>Can the students come up with word information?</li> </ul>

5	Discussion and instruction	<ul style="list-style-type: none"> <li>• Discussing the answers students have come up with and checking these</li> <li>• Explaining the concept of vocabulary depth (versus breadth) and discussing its importance in communication</li> </ul>	<ul style="list-style-type: none"> <li>• Plenary discussion/modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Participating</li> <li>• Giving answers</li> <li>• Correcting if necessary</li> <li>• Adding information from other students</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students for their input</li> <li>• Correcting if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <a href="#">slide 5</a></li> <li>• Students' answers</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the answers given by students, do they understand what kind of word information belongs to form, meaning or use?</li> </ul>
5	Instruction and discussion	<ul style="list-style-type: none"> <li>• After instruction (modelling) and some practise, the word <i>mature</i> is discussed plenary in terms of form/meaning/use</li> </ul>	<ul style="list-style-type: none"> <li>• Plenary discussion/modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Participating</li> <li>• Giving answers</li> <li>• Making notes</li> </ul>	<ul style="list-style-type: none"> <li>• Asking students for their input</li> <li>• Providing information</li> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <a href="#">slide 6 and 7</a></li> </ul>	<ul style="list-style-type: none"> <li>• Do all students now have expanded their knowledge of the word <i>mature</i>?</li> </ul>
15	Activity	<ul style="list-style-type: none"> <li>• 2 minutes: Students work individually and create two sentences with <i>mature</i></li> <li>• 4 minutes: Answer discussion in pairs (comparison)</li> <li>• 9 minutes: Plenary answer discussion of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Plenary answer discussion</li> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Working individually</li> <li>• Discussing in pairs</li> <li>• Correcting if necessary</li> <li>• Discussing plenary</li> </ul>	<ul style="list-style-type: none"> <li>• Walking around during the think-pair phase</li> <li>• Asking students for their input in the share-phase</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <a href="#">slide 8</a></li> </ul>	<ul style="list-style-type: none"> <li>• Were the students able to implement their newly acquired word knowledge of <i>mature</i>?</li> </ul>
5	End	<ul style="list-style-type: none"> <li>• Checking the learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Plenary conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Participating</li> <li>• Giving answers</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for input from students</li> <li>• Repeating information</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <a href="#">slide 9</a></li> </ul>	<ul style="list-style-type: none"> <li>• Do the students understand vocabulary depth and its importance?</li> <li>• Have the students gained deeper word knowledge for the 4 words?</li> </ul>

## Teaching materials: PowerPoint Slides (Lesson 1)

# Welcome!

### Today's programme

- Start-up activity: What is vocabulary depth?
- Vocabulary instruction
- Activity
- Evaluation

### Learning goals

- (1) Understanding vocabulary depth and why it is important to your (English) communication
- (2) Gathering knowledge on form, meaning and use of four words from *Examenidoom* chapter 10

1

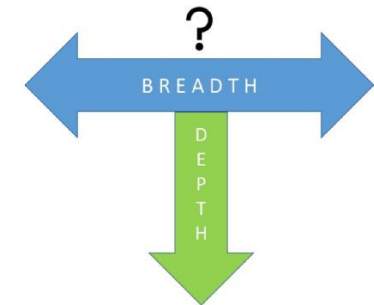
# Start-up Activity

*What is vocabulary depth?*

(1) Do you know any of these three words from *Examenidoom* chapter 10?

1. Pride
2. To persevere
3. Reckless

(2) What do you know about these words? How are they used in English, for example?



2

# Start-up Activity

## Example: Pride

### Forms

- Proudful
- Pridefulness
- Prideless
- Proud

### Meanings

- Dutch: "trots"
- Positive: Feeling about a person or achievements
- Negative: Arrogance

### Uses

- Take pride in sth (I take pride in the work that I do)
- "Swallow your pride"
- To feel a sense of pride

3

# Start-up Activity

Do the same thing for "to persevere" and "reckless"  
Work in pairs (10 minutes)

### Forms

- Does the word have any different forms (plural/negative/conjugations)?

### Meanings

- Does the word have different (double) meanings?

### Uses

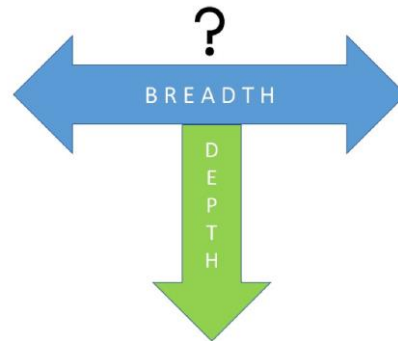
- How or when do people use this word? Can you give examples? Example sentences?

✓ Finished early? Start studying the other words from chapter 10.

4

## What is vocabulary depth?

- Discussion of the word maps: *To persevere + reckless*
- What do you think vocabulary depth is, after this start-up activity?
- Breadth (size) versus depth
- Why do you think this is important?
- What can happen if you have no deep knowledge of words?

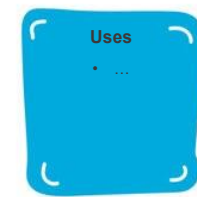
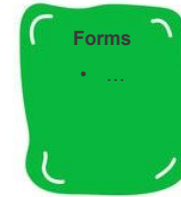


5

## Instruction

### What can you tell about the word: Mature?

Use page 2 of the extended *Examenidoom* to infer information!

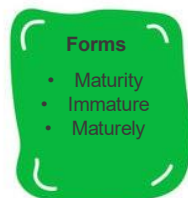


6

## Instruction

### What can you tell about the word: Mature?

Use page 2 of the extended *Examenidoom* to infer information!



7

## Activity (think-pair-share)



Write two example sentences with the word mature



Compare your sentences with your neighbour's. How did they use the word? Do you think this would be correct? Help each other where necessary.



Plenary answer discussion

8

# Recap

## Learning goals

- (1) Understanding vocabulary depth and why it is important to your (English) communication
- (2) Gathering knowledge on form, meaning and use of four words from *Examenidoom* chapter 10 (pride, to persevere, reckless, mature)

- Check: What is vocabulary depth? How is it different from vocabulary breadth?
- Check: What is something new that you learned about the words **pride**, **to persevere**, **reckless** and **mature** today?

## Appendix 14

## Lesson Design (2): Learning from Context

## Lesson Planning (MDA): Lesson 2

<b>Teacher:</b> -	<b>Learning goals (students):</b> <ol style="list-style-type: none"> <li>1. Practising with inferring word information (form, meaning and use) from real-life texts</li> <li>2. Gathering knowledge on form, meaning and use of five words from Examenidoom chapter 11</li> </ol>	<b>Topic(s):</b> <ul style="list-style-type: none"> <li>• Deep vocabulary knowledge</li> <li>• Form, meaning and use</li> <li>• Vocabulary on <i>Economy &amp; Money</i>: chapter 11 of the extended <i>Examenidoom</i> (appendix 1): Specific words <i>to inherit, wealthy, expenses, interest, to allocate</i></li> </ul>
<b>Date and time:</b> 50 minutes		
<b>Group:</b> <i>Havo 4</i>		
<b>Number of students present:</b> -	<b>Background knowledge (students):</b> <ul style="list-style-type: none"> <li>• Students are familiar with the concept of vocabulary depth and understand its importance in effective communication</li> <li>• Students are familiar with the dimensions form, meaning and use and know what information belongs to which aspect</li> </ul>	<b>Personal goals (teacher):</b> <ul style="list-style-type: none"> <li>• Teaching students how to infer word information from authentic context</li> <li>• Teaching students on the five target words in terms of form, meaning and use</li> </ul>
<b>Exceptions:</b> -		

Time	Phase	Content and goal	Didactic method	What are the students doing?	What is the teacher doing?	Equipment (students and teacher)	Evaluation: Check whether goal has been achieved
3	Opening	<ul style="list-style-type: none"> <li>• Welcoming students</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Entering the classroom</li> <li>• Taking a seat</li> <li>• Unpack their bags</li> </ul>	<ul style="list-style-type: none"> <li>• Stands by the door and greets all students</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>• Have all students taken a seat and unpacked their bags?</li> </ul>

2	Introduction	<ul style="list-style-type: none"> <li>Introducing today's topic and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Ask questions if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Introducing students to today's topics</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>Do all students know the learning goals?</li> </ul>
5	Instruction	<ul style="list-style-type: none"> <li>Introducing today's target words from unit 11</li> <li><i>Shortly</i> discussing these words (not yet in depth)</li> </ul>	<ul style="list-style-type: none"> <li>Plenary instruction</li> </ul>	<ul style="list-style-type: none"> <li>Writing down the words</li> <li>Participating</li> <li>Providing input on the words</li> </ul>	<ul style="list-style-type: none"> <li>Asking the students what they already know about these target words</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 2</a></li> </ul>	<ul style="list-style-type: none"> <li>Do all the students have some understanding of the target words?</li> </ul>
12	Reading activity	<ul style="list-style-type: none"> <li>2 minutes for instruction</li> <li>Reading activity</li> </ul>	<ul style="list-style-type: none"> <li>Instruction</li> <li>Individual task</li> </ul>	<ul style="list-style-type: none"> <li>Reading the article</li> <li>Highlighting the target words</li> <li>Answering the comprehension question</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Helping students if necessary</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 3</a></li> <li>Reading article</li> <li>Notebook and pen</li> </ul>	<ul style="list-style-type: none"> <li>Were all students able to locate the target words?</li> <li>Were they able to answer the question on millionaires?</li> </ul>
15	Activity	<ul style="list-style-type: none"> <li>Analysing the forms/meanings/uses of the target words in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Working in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Discussing each word in pairs</li> <li>Completing the task on form/meaning/use</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Helping students if necessary</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 4</a></li> </ul>	<ul style="list-style-type: none"> <li>Were the students able to find some extra word information in the article?</li> </ul>
5	Discussion	<ul style="list-style-type: none"> <li>In-depth discussion of the target words and their form/meaning/use</li> </ul>	<ul style="list-style-type: none"> <li>Plenary answer discussion</li> </ul>	<ul style="list-style-type: none"> <li>Providing input</li> <li>Adjusting their own answers</li> </ul>	<ul style="list-style-type: none"> <li>Asking students for input</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 4</a></li> </ul>	<ul style="list-style-type: none"> <li>Have the students gained new word knowledge?</li> </ul>
3	Instruction	<ul style="list-style-type: none"> <li>Instruction of homework assignment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Making notes</li> </ul>	<ul style="list-style-type: none"> <li>Giving instruction</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 5</a></li> </ul>	<ul style="list-style-type: none"> <li>Do the students know what to do?</li> </ul>
5	End	<ul style="list-style-type: none"> <li>Checking the learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Plenary conversation</li> </ul>	<ul style="list-style-type: none"> <li>Participating</li> <li>Giving answers</li> </ul>	<ul style="list-style-type: none"> <li>Asking for input from students</li> <li>Repeating information</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 6</a></li> </ul>	<ul style="list-style-type: none"> <li>Have the learning goals been reached?</li> </ul>

## Teaching Materials: PowerPoint slides (Lesson 2)

# Welcome!

### Today's programme

- Reading an article related to *Examenidoom* unit 11: Economy and Money
- Word analyses for five words from unit 11
- Homework task

### Learning goals

- (1) Practising with inferring word information (form, meaning and use) from real-life texts
- (2) Gathering knowledge on form, meaning and use of five words from *Examenidoom* chapter 11

1

# Today's target words

1. To inherit
2. Wealthy
3. Expenses
4. Interest
5. To allocate

2

# Reading an Article

- Read the article "How most millionaires got rich"
- Try to find and highlight the five target words (also if they're shown in a different form)
- Write down at least **three** (new) things that you learned about millionaires. Write in correct, full, English sentences



3

# Activity: Analysing the words

**Words:** To inherit, Wealthy, Expenses, Interest, To allocate  
*Use the information from the article and your own knowledge!*

- Work in pairs
- 15 minutes

### Forms

- Does the word have any different forms (plural/negative /conjugations)?

### Meanings

- Does the word have different (double) meanings?

### Uses

- How or when do people use this word? Can you give examples? Example sentences?

4



## Homework Assignment

- Pick two other words from *Examenidoom* unit 11
- For both words, search online for an article and print these
- In both articles, highlight your word every time you encounter it
- Make a summary for both words: What new information have you learned about the form, meaning or practical use of this word?

5

## Recap

### Learning goals

- (1) Practising with inferring word information (form, meaning and use) from real-life texts
  - (2) Gathering knowledge on form, meaning and use of five words from *Examenidoom* chapter 11
- Check: Do you feel prepared enough to complete the homework assignment?
  - Check: What is something you learned about any of the five target words **To inherit, Wealthy, Expenses, Interest, To allocate** of today?

6

## Teaching Materials: Article (Lesson 2)

Updated Jan 09, 2024

# How Most Millionaires Got Rich



Stella Morrison, Business Ownership Insider and Senior Writer

Article retrieved from: <https://www.businessnewsdaily.com/2871-how-most-millionaires-got-rich.html>

Most of today's millionaires weren't born into their wealth, research shows. A study published by Wealth-X found that around 68 percent of those with a net worth of \$30 million or more made it themselves. Further, a second study by Fidelity Investments found that 88 percent of all millionaires are self-made, meaning they did not inherit their wealth.

For self-made millionaires, coming into wealth isn't always a simple process — many of them worked hard to achieve financial success and then used their smarts and savviness to put their new wealth in the right places. What do some of these self-made millionaires have in common, and what lessons can you learn for your own investment strategy?

### How millionaires get rich

The Fidelity study showed that when considering their financial future, 30 percent of the millionaires surveyed said they were concerned with preserving their wealth, while 20 percent said they were focused on growing their fortune. This forms the basis of some basic strategies if you're hoping to join the millionaire ranks.

"Today's millionaires are multidimensional, and to really understand them, you need to look not only at their outlook but also at their path to wealth and their financial goals for the future," said Sanjiv Mirchandani, former president of National Financial, a Fidelity Investments company.

Millionaires suggest several paths to building your wealth. Here are a few that you can learn for yourself:

- Invest in different places and avenues
- Don't put all your eggs in one basket. Diversifying your investments helps manage risk by ensuring all your money is not at risk if a particular investment goes south.

### Have multiple streams of income

Many self-made millionaires have money coming in from several places, including their salaries, dividends from investments, income from rental properties and investments they have made in other business enterprises, to name a few examples. If one income stream slows down, there's another that can take its place. Much of this is called passive income, or money being earned without actively spending time and effort in the enterprise.

### Reduce expenses

Before becoming wealthy, many millionaires created a habit of limiting spending. They devised a plan for the money they earned and strategically evaluated every aspect of their finances. Such an approach should start with cutting costs and eliminating any unnecessary debt that drains income and prevents accounts from growing.

### Save, save, save

One common theme you'll hear from self-made millionaires is to hold on to your money. Put your money in investment accounts where it can sit and earn interest over time.

### FYI

Surveys show that millionaires share many traits in common, including ambition, the value of time, not being afraid of failure and knowing when to ask experts for help.

### Creating your path to financial success

Becoming a millionaire requires a combination of financial discipline, strategic planning and a commitment to continuous self-improvement. Where possible, allocating a portion of your income toward your long-term goals can act as a great foundation. Focus on saving and investing wisely to give your money the potential for exponential growth. The journey to becoming a millionaire is about more than accumulating wealth — cultivating a productive mindset matters, too.]

## Appendix 15

## Lesson Design (3): Reading into Writing

## Lesson Planning (MDA): Lesson 3

<b>Teacher:</b> -	<b>Learning goals (students):</b> (1) Accumulating deeper word knowledge of words from <i>Examenidoom</i> unit 11 (2) The student will practise with applying their deep word knowledge in writing	<b>Topic(s):</b> <ul style="list-style-type: none"> <li>• Deep vocabulary knowledge</li> <li>• Form, meaning and use</li> <li>• Vocabulary on <i>Economy &amp; Money</i>: chapter 11 of the extended <i>Examenidoom</i> (appendix 1)</li> <li>• Writing</li> </ul>
<b>Date and time:</b> 50 minutes		
<b>Group:</b> <i>Havo 4</i>		
<b>Number of students present:</b> -	<b>Background knowledge (students):</b> <ul style="list-style-type: none"> <li>• Students are familiar with the concept of vocabulary depth and understand its importance in effective communication</li> <li>• Students are familiar with the aspects of word knowledge: form, meaning and use</li> <li>• Students have worked with words from unit 11 in the previous lesson</li> </ul>	<b>Personal goals (teacher):</b> <ul style="list-style-type: none"> <li>• Stimulating students to share their accumulated word knowledge</li> <li>• Helping students to use their word knowledge in productive language skills (writing)</li> </ul>
<b>Exceptions:</b> -		

Time	Phase	Content and goal	Didactic method	What are the students doing?	What is the teacher doing?	Equipment (students and teacher)	Evaluation: Check whether goal has been achieved
3	Opening	<ul style="list-style-type: none"> <li>• Welcoming students</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Entering the classroom</li> <li>• Taking a seat</li> <li>• Unpacking bags</li> </ul>	<ul style="list-style-type: none"> <li>• Stands at door, greets students</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <u>slide 1</u></li> </ul>	<ul style="list-style-type: none"> <li>• Have all students taken a seat and unpacked their bags?</li> </ul>

2	Introduction	<ul style="list-style-type: none"> <li>Introducing today's topic and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Ask questions if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Introducing students to today's topic</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>Do all students know the learning goals?</li> </ul>
20	Activity	<ul style="list-style-type: none"> <li>Homework assignment in groups: discussing the articles and words</li> </ul>	<ul style="list-style-type: none"> <li>Group activity (4 people per group)</li> </ul>	<ul style="list-style-type: none"> <li>Provide input</li> <li>Make notes of other students' input</li> </ul>	<ul style="list-style-type: none"> <li>Walk around</li> <li>Provide extra word information if necessary</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 2</a></li> </ul>	<ul style="list-style-type: none"> <li>Have all the students discussed their own two words and articles?</li> </ul>
5	Discussion	<ul style="list-style-type: none"> <li>Discussing and evaluating the homework assignment and the results from the group task</li> </ul>	<ul style="list-style-type: none"> <li>Plenary discussion</li> </ul>	<ul style="list-style-type: none"> <li>Provide input</li> </ul>	<ul style="list-style-type: none"> <li>Ask students for input</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 3</a></li> </ul>	<ul style="list-style-type: none"> <li>What did students learn?</li> <li>Did students find this easy or hard?</li> </ul>
15	Activity	<ul style="list-style-type: none"> <li>2 minutes for instruction</li> <li>Writing assignment (individual task): Using the eight discussed words in a made-up article of 120 words</li> </ul>	<ul style="list-style-type: none"> <li>Instruction</li> <li>Individual exercise</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> <li>Using their notes/ knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Walk around</li> <li>Modelling students into using their word knowledge in writing</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 4</a></li> </ul>	<ul style="list-style-type: none"> <li>Were all students able to come up with a short article that include the eight words?</li> </ul>
5	End	<ul style="list-style-type: none"> <li>Checking the learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Plenary conversation</li> </ul>	<ul style="list-style-type: none"> <li>Participating</li> <li>Giving answers</li> </ul>	<ul style="list-style-type: none"> <li>Asking for input from students</li> <li>Repeating information</li> <li>Asking students to turn in their writing assignment</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 5</a></li> </ul>	<ul style="list-style-type: none"> <li>What new information did the students learn about their group's words?</li> <li>How did they experience the writing task?</li> </ul>

## Teaching Materials: PowerPoint Slides (Lesson 3)

# Welcome!

### Today's programme

- Homework discussion in groups
- Writing practise

### Learning goals

- (1) Accumulating deeper word knowledge of words from *Examenidoom* unit 11
- (2) Practising with applying this word knowledge in writing

1

# Homework assignment for today

- Pick two other words from *Examenidoom* unit 11
- For both words, search online for an article and print these
- In both articles, highlight your word every time you encounter it
- Make a summary for both words: What new information have you learned about the form, meaning or practical use of this word?



### Homework discussion in groups

- Form groups of 4
- Each person gets 5 minutes to discuss their two words and articles and show what you learned from this in terms of word knowledge (the others take notes)
- After 20 minutes, you'll have gained knowledge of six new words

2

# What did you learn?

- Which six words were discussed?
- What is something new you now know about these words?
- How easy or difficult was it to find articles at home with your words?
- How easy or difficult did you think it was to infer new word information from the articles?

3

# Writing Challenge!

- You make up your own short "newspaper article" about something that happened, using the six new words you've just learned about and your own two words. Be creative; your story could be realistic, but it does not have to be.
  - +/- 120 words
  - Option: Do you like a challenge? Open your *Examenidoom* and try to use at least three other words from unit 11.
  - Finished early? Study the words from unit 12!
- Turn in your work by the end of this lesson!**



4

# Recap

## Learning goals

- (1) Accumulating deeper word knowledge of words from *Examenidoom* unit 11
- (2) Practising with applying this word knowledge in writing

- Check: Do you feel you have learned something new about the six words from your classmates?
- Check: What was it like using these words in writing?

**Make sure to turn in your article before leaving the classroom!**

## Appendix 16

## Lesson Design (4): Exam Practice

## Lesson Planning (MDA): Lesson 4

<b>Teacher:</b> -	<b>Learning goals (students):</b> (1) You will know – based on the feedback you are given – what you should improve in your writing (2) You will practise with writing your own example sentences, with five words from <i>Examenidoom</i> unit 12	<b>Topic(s):</b> <ul style="list-style-type: none"> <li>• Vocabulary depth</li> <li>• Form, meaning and use</li> <li>• Writing</li> <li>• Words from chapter 12 of <i>Examenidoom</i> (appendix 1): Target words <i>to collaborate</i>, <i>disadvantage</i>, <i>to measure</i>, <i>range</i>, <i>to contain</i></li> </ul>
<b>Date and time:</b> 50 minutes		
<b>Group:</b> <i>Havo 4</i>		
<b>Number of students present:</b> -	<b>Background knowledge (students):</b> <ul style="list-style-type: none"> <li>• Students are familiar with the concept of vocabulary depth and understand its importance in effective communication</li> <li>• Students have practised writing before</li> <li>• Students know that they will receive feedback on previous written work</li> </ul>	<b>Personal goals (teacher):</b> <ul style="list-style-type: none"> <li>• Modelling the students into writing correct and meaningful sentences with the target words</li> <li>• Providing the students with general feedback on their writing</li> <li>• Making the students feel more prepared for the writing task on the vocabulary exam</li> </ul>
<b>Exceptions:</b> -		

Time	Phase	Content and goal	Didactic method	What are the students doing?	What is the teacher doing?	Equipment (students and teacher)	Evaluation: Check whether goal has been achieved
3	Opening	<ul style="list-style-type: none"> <li>• Welcoming students</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Entering the classroom</li> <li>• Taking a seat</li> <li>• Unpacking bags</li> </ul>	<ul style="list-style-type: none"> <li>• Stands by the door and greets all students</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>• Have all students taken a seat and unpacked their bags?</li> </ul>

2	Introduction	<ul style="list-style-type: none"> <li>Introducing today's topic and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Ask questions if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Introducing students to today's topic</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>Do all students know the learning goals?</li> </ul>
10	Activity	<ul style="list-style-type: none"> <li>Feedback discussion/evaluation in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Discussion task in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Discussing</li> <li>Evaluating feedback</li> <li>Concluding on what needs to be improved</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Helping students to draw conclusion based on their feedback</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 2</a></li> <li>Writing work from last week including teacher's feedback</li> <li>Notebook and pen</li> </ul>	<ul style="list-style-type: none"> <li>Do all students know what they need to work on in their writing?</li> </ul>
15	Activity	<ul style="list-style-type: none"> <li>Analysing the five target words with help of the extended <i>Examenidoom</i></li> </ul>	<ul style="list-style-type: none"> <li>Individual task in silence</li> </ul>	<ul style="list-style-type: none"> <li>Looking up the target words</li> <li>Noting information on form/meaning/use</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Helping students if necessary</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 3</a></li> <li>The extended <i>Examenidoom</i> (appendix 1)</li> <li>Notebook and pen</li> </ul>	<ul style="list-style-type: none"> <li>Were the students able to infer new word information based on the sentences given?</li> </ul>
10	Activity	<ul style="list-style-type: none"> <li>Writing task: Students write an extra example sentence for every of the five target words</li> </ul>	<ul style="list-style-type: none"> <li>Individual task in silence</li> <li>Teacher: Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences</li> <li>Using <i>Examenidoom</i> as inspiration</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Providing feedback/helping: modelling</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 4</a></li> <li>The extended <i>Examenidoom</i> (appendix 1)</li> <li>Notebook and pen</li> </ul>	<ul style="list-style-type: none"> <li>Were the students able to come up with another example sentence?</li> </ul>
5	Discussion	<ul style="list-style-type: none"> <li>Quick discussion of some sentences written by students</li> <li>Providing feedback (plenary)</li> </ul>	<ul style="list-style-type: none"> <li>Plenary discussion</li> </ul>	<ul style="list-style-type: none"> <li>Providing input</li> <li>Correcting their sentences if necessary</li> <li>Making notes based on input from other students</li> </ul>	<ul style="list-style-type: none"> <li>Asking students for input</li> <li>Providing feedback</li> <li>Modelling</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 5</a></li> </ul>	<ul style="list-style-type: none"> <li>Were the sentences from the students meaningful? What do I need to teach them to improve next time?</li> </ul>
5	End	<ul style="list-style-type: none"> <li>Checking the learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Plenary conversation</li> </ul>	<ul style="list-style-type: none"> <li>Participating</li> <li>Giving answers</li> </ul>	<ul style="list-style-type: none"> <li>Asking for input from students</li> <li>Repeating information</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 6</a></li> </ul>	<ul style="list-style-type: none"> <li>Have today's learning goals been reached?</li> </ul>



## Teaching Materials: PowerPoint Slides (Lesson 4)

# Welcome!

### Today's programme

- Evaluating last lesson's writing assignment
- Writing instruction: *Examenidoom* unit 12
- Writing practice: Writing sentences

### Learning goals

- (1) You will know – based on the feedback you are given – what you should improve in your writing
- (2) You will practise with writing your own example sentences, with five words from *Examenidoom* unit 12

1

# Feedback



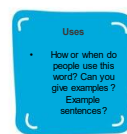
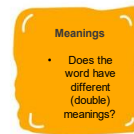
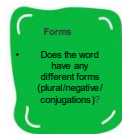
- Work in pairs
- Look at the feedback you were given on the short news article you wrote in the previous lesson
- Conclude: What do you need to improve? What does your partner need to improve? How can you do this?

2

# Today's target words

Look up the following words in the extended *Examenidoom* (unit 12):

1. To collaborate
2. Disadvantage
3. To measure
4. Range
5. To contain



Read every words, its translation and all the example sentences. What do these sentences tell you when it comes to their forms/meanings/uses? Make notes.

3

# Use your knowledge in writing!

- Vocabulary exam task: Write a meaningful sentence with a word given, which shows that you understand the correct meaning of this word.

1. To collaborate
2. Disadvantage
3. To measure
4. Range
5. To contain



Try to come up with an extra example sentence for each of these five words. Use the example sentences in *Examenidoom* for inspiration.

4

## Discussion

1. To collaborate
2. Disadvantage
3. To measure
4. Range
5. To contain



**What sentences did you come up with?**

**Is there any sentence in specific you are not sure about? Share it!**

**Tip: Make notes of each other's answers/sentences!**

5

## Recap

### Learning goals

- (1) You will know – based on the feedback you are given – what you should improve in your writing
- (2) You will practise with writing your own example sentences, with five words from *Examenidoom* unit 12

- Check: Were you able to use the feedback in today's writing task?
- Check: Do you feel more prepared for the exam task in which you are asked to write your own example sentences with words? What is needed to make you feel even more prepared?

6

## Appendix 17

## Lesson Design (5): Finding Context

## Lesson Planning (MDA): Lesson 5

<b>Teacher:</b> -	<b>Learning goals (students):</b> (1) The student will learn how to infer word information from authentic context (2) The student will accumulate deeper word knowledge of five target words: <i>to overrate, outstanding, to meet with critical acclaim, renowned stature</i>	<b>Topic(s):</b> <ul style="list-style-type: none"> <li>• Vocabulary depth</li> <li>• Form, meaning and use</li> <li>• Authentic context</li> <li>• Vocabulary from the extended <i>Examenidoom</i> chapter 13: <i>to overrate, outstanding, to meet with critical acclaim, renowned stature</i></li> </ul>
<b>Date and time:</b> 50 minutes		
<b>Group:</b> <i>Havo 4</i>		
<b>Number of students present:</b> -	<b>Background knowledge (students):</b> <ul style="list-style-type: none"> <li>• Students are familiar with the concept of vocabulary depth and understand its importance in effective communication</li> <li>• Students have practised with inferring word knowledge from context before: both given context and online articles</li> </ul>	<b>Personal goals (teacher):</b> <ul style="list-style-type: none"> <li>• Teaching students how to find useful authentic context online and how to infer word information from context</li> </ul>
<b>Exceptions:</b> -		

Time	Phase	Content and goal	Didactic method	What are the students doing?	What is the teacher doing?	Equipment (students and teacher)	Evaluation: Check whether goal has been achieved
3	Opening	<ul style="list-style-type: none"> <li>• Welcoming students</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Entering the classroom</li> <li>• Taking a seat</li> <li>• Unpacking bags</li> </ul>	<ul style="list-style-type: none"> <li>• Stands by the door and greets all students</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>• Have all students taken a seat and unpacked their bags?</li> </ul>

2	Introduction	<ul style="list-style-type: none"> <li>Introducing today's topic and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instruction</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Ask questions if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Introducing students to today's topic</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 1</a></li> </ul>	<ul style="list-style-type: none"> <li>Do all students know the learning goals?</li> </ul>
5	Instruction	<ul style="list-style-type: none"> <li>Introducing today's target words</li> <li>Students are each given one of these five words that they should look up in <i>Examenidoom</i></li> <li>Short discussion of form, meaning and use</li> </ul>	<ul style="list-style-type: none"> <li>Plenary discussion</li> </ul>	<ul style="list-style-type: none"> <li>Looking up one of the target words in <i>Examenidoom</i></li> <li>Providing input</li> </ul>	<ul style="list-style-type: none"> <li>Assigning each student one target word</li> <li>Asking for input</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 2</a></li> <li>The extended <i>Examenidoom</i></li> </ul>	<ul style="list-style-type: none"> <li>Do the students now all have a general understanding of the target words?</li> </ul>
20	Activity part 1	<ul style="list-style-type: none"> <li>Students use a laptop to find online sources for the five target words. They note down information on form/meaning/use. The five questions given help students infer word information from authentic context.</li> </ul>	<ul style="list-style-type: none"> <li><u>Think-pair-share</u></li> </ul>	<ul style="list-style-type: none"> <li>Searching for authentic sources containing target words</li> <li>Noting down word information</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Helping students</li> <li>Teaching/helping on how to infer word information from authentic context</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 3</a></li> <li>Laptop</li> <li>Notebook and pen</li> </ul>	<ul style="list-style-type: none"> <li>Were the students able to find authentic sources from which they could infer word information on form, meaning and use?</li> </ul>
10	Activity part 2	<ul style="list-style-type: none"> <li>Students share their findings in pairs</li> </ul>	<ul style="list-style-type: none"> <li><u>Think-pair-share</u></li> </ul>	<ul style="list-style-type: none"> <li>Sharing findings</li> <li>Adding information where possible</li> </ul>	<ul style="list-style-type: none"> <li>Walking around</li> <li>Helping students</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 4</a></li> <li>Notebook and pen</li> </ul>	<ul style="list-style-type: none"> <li>Did students gain even more knowledge through sharing?</li> </ul>
5	Activity part 3	<ul style="list-style-type: none"> <li>Plenary discussion of findings: What kind of sources did they find and what did they learn?</li> </ul>	<ul style="list-style-type: none"> <li><u>Think-pair-share</u></li> </ul>	<ul style="list-style-type: none"> <li>Sharing findings</li> <li>Adding extra notes</li> </ul>	<ul style="list-style-type: none"> <li>Asking students for input</li> <li>Correcting if necessary</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 4</a></li> <li>Students' input</li> </ul>	<ul style="list-style-type: none"> <li>Did students gain even more knowledge through plenary sharing?</li> </ul>
5	End	<ul style="list-style-type: none"> <li>Checking the learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Plenary conversation</li> </ul>	<ul style="list-style-type: none"> <li>Participating</li> <li>Giving answers</li> </ul>	<ul style="list-style-type: none"> <li>Asking for input from students</li> <li>Repeating information</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint <a href="#">slide 5</a></li> </ul>	<ul style="list-style-type: none"> <li>Have today's learning goals been reached?</li> </ul>

## Teaching Materials: PowerPoint Slides (Lesson 5)

# Welcome!

### Today's programme

- Inferring word information from context (*Examenidoom* unit 12: Culture & Art)
- Analysing form, meaning & use of five target words

### Learning goals

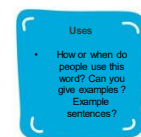
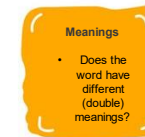
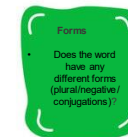
- (1) You will learn how to infer word information from authentic context
- (2) You will accumulate deeper word knowledge of five target words

1

## Today's target words

Look up the following words in the extended *Examenidoom* (unit 13):

1. To overrate
2. Outstanding
3. To meet with critical acclaim
4. Renowned
5. Stature



Read every words, its translation and all the example sentences. What do these sentences tell you when it comes to their forms/meanings/uses? Make notes.

2

## Activity: Think – Pair – Share

1. To overrate
2. Outstanding
3. To meet with critical acclaim
4. Renowned
5. Stature



- Use your **laptop** to find **articles, song lyrics, interviews, or blogs** (other sources are also possible) in which one or more of these target words appear.
- What do these authentic sources tell you? Use the following questions to help you.

- ✓ What does the word look like in this sentence?
- ✓ Can I also find other forms of the word in this source?
- ✓ What does it mean in this sentence/context?
- ✓ What other words appear next to this word?
- ✓ Is this word positive/negative/neutral? How do I know?

3

## Think – Pair – Share

1. To overrate
2. Outstanding
3. To meet with critical acclaim
4. Renowned
5. Stature



### What did you find?

### What did you learn with regards to form, meaning and use?

- ✓ What does the word look like in this sentence?
- ✓ Can I also find other forms of the word in this source?
- ✓ What does it mean in this sentence/context?
- ✓ What other words appear next to this word?
- ✓ Is this word positive/negative/neutral? How do I know?

4

# Recap

## Learning goals

- (1) You will learn how to infer word information from authentic context
  - (2) You will accumulate deeper word knowledge of five target words: *to overrate*, *outstanding*, *to meet with critical acclaim*, *renowned stature*
- Check: Were you able to infer word information from the sources you found online?
  - Check: What new word knowledge have you learned for the five target words?