

Unit 1

New Interface –Workbook – Blue Label – Year 3



lesson 1 Bad news

1 The story



Read the questions, then listen to the recording and answer them.



- 1 What does Jess tell Amy?
- 2 What is Josie's big news?
- 3 Where's Mike right now?

2 A closer look

Read the dialogue on pages 14 and 15 in your Coursebook. Then read the statements and decide if they are true or false.

	true	false
1 These days Jess gets up earlier than she did before.	☐	☐
2 She has her breakfast after her swimming.	☐	☐
3 Jess says she goes swimming because she needs more exercise.	☐	☐
4 Amy heard about Mike's accident from Mike's sister.	☐	☐
5 A car knocked Mike off his bike yesterday.	☐	☐
6 Darren is wondering how badly Mike is hurt.	☐	☐
7 Josie's friend is called Sharon.	☐	☐
8 The accident happened on the Grindleford road.	☐	☐

3 This is the news



past simple (verleden tijd)

vorm:

- **regelmatige** werkwoorden: **werkwoord + -ed**:

A car ran into him and **knocked** him off his bike.

- **onregelmatige** werkwoorden hebben een **eigen vorm**:

I **swam** for about half an hour before school.

In **vragende** en **ontkennende** zinnen gebruik je **did** of **didn't** + **hele werkwoord**:

I mean, **did** he **break** any bones?

I **didn't get** many details.

gebruik:

Wanneer je wilt zeggen **wanneer** iets gebeurde. Meestal staat er een **tijdsbepaling** in de zin:

It **took** place a few miles out of town, **late last night**.

Kijk ook in Helpdesk A4 op p. 109.

Fill in the correct form of the verb. Use the *past simple*.

Late last night an accident ... **1** ... (*gebeuren*) on the Grindleford road outside Tolchester. A car ... **2** ... (*komen*) round a corner too fast and ... **3** ... (*raken*) a thirteen-year-old. The boy ... **4** ... (*vallen*) off his bike onto the road. The car driver ... **5** ... (*bellen*) for a doctor. The doctor ... **6** ... (*brengen*) the boy to a hospital in Tolchester. There was no news of the boy's condition last night.

Over now to Andrew Cavendish, our reporter in Tolchester. This morning he ... **7** ... (interviewen) the doctor.

Reporter: Hi! ... you ... **8** ... (praten) to the boy at all last night?

Doctor: No, I ... **9** ... (niet praten) to him. I ... **10** ... (niet hebben) much time. I ... **11** ... (niet willen) to waste any time talking, since he ... **12** ... (lijken) to be in a bad condition.

Reporter: Well, thanks for talking to us.

Doctor: No problem.

Reporter: That's all from me. Back to Ian now.

- | | |
|---------|----------|
| 1 _____ | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |

4 What were you doing?

Complete the sentences. You can use the words in the boxes but you can also use your own words.

past continuous

past continuous: was / were + werkwoord + -ing

toen bezig / aan de gang

He **was riding** his bike when a car came round the corner too fast.

Was he cycling off road when it started to rain?

He **wasn't heading** back.

Kijk ook in Helpdesk A5 op p. 110.

Verbs: write – watch – play – listen –
read – work – have – go

Other words: homework – book –
game show – a feature –
supper – radio programme –
party – basketball match

Mike had an accident last night. The accident took place a few miles out of town. Mike **was heading** back on the Grindleford road when it happened.

What **were** these people **doing** when it happened?

- 1 Jess **was** _____ when _____
- 2 Spud and Donny _____ when _____
- 3 And you? What _____?
- 4 I _____
- 5 Mike's parents _____
- 6 **Was** his sister Sharon _____?
- 7 No, she _____
- 8 She _____

5 How many did you say?

- A** Complete the sentences. Use: *exercise – time – teachers – cakes – information.*

much / many – little / few – a lot of – a little / a few

much	veel (enkelvoud)	much damage
many	veel (meervoud)	many details
little	weinig (enkelvoud)	little time
few	weinig (meervoud)	few ideas
a lot of	veel (enkelvoud)	a lot of work
a lot of	veel (meervoud)	a lot of words
a little	een beetje	a little more exercise
a few	een paar	a few miles

Kijk ook in Helpdesk E2 op p. 125.

- I'm quite busy, so I don't have much ... for you, I'm afraid.
- There were so many ... at the Prom! And a lot of parents too.
- There was too little ... in the brochure.
- There could still be a few ... left in the cupboard.
- You're getting fat. What you need is a little more ...

- B** Complete the sentences. Choose from: *much – many – little – few – a little – a few – a lot of.*
In some sentences there is more than one correct answer.

- Do you know if there was ... damage to that bike of his?
- There have been ... accidents on this stretch of road.
- Only ... people know the name of the driver.
- I'm afraid there's ... we can do for him right now.
- My early morning swim doesn't take ... time at all.

6 Words

Find the missing words. They are all in the dialogue on pages 14 and 15 in your Coursebook.

- A person who goes swimming or running every day is probably very ...
- You can go for a swim, if you think you need more ...
- When you have a ... , you usually sleep very badly.
- Mike's accident was two days ago but he still isn't ...
- People who are in a crash are sometimes badly ...
- I didn't hear you. Could you please ... what you just said?
- Because he was in this terrible crash, there was a lot of ... to his mountain bike.
- People sometimes go as white as a ... when they hear bad news.

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____

7 Word combinations

Match the numbers 1 – 8 with the letters a – h.

- 1 You're all wet. Have you just stepped
- 2 Tomorrow morning I'm not going to get
- 3 A car hit Mikey when he was going
- 4 Last night a terrible accident took
- 5 A man in a car arrived and took him
- 6 Late last night a red car ran
- 7 There was an accident a few miles
- 8 A car which was going too fast knocked him

- a place on the Grindleford road.
- b into him. It's really awful!
- c off his bike. He's in hospital now.
- d out of the shower?
- e out of town late last night.
- f round the corner on his bike.
- g to the hospital in Tolchester.
- h up before ten o'clock!

1	2	3	4	5	6	7	8

8 Xpress yourself!



How do you say this?

A friend of yours had an accident last night. You talk about the accident with a classmate. Have a short conversation. Try to use as many Xpress yourself! sentences as you can.

Jij vertelt:

- 1 wat er gebeurd is
- 3 hoe het gebeurd is
- 5 waar het gebeurd is
- 7 en wanneer het gebeurd is
- 9 hoe je vriend(in) er nu aan toe is.

Je klasgenoot vraagt:

- 2 hoe
- 4 waar
- 6 wanneer
- 8 hoe het nu gaat met je vriend(in).

9 Chat room



You are going to have a telephone conversation about a friend who is in hospital. A classmate (**B**) rings you (**A**) up to tell you that one of your friends has had an accident. You didn't yet know about it, so you ask him/her a lot of questions. **A** starts by asking the first question.

Step 1

Before you start, write down the questions you are going to ask (**A**) or the answers you are going to give (**B**).

A Ask:

- wat er gebeurd is
- wie het slachtoffer is
- hoe het in zijn werk gegaan is
- waar het gebeurd is en wanneer
- Verder vraag je hoe jullie vriend(in) er nu aan toe is.

B Say:

- wat er precies gebeurd is
- wie er een ongeluk heeft gehad
- waar en wanneer het ongeluk gebeurd is
- hoe het slachtoffer er nu aan toe is



Step 2

Have the conversation. **A** asks questions, **B** answers them. Finished? Switch roles.

A Hi, this is ... speaking.

B Hi, this is You'll never guess what ... just told me. It's unbelievable!

lesson 2 Road hog

10 The story



Read the questions, then listen to the recording and answer them.



- 1 What happened?
- 2 Whose fault was it?
- 3 What condition is Michael in?

11 A closer look

Read the text on pages 16 and 17 in your Coursebook. The following words and numbers are all in the text.

What do they refer (*verwijzen*) to?

- 1 Grindleford: the place where the accident happened
- 2 Year 9: _____
- 3 18: _____
- 4 40: _____
- 5 Mr Hallam: _____
- 6 the Accident and Emergency Unit: _____
- 7 the Ring of Bells: _____
- 8 breath test: _____

12 What was going on?

past simple (*verleden tijd*) <> past continuous

Je gebruikt de **past simple** wanneer je wilt zeggen **wanneer** iets gebeurde. Meestal staat er een **tijdsbepaling** in de zin.
The accident **happened** late last Sunday afternoon.

Je gebruikt de **past continuous** wanneer je wilt zeggen **wat er aan de gang was** toen iets gebeurde. Wat er gebeurde staat vaak in een bijzin die met **when** begint.

The teenager **was returning** home in heavy rain **when** a car hit him.

He **was cycling** on a road with no street lighting **when** ...

Kijk ook in Helpdesk A6 op p. 110.

Complete the sentences. Use *past simple* or *past continuous*.

- | | |
|---------------------|---|
| 1 cycle / hit | Michael ... down a country road when a car ... him. |
| 2 rain / happen | It ... very hard when the accident ... |
| 3 arrive / try | When the ambulance ... , the car driver ... to talk to Michael. |
| 4 still wait | An hour after the accident, Michael's parents ... for news of him. |
| 5 drive / knock | The driver ... too fast when he ... Michael off his bike. |
| 6 visit / still lie | When his parents ... him, Michael ... in intensive care. |
| 7 drive / leave | Witnesses say that Jez Hallam ... really dangerously when he ... the pub. |
| 8 come / talk | When the police ... , the ambulance driver ... to Jez. |

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

13 Is this yours?

Complete the sentences. Choose from: *my – mine – of mine*, etc.

- Is this Darren's magazine or is it ... (*die van jou*)?
No, it isn't ... (*die van mij*), it is ... (*die van haar*).
- Is Michael Wilson a friend ... (*van jullie*)? Yes, he's ... (*onze*) friend.
- That bike ... (*van hem*) is badly damaged. It's a shame.
- That Maths teacher ... (*van hen*) is really nice. He's much nicer than ... (*hun*) French teacher.
- I don't think that plan ... (*van ons*) is going to work. I prefer ... (*dat van hen*).

- _____
- _____
- _____
- _____
- _____

my <> mine

He's **my** friend.
I just got this text from a friend **of mine**.
This bike is **mine**.
Only **his** parents are allowed to see him.
That mountain bike **of his** was new.
That blue car is **his**.

Kijk ook in Helpdesk D1 op p. 124.

14 Highly irregular

Fill in the missing forms. Some of the verbs are from part II.

onregelmatige werkwoorden: irregular verbs

Onregelmatige werkwoorden hebben een **eigen vorm** voor de **verleden tijd (past simple)** en het **voltooid deelwoord (past participle)**:

to be / was (were) / been zijn / was (waren) / geweest
to do / did / done doen / deed (deden) / gedaan

De enige manier om deze vormen te kennen is door ze te leren.

Kijk ook in Helpdesk B15 op p. 118.

	verb	past simple	past participle	Dutch
1	to swim			
2		woke up		
3			seen	
4				betekenen
5	to hear			
6		forgot		
7			hit	
8				rennen
9	to drive			
10		broke		
11			caught	
12				kosten
13	to eat			
14		slept		
15			taken place	
16				gaan

15 Words

Guess the words. They are all in the text on pages 16 and 17 in your Coursebook.

1 person driving a car

2 to make better

3 part of a hospital

4 car that takes ill or injured people to hospital

5 part of the road meant for people on foot

6 place where you can go for a beer

7 person who has a job with the police

8 part of the road meant for cyclists

16 More words

Choose the correct answer.

1 After the man had a few beers, he drove his car into a

☐ a bend

☐ b ditch

2 An ambulance took the injured boy to hospital. His parents are waiting for news of his

☐ a situation

☐ b condition

3 It is not ... to drive a car after drinking a lot of alcohol.

☐ a acceptable

☐ b illegal

4 The newspapers ... the man of dangerous driving, after he hit the boy.

☐ a approached

☐ b accused

5 Someone knocked him off his bike last night, but fortunately he escaped

☐ a injured

☐ b unhurt

6 After they spent some time at The Ring of Bells, the boys ... their homes.

☐ a returned to

☐ b left

7 The breath test showed he was drunk, ... he was driving illegally.

☐ a therefore

☐ b because

8 After the accident, an ambulance ... the injured girl to hospital.

☐ a rushed

☐ b returned

17 Xpress yourself!

How do you say this? Write down in English.

Write a short newspaper article. Use as many Xpress yourself! sentences as you can.

There's been an accident and it's your job to write down what happened.

Schrijf:

1 ... wat er gebeurd is,

2 ... wat de vermoedelijke oorzaak is,

3 ... hoe het slachtoffer er nu aan toe is,

4 ... en hoe de familie van het slachtoffer op het gebeurde reageerde.

18 Writing: a Letter to the Editor

Sometimes you agree with what you read in the paper and sometimes you don't. Sometimes you get angry because of what you read. Whenever this happens you can write a 'Letter to the Editor' (*ingezonden brief*) in which you give your opinion.

You have read Sophie's article in your newspaper and you react. Your letter contains the following information.

Je schrijft dat ...

- je het artikel van Sophie Miles hebt gelezen in de krant van gisteren en dat je wilt reageren
- je het heel erg vindt wat er met Michael gebeurd is en je hoopt dat hij snel weer beter wordt
- een vriend(in) van jou ook zoiets overkomen is (je schrijft wat er is gebeurd, waar en wanneer)
- de wegen veel te gevaarlijk zijn voor fietsers
- er veel meer fietspaden zouden moeten komen
- de wegen beter verlicht moeten worden
- er meer alcoholcontroles nodig zijn
- de politie iets moet doen tegen mensen die met te veel alcohol op achter het stuur zitten

'Dear editor'

lesson 3 Early days

19 The story



Read the questions, then listen to the recording and answer them.



- 1 Where are Josie and Spud?
- 2 Why?
- 3 How's Mike?

20 A closer look

First read the questions. Then read the dialogue on pages 18 and 19 in your Coursebook and answer the questions.

- 1 Which part of the hospital is Mike in?
- 2 What floor is that on?
- 3 What's the sterilizing stuff for?
.....
- 4 How do you know Spud and Josie are worried?
.....
- 5 What have they brought for Mike?
.....
- 6 What happened to the guy called Tom?
.....
- 7 Why does Mike say, 'Oh, don't start, Josie'?
.....
- 8 What are they going to do with the pens?
.....

21 Do I really have to?

Complete the sentences, saying what people have to do or don't have to do.

moeten (verplicht) – have to / had to + hele werkwoord

I think you **have to take** the lift to floor E.
We **had to wash** our hands before we could go in.
Did he have to be in a wheelchair for long?
I'll probably **have to be** in a wheelchair for a while.

niet hoeven – don't / doesn't / didn't have to + hele werkwoord

You **don't have to look** so worried!
I **didn't have to get up** much earlier than usual!

Kijk ook in Helpdesk B6 op p. 116.

- | | |
|----------------------|---|
| 1 <i>moet</i> | You ... be really quiet when you're visiting in a hospital. |
| 2 <i>moeten</i> | Visitors ... rub their hands with some sterilizing stuff. |
| 3 <i>zult moeten</i> | There are no lifts here. You ... take the stairs. |
| 4 <i>hoefde niet</i> | I ... wait long for the X-rays. |
| 5 <i>moesten</i> | My parents ... sit in the corridor for a long time. |
| 6 <i>hoefde niet</i> | My friend ... stay in intensive care very long. |
| 7 <i>hoeft niet</i> | You really ... worry. He'll be fine. |
| 8 <i>zal moeten</i> | I don't expect he ... stay in intensive care all week. |

1 _____

5 _____

2 _____

6 _____

3 _____

7 _____

4 _____

8 _____

22 Articles

Complete the sentences. Use *a(n)* or *the*. Leave **blank** (Ø) where necessary.

lidwoorden: articles

definite article (bepaald lidwoord) **the**
niet:

- **bij publieke gebouwen** (als het gaat om de functie ervan):
They took Michael to Ø hospital.
- voor de namen van **jaargetijden**
That's a dangerous stretch of road in Ø autumn.

indefinite article (onbepaald lidwoord) **a / an**
wel:

- **bij beroepen** (behalve als dit beroep maar door één persoon kan worden uitgeoefend):
Mr Hallam is **a** builder from Tolchester.
Excuse me, are you **a** doctor?
I'm **a** nurse on this ward.

Kijk ook in Helpdesk C10 op p. 122.

- | | |
|---|-------|
| 1 In ... spring we often go fishing in Scotland. | _____ |
| 2 ... winter of 2006 was extremely wet in most places. | _____ |
| 3 Jess's father is ... teacher at a school near Tolchester. | _____ |
| 4 ... school on Bateman Street is only six years old. | _____ |
| 5 Mr Bell is ... Headmaster of that new school. | _____ |
| 6 The person who drove the car was ... builder from York. | _____ |
| 7 We always go to ... church on Christmas Eve. | _____ |
| 8 The ambulance took the boy to ... hospital in a hurry. | _____ |

23 Present and past

present and past

present simple:	altijd, nooit, regelmatig	A swim always wakes me up.
present continuous:	nu bezig / aan de gang	I'm only repeating what she told me.
past simple:	toen gebeurd	Mikey was in a crash yesterday.
past continuous:	toen bezig / aan de gang	He was riding his bike when a car came.

Kijk ook in Helpdesk A3 en A6 op p. 109 en 110.

Complete the sentences. Use *present simple*, *present continuous*, *past simple* or *past continuous*.

to drive

- I always ... very slowly when it's raining. _____
- It's a quarter past five already. I guess he ... home now. _____
- I ... along the Grindleford road when I hit a cyclist. _____
- Last night Mary ... all the way to Grindleford in her new car. _____

to swim

- Yesterday I ... for about half an hour and then I went home again. _____
- The accident probably happened when I ... with Amy. _____
- Jess isn't at home right now. I think she ... with her friends. _____
- Jess, a classmate of mine, always ... before breakfast. _____

to wait

- While Michael was in intensive care, his parents ... in the corridor. _____
- I don't know anything about his condition. I ... for news myself. _____
- She ... for about an hour and then she headed for home. _____
- I usually ... for my friends to pick me up before I go to
The Ring of Bells. _____

24 Words

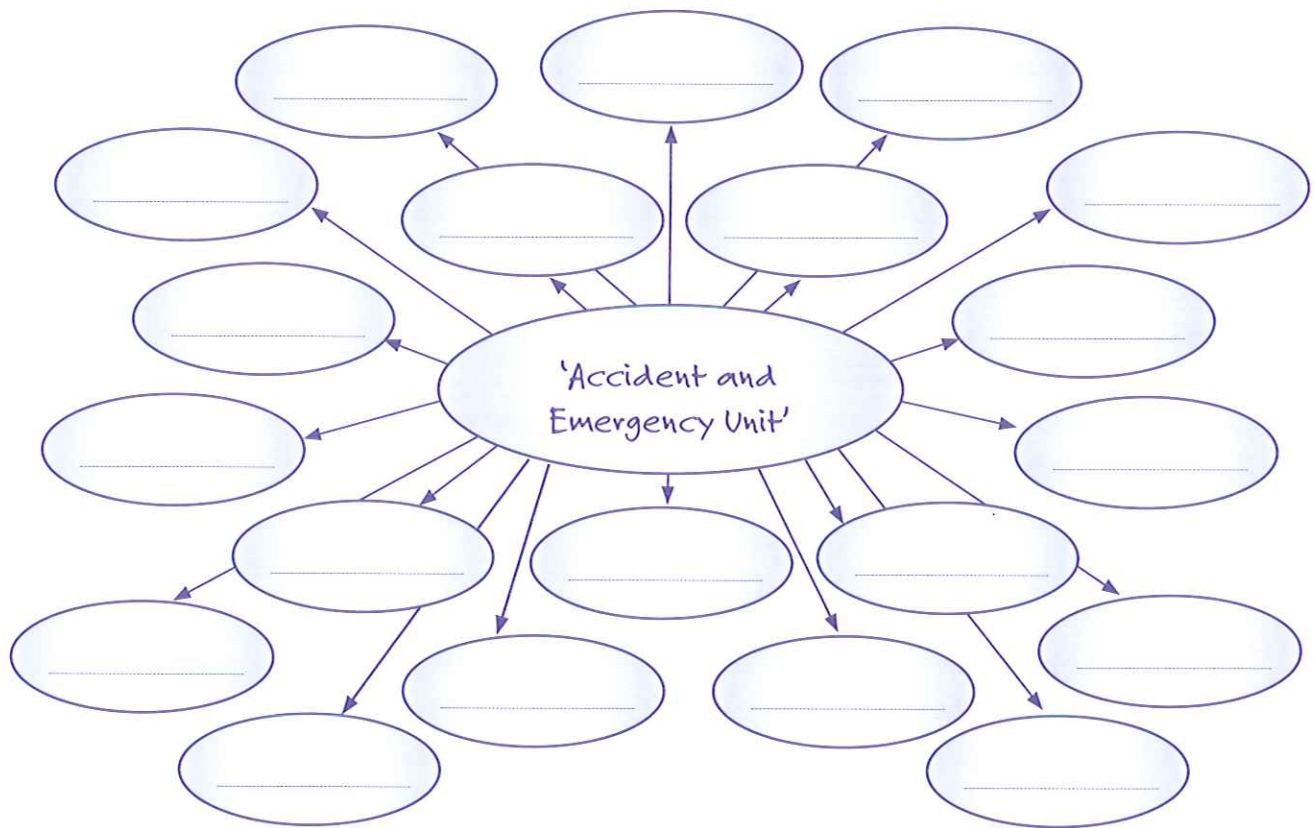
Complete the sentences. The words you need are all in the dialogue on pages 18 and 19 in your Coursebook.

- To get to the Spicer Ward, you have to take the lift to the second
- I think I'll be OK in a few weeks. My ... is quite optimistic.
- After a few weeks in a ... he'll be able to walk again.
- Which ... genius drew that cartoon on your cast?
- Last night Darren fell off his bike but he only had a few He was really lucky!
- First that broken leg of yours has to ... and then you can start your physiotherapy.
- Before you can go into his room, you have to use some of this ... stuff.
- Room 211 is at the end of this Your friend is in the second bed on the right.

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

25 More words

Weave a word web. Think of words that are related to hospitals and injuries. Write them in the web.



26 Xpress yourself!



How do you say this? Have the following conversations. Try to use some of the Xpress yourself! sentences.

Conversation 1

- A** komt op ziekenbezoek in een ziekenhuis, maar kan de afdeling die hij/zij zoekt niet vinden.
B is één van de receptionisten daar.
A stelt zijn/haar vraag, **B** beantwoordt hem.

Conversation 2

- A** komt op ziekenbezoek bij een vriend(in) die na een ongeluk in het ziekenhuis ligt.
B is die vriend(in).
A vraagt hoe het gaat met **B** en probeert hem/haar wat op te vrolijken. **B** legt uit wat hem/haar mankeert, wat men in het ziekenhuis met hem/haar gaat doen en wanneer hij/zij weer beter denkt te zijn.

27 Chat room



You (**A**) are in hospital after having a traffic accident. A friend (**B**) visits you in hospital. The two of you chat about what happened. **B** asks a lot of questions, of course. Prepare the conversation before you start.

- A** Write down ...
- waarom je in het ziekenhuis ligt
 - wat er precies gebeurd is
 - wat je mankeert
 - wat men in het ziekenhuis gedaan heeft om je weer op te lappen
 - hoe het nu met je gaat
 - of de behandelend arts tevreden is
 - wie er al langs geweest zijn
 - wanneer je weer naar huis mag



- B** Write down the questions you'd like to ask.

Now have the conversation. Finished? Switch roles.

A Hi! How nice of you to come!

B Hi, how are you?

A ...

Maak nu de self-test. Er staat ook een self-test op de website. Heb je de self-test goed gemaakt? Dan maak je de get ahead. Heb je de self-test niet goed gemaakt? Dan maak je de catch up.



self-test

A Fill in

Complete the sentences. Use *past simple* or *past continuous*.

- | | |
|-----------------------|--|
| 1 <i>drive / hit</i> | Mr Hallam ... at least 40 miles per hour when he ... Michael Wilson. |
| 2 <i>cycle / see</i> | My brother ... on the Margate road when he ... a badger. |
| 3 <i>find / draw</i> | When we ... Mike, Spud and Josie ... cartoons on his cast. |
| 4 <i>visit / read</i> | When I ... my friend in hospital, he ... a biking mag. |
| 5 <i>rain / go</i> | It ... heavily when Steve and I ... to Grindleford. |
| 6 <i>do / get</i> | I ... my homework when I ... a text from Sharon Wilson. |

- | | |
|---------|-------|
| 1 ..... | ..... |
| 2 ..... | ..... |
| 3 ..... | ..... |
| 4 ..... | ..... |
| 5 ..... | ..... |
| 6 ..... | ..... |

B Complete the sentences

Complete the sentences. Use the correct form of *have to*.

- | | |
|----------------------|---|
| 1 <i>moeten</i> | All visitors to Spicer Ward ... wash their hands before entering. |
| 2 <i>zult moeten</i> | You ... play better if you want to win this match. |
| 3 <i>hoefde niet</i> | I ... wait long before I could see Michael. |
| 4 <i>hoeft niet</i> | The boy ... stay in intensive care for more than a week. |
| 5 <i>moesten</i> | The passengers ... show their tickets before leaving the station. |
| 6 <i>zult moeten</i> | You ... stop drinking if you want to drive home yourself. |
| 7 <i>hoeft niet</i> | That guy I told you about ... be in a wheelchair at all. |
| 8 <i>hoeft niet</i> | You ... call the police. Mr Hallam has already called them. |

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

C Fill in

Complete the sentences. Use: *my / mine / of mine* etc.

- 1 That bike isn't ... (*van hem*), it's ... (*van mij*).
- 2 That car isn't ... (*van hen*), it's ... (*van ons*).
- 3 That brother ... (*van jou*) is in hospital again, isn't he?
- 4 Those friends ... (*van hen*) are really nice, aren't they?
- 5 I think ... (*jouw*) bike is more beautiful than ... (*de mijne*).
- 6 I hate that stupid online journal ... (*van hen*).

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

D Choose the correct answers

Write down the correct answers.

- | | |
|---|-------|
| 1 That man over there is <i>a / ø</i> Headmaster of Westgate College. | ..... |
| 2 My sister is <i>a / ø</i> nurse at Tolchester Royal Infirmary. | ..... |
| 3 <i>The / ø</i> summer of 2002 was the hottest I can remember. | ..... |
| 4 In <i>the / ø</i> winter we usually go skiing in Switzerland. | ..... |
| 5 They took the man to <i>the / ø</i> hospital in an ambulance. | ..... |
| 6 I like <i>the / ø</i> old church in Huddersfield. It's such a beautiful building! | ..... |

E Fill in

Complete the following sentences. Fill in the English words.

Choose from: *herstellen – operatie – verwonding – kneuzing – laken – ongedeerd – herhalen – pauze – bocht – verdieping*.

- 1 My friend's in hospital. He needs a(n) ... on his left leg.
- 2 Mum went as white as a(n) ... when they told her about Karen's accident.
- 3 The car went into the ditch, but the driver got out
- 4 I didn't hear you properly. Could you ... what you just said?
- 5 The accident happened on a(n) ... in the road. It's a place where a lot of accidents happen.
- 6 I can't do any physiotherapy yet, first the bone in my leg will have to
- 7 In the bed next to him, there was a boy with a back
- 8 Mr Wilson is in Spicer Just take the lift to the second floor.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

F Xpress yourself!

How do you say this? Write down in English.

- 1 Je vriend vertelt dat zijn zus gisteren een heel ernstig ongeluk heeft gehad. Hoe zegt hij dit?
.....
- 2 Je weet niet over wie of wat hij het heeft. Wat zeg je?
.....
- 3 Je vriend zegt dat een auto haar van haar fiets gereden heeft.
.....
- 4 Jij wilt weten of er veel schade was aan de fiets.
.....
- 5 Je vriend vertelt dat ze op een weg reed zonder straatverlichting.
.....
- 6 Je vriend vertelt wat haar allemaal mankeert (*noem minstens twee dingen*).
.....
- 7 Hij vertelt dat de behandelend arts heel optimistisch is.
.....
- 8 Dat ze waarschijnlijk een poosje in een rolstoel zal moeten zitten.
.....



catch up

28 Grammar practice: *past continuous* → HELPDESK A5

A Vorm: de *past continuous* bestaat uit *was / were* gevolgd door *werkwoord + -ing*.
Vul in. Gebruik de *past continuous*.

- 1 *ride* Mike his bike.
- 2 *drive* You much too fast.
- 3 *cycle* I off road.
- 4 *go* All the visitors home.
- 5 *wait* Mike's relatives in the corridor.

B Gebruik: je gebruikt de *past continuous* om aan te geven dat iets *aan de gang was* op een moment in het verleden.

Vul in. Gebruik de *past continuous*.

- 1 *watch* When he called me, I TV.
- 2 *listen* When the accident happened, they to the news.
- 3 *cycle* When it started to rain, Mike home.
- 4 *work* We really hard when the Head came in.
- 5 *talk* You to a policeman when the ambulance arrived.

29 Grammar practice: *have to / don't have to* → HELPDESK B6

<i>moeten</i>	<i>have to / has to</i>	<i>hoeft / hoeven niet</i>	<i>don't / doesn't have to</i>
<i>moesten</i>	<i>had to</i>	<i>hoefde(n) niet</i>	<i>didn't have to</i>
<i>zullen moeten</i>	<i>shall / will have to</i>	<i>zullen niet hoeven</i>	<i>will not (won't) have to</i>

Vul in. Gebruik: *have to / don't have to*.

- moet* Mike _____ stay in hospital for another week ...
- hoeft niet* ... but he _____ be in a wheelchair.
- moest* Sam _____ go home on the Grindleford road ...
- hoefde niet* ... but he _____ go alone.
- zult moeten* You _____ help me in the garden tonight
- zult niet hoeven* ... but you _____ do it alone.

30 Grammar practice: *my / mine etc.* → HELPDESK D1

Vul in:

1	It's <i>my</i> bike.	That bike is <i>mine</i> .	That bike <i>of mine</i> is green.
2	Is this <i>your</i> book?	This book is _____, I think.	That book _____ is exciting, isn't it?
3	That is _____ doctor.	That doctor is <i>his</i> .	That doctor _____ is really good.
4	It's _____ chocolate.	That chocolate is _____.	That chocolate <i>of hers</i> is delicious.
5	This is <i>our</i> paper.	That paper is _____.	That paper _____ is late again.
6	This is _____ car.	This car is _____.	That car <i>of theirs</i> is quite old.

31 Grammar practice: *much / many, little / few* → HELPDESK E2

Telbaar:	<i>many / few / a few</i>
Niet telbaar:	<i>much / little / a little</i>

Vul het juiste woord in.

- veel* There were too _____ **people** in the park.
- weinig* There were very _____ **pupils** at the school party.
- een beetje* There was _____ **coke** in the bottle.
- veel* There wasn't _____ **time** left.
- weinig* There was _____ **information** in the brochure.
- een paar* There were _____ **customers** in the shop.



get ahead

32

Hit and run accident

come forward if they have seen or heard anything. So far nobody has been able to give any information.

Use the *past simple* to say when things happened, and use the *past continuous* to describe what was going on when. Use *(will) have to*, to tell what people *(will) have to do* (in the future).

33



Take turns.





lesson 4 Teenage drinking

34 Finding out

Bekijk de tekst op bladzijde 20 en 21 in je Coursebook. Lees de titel van de tekst en de tussenkopjes en neem de tekst vluchtig door. Beantwoord dan de volgende vragen.

tackling tip

Om snel een indruk te krijgen van waar een tekst over zal gaan, kijk je naar tekstsoort, titel, kopjes, illustraties en ondertekeningen.

1 Waar gaat het artikel over, denk je?

.....

2 Aan welke leeftijdsgroep wordt vooral aandacht geschonken?

.....

3 Waarom wordt Terri's geschiedenis in het artikel verteld?

.....

35 Looking back

Lees de tekst op bladzijde 20 en 21 in je Coursebook nu aandachtig door en beantwoord daarna de volgende vragen.

Lees de inleiding.

1 In de inleiding worden drie conclusies getrokken. Welke?

.....

Lees de eerste alinea.

2 Waarover maken dokters zich zorgen?

.....

3 Waarover gaat het rapport van de British Medical Association?

.....

4 Men heeft twee stijgingen waargenomen. Welke twee?

.....

Lees nu het stukje waar boven staat 'Case study: Terri'.

5 Wanneer beseft Terri dat het de verkeerde kant op ging met haar drankgebruik?

.....

6 Wat doet ze om van haar probleem af te komen?

.....

7 Hoe verklaart Terri dat deze aanpak werkt?

.....

8 Waarin verschilt Martin van andere hulpverleners?

.....

36 References

Hieronder staan zes verwijswwoorden. Zoek ze op in de tekst en schrijf vervolgens het woord (de woorden) op waarnaar ze verwijzen. Zet de regelnummers erbij.

- 1 it (r.9) _____
- 2 it (r.36) _____
- 3 them (r.43) _____
- 4 them (r.45) _____
- 5 it (r.49) _____
- 6 it (r.52) _____

37 Chat room



Vorm een groep van drie of vier personen. Praat over je drinkgewoonten. Stel elkaar de volgende vragen (en andere vragen die je kunt bedenken over het onderwerp). Schrijf de antwoorden op.

- Hoe oud ben je?
- Heb je wel eens alcohol gedronken?
- Wat heb je gedronken?
- Wisten je ouders ervan?
- Vinden je ouders het goed als je af en toe een biertje drinkt (of een Breezer of zoiets)?
- Ben je wel eens dronken geweest?
- Wat vonden je ouders daarvan?
- Wat vind je van de regel dat jongeren die nog geen 16 zijn geen alcohol mogen drinken?



lesson 5 Health and fitness

38 Listen



Look at pages 22 and 23 in your Coursebook and listen to the conversations. Match the conversations with the adverts A, B, C, D and E in your Coursebook.

conversation	1	2	3	4
advert				

39 Listen again



Read the questions. Then listen to the recording and choose the correct answers.

Conversation 1

- 1 When her children were little, the doctor didn't work ...

a in the daytime.

☐

b at all.

☐

2 According to the doctor, the man ...

a needs penicillin.

☐

b doesn't need anti-biotics.

☐

3 The man coughs because he ...

a has an infection.

☐

b has given up smoking.

☐

Conversation 2

4 The woman thinks it's stupid that the man still smokes because ...

a he's going to be a doctor.

☐

b you can't smoke in public places anyway.

☐

5 The woman thinks it's ... for the man to 'start stopping'.

a a good idea

☐

b a bad idea

☐

6 The only way in which the man is poisoning himself is by ...

a drinking alcohol.

☐

b smoking.

☐

Conversation 3

7 Ruth doesn't swim or jog any more ...

a but she's not over-weight.

☐

b so she's a little over-weight.

☐

8 The girl (Emily) is worried about ...

a her parents.

☐

b her mum.

☐

9 Emily ... her mum that she should go to an Alcohol Advice place.

a is going to tell

☐

b has told

☐

Conversation 4

10 The woman is buying clothes ...

a to fight depression.

☐

b because her husband wants her to.

☐

11 The woman is going to try on ...

a some nightwear.

☐

b a jacket and skirt.

☐

12 The woman ...

a wants to be a size 14.

☐

b is a size 14.

☐

tune in Meet the professional

You are going to listen to an interview with a sports physiotherapist called Steve. A sports physio is someone who specializes in sports injuries.

40 Warming up



Answer the following questions before you listen to the conversation.

- 1 Do you have a friend or relative who has had a sports injury? Have you had one yourself?
- 2 What sort of injury was it?
- 3 Did you or your relative go to a physiotherapist with this injury? Did it help? Did it take a long time?

41 Listen



Read the statement and listen to the recording. Wait for the beep. Is the statement true or false?

	true	false
1 'Meet the professional' is a programme about sports injuries.	☐	☐
2 Steve gives two reasons why people should exercise.	☐	☐
3 Professional sportsmen often get overuse injuries.	☐	☐
4 There are three ways in which tennis elbow can be treated.	☐	☐
5 Golfer's elbow is another name for tennis elbow.	☐	☐
6 Footballers and rugby players often have runner's knee.	☐	☐
7 For professional athletes it is usually possible to prevent injuries.	☐	☐
8 A complete warm-up session is a good way to prevent injuries.	☐	☐
9 Beginners often get injuries because they overdo things.	☐	☐
10 In hot weather the risk of dehydration is bigger.	☐	☐
11 You can prevent overuse injuries by using the right technique.	☐	☐
12 If you don't cool down, your heart rate won't return to normal.	☐	☐

extra reading Soul surfer

42 Soul surfer

Lees de tekst op bladzijde 24 en 25 in je Coursebook en beantwoord de vragen.

1 Wat is er met Bethany gebeurd?

2 Waar gebeurde het?

3 Heeft Bethany altijd geloofd dat ze weer zou kunnen surfen? Leg je antwoord uit.

4 Heeft Bethany succes als surfer? Leg je antwoord uit.

5 Was het een bewuste keuze van Bethany om met haar verhaal naar de media te gaan?



unit project

This year, the unit projects are a bit different from what you are used to. The seven unit projects in this book all belong together. You are going to work towards creating a spin-off soap series about one of the New Interface characters. A spin-off is a new series based on an old one. It is usually about one of the characters from the original series.

You can do all of the projects, of course, but you don't have to. You need the projects for units 1, 3 and 7, but the others you can pick and mix. Together with your teacher, decide which ones you are going to do.

Step 1: The production meeting

Introduction

You are going to create (one episode in) a spin-off soap series about one of the New Interface characters. The first step in creating a soap series is to decide what you are going to do and how you are going to do it. For that, you need to have a production meeting.

The job

Have a production meeting with everyone who is going to do this project. Talk about the following questions:

- What are you going to do?
 - A** Are you going to make one episode with the whole class? That means that the class will be divided into groups and that each group will do a different project.
 - B** Are you going to divide the class into groups, so that each group can make its own episode? That means each group will do several (or all) projects.
- Who is going to do what? Look at the other projects you are going to do. That way you will get an idea of the jobs that should be done.
- When are you going to do what? Make a schedule.
- Are you performing live or filming the episode? If you go for a live performance, you may need to book a room. If you choose to film it, you need a room too – and a place to actually show the finished episode.
- Do you want a big audience, including other pupils, parents, teachers etc.? Or do you want to keep it within the classroom?

The end product

Ask one person (or two) to take notes during the meeting. Then, as a group, make minutes (*notulen*). They should include at least the answers to the questions above. Give a copy of the minutes to your teacher. Also keep a copy each. You'll need it later on!

