

Unit 4

New Interface –Workbook – Blue Label – Year 3



**KEEP
CALM
AND
CALL
BATMAN**

lesson 16 Playing with fire

1 The story



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



- 1 What's the weather like?
- 2 Why does Donny go to Cat's place?
- 3 Why does Jess ring him up later?

2 A closer look

First read the questions. Then read the dialogue on pages 50 and 51 in your Coursebook and answer the questions.

- 1 Why doesn't Jess take the bus?
- 2 How's Jess going to get home?
- 3 How long has the weather been this bad?
- 4 Has Cat found homes for the kittens already?
- 5 Why isn't Donny sure it's a good idea to go with Cat?
- 6 Why doesn't he want Cat to speak to her?

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

3 What was done?

Complete the sentences. Use the *past passive*.

write

- 1 That book ... by an Englishman in 1850.
- 2 ... these essays ... by pupils from Mr Pratt's class?
- 3 ... that letter ... by one of your relatives?
- 4 This poem (not) ... by your boyfriend at all. He copied it!

tell

- 5 Sharon ... that she couldn't have the job.
- 6 This morning all the pupils ... about Mr Pratt's car accident.
- 7 ... your brother ... that he could take a friend to my party?
- 8 We (not) ... anything about the end-of-term party.

1	5
2	6
3	7
4	8

passive (*lijdende vorm*)

past passive: was of were (werd / werden) + voltooid deelwoord

This shelter **was built** years ago. (*werd gebouwd*)
... homes **were ruined**. (*werden verwoest*)

Kijk ook in Helpdesk A12 op p. 112.

4 For how long?

Complete the sentences.
Choose between *present simple* and *present perfect*.

present simple <> present perfect

present simple

altijd, nooit, regelmatig

This weather **is** unreal!

She **takes** things so seriously.

present perfect

toen begonnen, nu nog bezig

I've already **waited** here **for** ages.

It **hasn't stopped** raining here **since** last Monday.

Kijk ook in Helpdesk A8 op p. 111.

- | | |
|---------------------|---|
| 1 <i>be</i> | The weather ... really terrible again, isn't it? Yes, it ... like this since last Monday. |
| 2 <i>hate / try</i> | I really ... that girl! She ... to steal you away from me since the beginning of term! |
| 3 <i>know</i> | I ... that you fancy that boy. I ... for a very long time actually. |
| 4 <i>live</i> | Cat ... here in Tolchester. In fact she ... here for almost two years now. |
| 5 <i>be</i> | Jess and I (not) ... on very good terms. In fact we (not) ... on good terms for some weeks now. |

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

5 If I had known ...

Finish the sentences.
Use in each sentence:
*could (not) have /
would (not) have or
should (not) have.*

could have / would have / should have (+ voltooid deelwoord)

could have There wasn't anything you **could have done**.

(had kunnen)

would have I **would have brought** my dad's golfing umbrella.

(zou hebben)

should have She **should have learned** by now.

(had moeten)

Kijk ook in Helpdesk B3 op p. 115.

- | | |
|---|--|
| 1 A I missed my train again this morning.
B You ... left home earlier. | |
| 2 A Jeb went to the prom alone, did you know that?
B He ... asked Nancy to go with him. | |
| 3 A My parents didn't go on holiday this summer because they had no idea where to go.
B They ... gone to Turkey. | |
| 4 A Sid didn't come with us last night. He had to write 500 lines for Miss Axe.
B I ... (not) ... written them. | |
| 5 A Mr Jackson was really angry with Spud this morning.
B Well, I think Spud ... (<i>zijn huiswerk maken</i>). | |
| 6 A I had a terrible evening because Jess told me to leave!
B You ... (<i>niet naar haar luisteren</i>). | |
| 7 A James went to a museum with his parents last weekend.
B How boring! I ... (<i>niet gedaan</i>). | |
| 8 A Too bad that three of the kittens died.
B Well, I knew they ... (<i>niet allemaal overleven</i>). | |

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

6 Words

Can you find the words? They're all in lesson 16.

- 1 You use it when it rains. It keeps you dry.
- 2 It's where you wait for a bus.
- 3 You wear them on your feet in wet weather.
- 4 It's the top part of a house, the part that keeps the rain out.
- 5 It's what you are when you haven't done the thing you're accused of.
- 6 It's what you call a thing that isn't good for anything.
- 7 Place in a bus for people to sit.
- 8 Your bare feet get wet when you step in it.

7 More words

Fill in the verbs. Use verbs from lesson 16.

- 1 ... that you don't step in one of those puddles.
- 2 Our cat had six kittens last night. I don't think all of them will
- 3 Fortunately most disasters don't ... me personally.
- 4 Where I lived, people don't often ... weather like this.
- 5 Why don't you ... me help you find homes for those kittens?
- 6 I hope you can find the time to ... tonight to try my new video game.
- 7 These bush fires will probably ... lots of houses.

8 Xpress yourself!

How do you say this? Write down in English. You can use some of the Xpress yourself! sentences, if you can't think of anything yourself.

Het regent heel hard. Eigenlijk regent het al een hele poos heel hard. Hoe zeg je dit?
Beschrijf de weersomstandigheden in drie Engelse zinnen.

- 1
- 2
- 3

Als iemand een probleem heeft, bied je je hulp aan. De ander reageert daar dan op.
Schrijf twee zinnen waarin je je hulp aanbiedt en schrijf ook twee zinnen waarin iemand op zo'n aanbod reageert.

- 4
- 5
- 6
- 7

Wat zeg je als je wilt laten merken dat je meeleeft met iemand die iets akeligs heeft meegemaakt?

- 8

9 Writing



A Imagine you are Jess. You write an e-mail to Sophie.

Je hebt gehoord dat Australië te kampen heeft met hevige bosbranden. Je weet ook dat Sophie op dit moment op vakantie is in Australië. Je maakt je zorgen, dus je stuurt een e-mail naar haar hotmailaccount.

In de e-mail neem je de volgende informatie op:

- Je schrijft dat je hebt gehoord van de bosbranden.
- Je vraagt je af of Sophie zich daar in de buurt bevindt.
- Je wilt weten of ze wel veilig is.
- Je vraagt je af of ze veel merkt van die bosbranden.
- Je wilt weten of ze mensen kent die met de branden te maken hebben gehad.
Bijvoorbeeld omdat ze familie of vrienden hebben in het getroffen gebied.
- Je sluit af met een groet.

B Imagine you are Sophie. You answer Jess's e-mail.

Lees de e-mail aan Sophie die je klasgenoot heeft geschreven, en beantwoord die. Schrijf dat je geen last hebt van de bosbranden omdat je in een ander deel van Australië bevindt. Vervolgens beantwoord je de andere vragen van Jess die ze in haar e-mail stelt.

lesson 17 Fanning the flames

10 The story



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



- 1 What country is this news article about?
- 2 What's the problem?
- 3 What's the situation now?

11 A closer look

Read the text on pages 51 and 52 in your Coursebook. Then write down what the following numbers refer to (*naar verwijzen*).

- 1 115
- 2 108
- 3 100
- 4 750
- 5 22
- 6 thousands
- 7 four
- 8 three

12 Breaking news

Complete the newspaper article. Use the *past passive*.

passive (*lijdende vorm*)

past passive: was of were (werd / werden) + voltooid deelwoord

Everything in their path **was destroyed**. (*werd vernield*)

Local people **were warned** relatively recently. (*werden gewaarschuwd*)

Kijk ook in Helpdesk A12 op p. 112.

DOZENS FEARED DEAD



Breaking news: Last night about twelve people in Oakland, California, ... **1** ... (*report*) missing after their homes ... **2** ... (*destroy*) by fires. About 25 horses and cows ... **3** ... (*kill*). The fires started about a week ago and firemen have not yet been able to get them under control. In the course of the night fires raced through the western part of the town and everything in their path ... **4** ... (*burn*). It ... **5** ... (*confirm*) by local authorities that at least 350 homes ... **6** ... (*ruin*) by the fires. A police spokesman

warned that this number ... **7** ... (*expect*) to rise. The editor of this paper expects people to start asking questions. Questions like: What ... **8** ... (*do*) to protect the people of Oakland? Why ... **9** ... (*not warn*) people ... **9** ... in time? Why ... **10** ... (*not bring*) victims ... **10** ... into safety more quickly? Questions we want answers to. Questions we shall keep asking because it's about safety and safety matters!

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- 2
- 3
- 4
- 5

- 6
- 7
- 8
- 9
- 10

13 Past simple or present perfect?

past simple <> present perfect

past simple:

in het verleden gebeurd
(wel belangrijk wanneer)

Victoria badly **needed** rain that summer.

On Wednesday Bruce Esplin **said** ...

Kijk ook in Helpdesk A9 op p. 111.

present perfect:

iets is gebeurd (niet belangrijk wanneer)

At least 108 people **have died**.

I've **lost** my wife.

Choose between *past simple* and *present perfect*.

- | | |
|----------------------|---|
| 1 <i>ruin</i> | Look at that! The fires ... hundreds of houses in the area. |
| 2 <i>start</i> | Miss Axe ... working at Westgate College in 1992. |
| 3 <i>see</i> | ... you ... the damage that was caused by these fires last week? |
| 4 <i>not have</i> | Last summer people in Victoria ... any rain at all. |
| 5 <i>remind</i> | This morning Mr Anderson ... us of the essays we have to write. |
| 6 <i>die</i> | It is believed that more than 20 people ... in a bush fire yesterday. |
| 7 <i>move</i> | ... Mrs Capaldi really ... to Kinglake already? |
| 8 <i>not recover</i> | Most of the farmland still ... from the bush fires. |

- 1
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- 3
- 4

- 5
- 6
- 7
- 8

14 Good or well?

Complete the sentences. First check if it's the *adjective* or the *adverb* you need.

adjective (bijvoeglijk naamwoord) and adverb (bijwoord)

een **bijvoeglijk naamwoord** zegt iets van een **zelfstandig naamwoord**:

Bush fires are a **natural** event.

een **bijwoord** geeft aan **hoe** iets gebeurt (hoe snel, hoe vaak, hoe erg, enz.):

Victoria **badly** needed rain.

Vorm van het bijwoord: vaak **bijvoeglijk naamwoord + -ly**.

bad ► **badly** extreme ► **extremely**

maar: good ► **well** fast ► **fast**

Plaats van het bijwoord:

- vaak **vóór** het **woord** waar het iets van zegt
- of: **vóór** het **hoofdwerkwoord**
- maar **na** een vorm van **to be** (am / is / are)
- en ook wel aan het **begin** of **eind** van de zin.

Kijk ook in Helpdesk C5 op p. 125.

- | | |
|-------------------|---|
| 1 <i>good</i> | There were very few deaths because the firefighters did a really ... job. |
| 2 <i>bad</i> | Yesterday's rain was really I have never seen anything like it. |
| 3 <i>quick</i> | The fire in Oakland was put out ... so there was little damage. |
| 4 <i>complete</i> | Because the firemen arrived late, the house was ... destroyed. |
| 5 <i>good</i> | The fire caused a lot of damage because the police didn't do their job |
| 6 <i>extreme</i> | The fires were caused by the fact that we've had such ... hot weather recently. |
| 7 <i>powerful</i> | The ... winds made it hard to put out the fire, a police spokesman said. |
| 8 <i>heavy</i> | It was still raining ... when I went to the library last night. |

1

5

2

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7

4

8

15 Words

Match 1 – 8 with a – h.

- | | |
|--|---------------|
| 1 person on holiday in another country | a continue |
| 2 wood | b climb |
| 3 person who puts out fires | c confirm |
| 4 go on | d tourist |
| 5 get better | e remind |
| 6 go up | f forest |
| 7 make sure someone doesn't forget something | g firefighter |
| 8 say something is true | h recover |

1	2	3	4	5	6	7	8

16 More words

Complete the newspaper article. Choose from: *exploded – tunnel – drowned – authorities – businesses – destroyed – records – firefighters – countryside – relatively*.

Victoria hit again

Part of southern Australia was ... **1** ... by fires last week. ... **2** ... said that many of the local people had to leave their homes. ... **3** ... had to close and workers were

told to stay at home. The fires didn't only hit the ... **4** ... , many homes in towns and villages were destroyed as well. The fires were so bad that trees ... **5** ... from

the heat. ... **6** ... have worked hard to get the situation under control. This is the second time in three years that Victoria has been hit by disaster. Only two years ago they

had so much rain that a number of people ... **7** The fires that are causing so much damage now are the worst since ... **8** ... began.

- 1
- 2
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- 4

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- 7
- 8

17 Xpress yourself!

How do you say this? Write down in English. You can use some of the Xpress yourself! sentences, if you can't think of anything yourself.

Er is ergens een ramp gebeurd. Jij beschrijft wat er gebeurd is, hoeveel doden er zijn gevallen, hoeveel mensen er nog vermist worden en wat er voor schade is aangericht. Beschrijf dit in vier Engelse zinnen.

- 1
- 2
- 3
- 4

Beschrijf een aantal extreme weersomstandigheden. Gebruik drie zinnen.

- 5
- 6
- 7

18 Chat room



You (**A**) are Sophie (or some other reporter) and you interview your classmate (**B**) who is a victim of a bush fire.

Note:

Interviews don't always go the way you plan them. Sometimes people give answers you don't expect, so that you have to improvise (*improviseren*) a bit and ask more questions. Whatever happens, make sure you get **B** to answer the following questions:

- wie bent u?
- hoe gaat het met u?
- bent u gewond?
- wat is er gebeurd?
- wanneer?
- is uw familie in veiligheid?
- zijn er gewonden?
- wat was de schade aan uw persoonlijke eigendommen?
- zijn er nog familieleden onder de vermisten?
- wanneer denkt u weer terug te kunnen gaan naar Kinglake?



lesson 18 Muddying the waters

19 The story



Read the sentences, listen to the recording and put them in the correct order.



- | | |
|--------------------------|--|
| ☐ | A Cat rings Donny. |
| ☐ | B The fire brigade arrives. |
| ☐ | C Donny rescues the kittens. |
| ☐ | D It looks like Cat's home is going to be flooded. |
| ☐ | E Cat can't reach her mum. |

20 A closer look

First read the questions. Then read the dialogue on pages 54 and 55 in your Coursebook and answer the questions.

- 1 Donny 3: ... Jess gets anxious unnecessarily.
What was Jess anxious about?

.....

- 2 Cat 3: I certainly don't want to cause trouble between you.
What does Cat mean?

.....

- 3 Donny 7: Do **it** now.
What does 'it' refer to?

.....

4 Donny 8: ... , you couldn't have done **it** by yourself.
What does 'it' refer to here?

.....

5 Fireman 2: We were trained to deal with **this**.
What does 'this' refer to?

.....

6 Donny 12: ... take **these two** carefully,
What does 'these two' refer to?

.....

21 Could, would or should?

could have / would have / should have (+ voltooid deelwoord)

could have	You couldn't have done it by yourself.	(had kunnen)
would have	I wouldn't have rung now.	(zou hebben)
should have	Maybe I should have called Spud.	(had moeten)

Kijk ook in Helpdesk B3 op p. 116.

Look at the following situations. Think about what these people **could have** done or **should have** done. Also think about what you yourself **would have** done or **could have** done in that situation. Then finish the sentences.

Use in each sentence: *could(n't) have / would(n't) have or should(n't) have.*

- 1 Last night Alan was preparing for an important test when a friend called. He needed help with a computer program. Alan forgot about his test, jumped on his bike and went to his friend.

He could (*hebben gewacht*)

I would (*zijn thuis gebleven*)

- 2 Sharon got out of bed late so she missed the bus to school. She rang up saying she was ill.

She shouldn't (*hebben gelogen*)

I would (*vroeger opgestaan*)

- 3 Daisy's friends were going to the mall after school. They asked her to come but she couldn't. She had to do detention for being rude to her Maths teacher.

What would you (*hebben gedaan*) ?

I (*was ergens heengegaan met vrienden*)

- 4 Your dad has got rid of his car. He says he's not going to get a new one. He'll use public transport from now on.

He (*had moeten kopen*)

I (*had niet gedaan*)

- 5 You wanted to go to a concert but you couldn't afford to get tickets. You tried to borrow the money from your brother but he said 'no' and you had to stay at home.

He (*had moeten geven*)

I (*had kunnen vragen*)

22 Real or really?

Finish the sentences. Fill in the words on the left. First check if it's the *adjective* or the *adverb* you need.

adjective (bijvoeglijk naamwoord) and adverb (bijwoord)

een **bijvoeglijk naamwoord** zegt iets van een **zelfstandig naamwoord**:

They have **massive** pumps.

een **bijwoord** geeft aan **hoe** iets gebeurt (hoe snel, hoe vaak, hoe erg, enz.)

I'm **really** sorry.

Vorm van het bijwoord: vaak **bijvoeglijk naamwoord + -ly**.

bad ► **badly** extreme ► **extremely**

maar: good ► **well** fast ► **fast**

Plaats van het bijwoord:

- vaak **vóór** het **woord** waar het iets van zegt
- of: **vóór** het **hoofdwerkwoord**
- maar **na** een vorm van **to be** (am / is / are)
- en ook wel aan het **begin** of **eind** van de zin.

Kijk ook in Helpdesk G5 op p. 121.

bad

Our hockey team needs some new players.

Our hockey team **badly** needs some new players.

1 *unnecessary*

Let's go home. I don't want mum to get anxious.

Let's go home. I _____

2 *extreme*

Nobody would organize a barbecue in these weather conditions.

Nobody would organize _____

3 *actual*

Sorry. I didn't mean what I said about your hair.

Sorry, I didn't _____

4 *quick*

Before I left for the party, I had a shower.

Before I left for the party, I _____

5 *heavy*

When we left home it was still raining.

When we left home _____

6 *real*

I think it was sweet of him to help you find homes for those kittens.

I think it _____

7 *relative*

These days it's easy to buy things on the Internet.

These days _____

8 *easy*

My dad's car is big enough to get us all to the station.

My dad's car _____

23 Present and past

present and past

present simple:	altijd, nooit, regelmatig	Jess always gets anxious unnecessarily.
present continuous:	nu bezig / aan de gang	Look, the river water is coming in!
present perfect:	al gebeurd (onbelangrijk wanneer) toen tot en met nu (for / since)	Help has arrived ... thank goodness!
past simple:	toen gebeurd	Chris has lived in Kinglake for 22 years.
past continuous:	toen bezig / aan de gang	One of the kittens died last night . They were hiding in swimming pools when ...

Kijk ook in Helpdesk A13 op p. 113.

Complete the sentences. Use the correct forms.

call

- 1 Cat ... Donny when the water started rushing in.
- 2 I ... my mother twice already but she's always in meetings.
- 3 I usually ... one of my brothers when something's wrong.
- 4 Dave can't come to the door right now because he ... his girlfriend.
- 5 Donny ... Cat when Jess sent him a text message about the bush fires.

work

- 6 My dad ... with the fire brigade for more than twenty years.
- 7 In 1999 Ms Harman ... with the BBC. She was a newsreader then.
- 8 I ... on a History essay about China right now, but come in anyway.
- 9 Lots of people ... on Saturdays. Shop assistants for instance.
- 10 Pops ... in the garden so I gave the book to Gran.

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

24 Words

Read the definitions below. Which of the following words from lesson 18 do they refer to?
ring – furniture – rescue – stream – message – rise – by yourself – lawn

- 1 alone
- 2 a piece of information left for somebody you can't speak to
- 3 become higher
- 4 save from danger
- 5 a very small river
- 6 area of grass, usually close to a house
- 7 things like tables and chairs that you find in a house or room
- 8 call

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

25 A is for ...

Complete the sentences. Each dot (*punt*) is a letter. The words you need are in lesson 18.

- 1 Trains didn't run because there was water on the .a ... a. lines.
- 2 Lots of houses and other buildings in our town were .a.a ... by the flood.
- 3 I hope they are not going to .a my train because I really have to go to that meeting.
- 4 When that stream burst its banks last month, the .a in the living room was ruined.
- 5 Many people in the a .. a had to leave their houses when the water started rushing in.
- 6 Mum always gets a when she hears about disasters in other countries.
- 7 It's illegal to call an ambulance a , did you know that?
- 8 We tried to carry the furniture up the .. a ... but some pieces were too heavy.

1

5

2

6

3

7

4

8

26 Xpress yourself!

How do you say this? Write down in English. You can use some of the Xpress yourself! sentences, if you can't think of anything yourself.

Schrijf twee zinnen waarin je iemand heel beleefd om hulp vraagt.

1

2

Schrijf twee zinnen waarin je je hulp aanbiedt.

3

4

Wat kun je zeggen om iemand te bedanken voor zijn hulp?

5

Er is een rivier buiten zijn oevers getreden en het water komt langzaam maar zeker je huis binnen. Je belt een vriend en je vertelt wat er aan de hand is. Doe dit in twee zinnen.

6

7

Je vriend heeft je aangehoord en doet vervolgens een suggestie.

8

27 Write and present



A Write a weather forecast.

Schrijf een weerbericht. Waarschuw de luisteraars dat er zwaar weer op komst is (storm, bosbranden). Zorg ervoor dat je de luisteraars advies geeft. Vertel wat ze zouden moeten doen en wat ze maar beter niet kunnen doen.

B When you have finished your preparations, your classmate and you present your forecast in front of the class. Good luck!



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 the correct form of the verbs. Choose between *present simple*, *past simple* and *present perfect*.

- | | |
|-------------------------|---|
| 1 <i>not experience</i> | I ... this kind of weather before in all my life. |
| 2 <i>work</i> | Granddad ... in the garden for more than an hour. |
| 3 <i>not read</i> | I ... often ... books like this. They're boring. |
| 4 <i>not get</i> | This part of the country ... any rain at all last summer. |
| 5 <i>not confirm</i> | It is believed that three people died but the authorities ... it yet. |
| 6 <i>arrive</i> | The fire brigade always ... on time. |
| 7 <i>work</i> | ... your brother ... at McDonald's since the beginning of this month? |
| 8 <i>have</i> | Last week our cat ... six kittens. They're really cute! |

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

B Fill in

Complete the sentences. Use the *past passive*.

- | | |
|--------------------|--|
| 1 <i>cancel</i> | Last night my train ... so I couldn't get home after work. |
| 2 <i>ruin</i> | Most of the houses that ... by the storm were really old. |
| 3 <i>tell</i> | Some students ... that Mr Anderson was leaving at the end of term. |
| 4 <i>expect</i> | The rain ... to continue all night, they said on the radio. |
| 5 <i>kill</i> | ... many people ... in natural disasters last year? |
| 6 <i>not build</i> | This bus shelter ... last year. It's much older than that! |
| 7 <i>rescue</i> | Cat's kittens ... by Donny McArthur, who took them upstairs. |
| 8 <i>cause</i> | ... the trouble ... by those boys from 3C? |

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

C Finish the sentences

Complete the sentences. Use in each sentence: *could(n't) have / would(n't) have* or *should(n't) have*.

- 1 **A** My parents booked a trip to Antarctica.
B I think they ... (*hadden moeten gaan*) to a place that's a bit warmer.
I ... (*zou niet gegaan zijn*) to a place like that.
- 2 **A** Ms Capaldi stayed in her home when the fires came.
B I ... (*zou dat niet hebben gedaan*).
I ... (*zou zijn verhuisd*) to a place that was safe.
- 3 **A** Cat called a friend when the water started rushing in.
B She ... (*had niet moeten bellen*) a friend. I ... (*zou gebeld hebben*) the fire brigade.
- 4 **A** Jess is going to walk home in the rain.
B She ... (*had kunnen nemen*) a bus. That's what I ... (*zou hebben gedaan*).

- 1
- 2
- 3
- 4

D Finish the sentences

Finish the sentences. Fill in the words on the left. First check if it's the *adjective* or the *adverb* you need.

- 1 *actual* I haven't seen him all day.
I haven't
- 2 *good* I am told that the woman in the black jeans is a singer.
I am told that the woman
- 3 *innocent* I'm sure it was just an invitation to see her cat's kittens.
I'm sure it was
- 4 *heavy* We had to cancel our picnic because it was raining.
We had to cancel
- 5 *simple* I'm not stupid but this is something I don't understand.
I'm not stupid but
- 6 *terrible* Many people lost their lives in those bush fires.
Many people
- 7 *quick* People in the area left their homes when they heard about the fires.
People in the area
- 8 *terrible* What's happening in Australia is sad, if you ask me.
What's happening

E Fill in

Complete the following sentences. Use the translations of the Dutch words.

Choose from: *drempel* – *paraplu* – *bezittingen* – *ontroerde* – *trots* – *betrekkelijk* – *bedrijven* – *kaplaarzen* – *smal*.

- 1 You'd better put your ... in a bag before somebody steals them.
- 2 I can understand why the news of that flood ... you. It's really terrible.
- 3 We Englishmen should be really ... of those firemen. They rescued hundreds of people.
- 4 I think that the water will reach your ... in about half an hour.
- 5 It was ... easy for Cat to rescue those kittens. All she had to do was pick up their box.
- 6 Some people didn't just lose their homes, they had to close their ... as well.
- 7 An ... is no use in weather like this. There is far too much wind.
- 8 Put on your ... , Jeremy. There are a lot of puddles outside because of that shower we had.

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

F Xpress yourself!

How do you say this? Write down in English.

Je zit naar een nieuwsuitzending te kijken. Je ziet beelden van bosbranden. Een politiewoordvoerder doet verslag.

- 1 Hij vertelt dat er minstens 750 huizen werden verwoest toen de branden een spoor trokken door de steden. Hoe zegt hij dit?

.....

- 2 Hij vertelt dat hij nog nooit zo veel brandschade heeft gezien.

.....

- 3 Hij veronderstelt dat de landbouwgrond lange tijd nodig zal hebben om te herstellen.

.....

- 4 Hij zegt dat men op zoek is naar 50 mensen die nog vermist worden. Hoe zegt hij dit?

.....

Je vriend belt ...

- 5 De beek achter zijn huis is buiten zijn oevers getreden. Hoe zegt hij dit?

.....

- 6 Hij zegt dat hun huis nu onder water loopt.

.....

- 7 Je vindt dat hij de brandweer had moeten bellen. Hoe zeg je dit?

.....

- 8 En je vraagt waarom hij niet alvast wat waardevolle spullen in een tas stopt.

.....



catch up

28 Grammar practice: *present simple* <> *past simple* <> *present perfect* → HELPDESK A1 / A4 / A7

Vul de juiste vormen in.

A present simple ► altijd, vaak, regelmatig (**always**, **sometimes**, **usually** etc.)

- 1 *go* Dennis often to the mall with his mates.
- 2 *not want* Ms Capaldi to leave her home.
- 3 *watch* you always *Britain's Got Talent* on Saturday?
- 4 *help* I usually Miss McCready with her shopping.

B past simple ► in het verleden gebeurd, **wel** belangrijk wanneer (er staat vaak een tijdsbepaling in de zin: **last year**, **yesterday**, etc.)

- 1 *leave* Most people in Kinglake their homes that Saturday in April.
- 2 *not call* Cat the fire brigade when the water started rushing into her home.
- 3 *rescue* Donny really the cat and her kittens from drowning?
- 4 *come* The fire brigade at about a quarter to three. They were just in time.

C present perfect ► – in het verleden gebeurd, **niet** belangrijk wanneer – in het verleden begonnen, gaat nog door (**for** / **since**)

- 1 *take* that boy the kittens to one of the upstairs rooms?
- 2 *work* I on that History essay since ten o'clock this morning.
- 3 *not hear* A lot of people the news about the bush fires.
- 4 *try* I to reach one of my brothers lots of times, but unsuccessfully!

29 Grammar practice: *lijdende vorm (past passive)* → HELPDESK A12

Vul de juiste vormen in. Gebruik de **past passive** (**was** of **were** + voltooid deelwoord).

- 1 *destroy* Many homes in Kinglake in the bush fires.
- 2 *take* Most people to safe places.
- 3 *lift* Cat's piano onto a table by Donny, Spud and Darren.
- 4 *find* the missing child ever again?

- 5 *damage* all these cars in the fires as well?
 6 *cause* Most of the trouble by a group of teenagers from Cork.
 7 *not call* The fire brigade until eight o'clock.
 8 *warn* Most of the people in the area by the authorities.

30 Grammar practice: *would have / could have / should have*

→ HELPDESK B3

Vul de juiste vorm in.

Kies uit: *would have* (zou hebben) / *could have* (had kunnen) / *should have* (zou hebben).

- 1 I (zou hebben) called the fire brigade.
- 2 Cat (had kunnen) put some valuables into a bag.
- 3 The authorities (hadden moeten) warned people sooner.
- 4 Most people (zouden hebben) stayed in their homes.
- 5 She (had moeten bellen) her mum first.
- 6 The boys (hadden kunnen wachten) for the fire brigade to arrive.
- 7 I (zou hebben gegeten) the whole pizza myself.
- 8 Mr Kirk (had moeten vertellen) about the essay we had to write.

31 Grammar practice: *bijwoord of bijvoeglijk naamwoord?*

→ HELPDESK C5

Onderstreep het juiste woord.

- 1 The fire brigade arrived *relative / relatively* late, the victim said.
- 2 The man *quick / quickly* put some valuables into a bag.
- 3 Many houses were destroyed by the *powerful / powerfully* winds.
- 4 Most people know *perfect / perfectly* well that these winds are dangerous.
- 5 The girl wrote a very *personal / personally* letter to the man who saved her.
- 6 After a *quick / quickly* shower he was ready to go out.

32 Grammar practice: *plaats van het bijwoord* → HELPDESK C4

Onderstreep de juiste woorden.

- 1 It *always rained / rained always* when I lived in Scotland.
- 2 These kittens *almost drowned / drowned almost*.
- 3 I *don't simply / simply don't* understand what you mean by this.
- 4 Lots of people *are still / still are* missing.
- 5 I *don't certainly / certainly don't* want to wait for that bus any longer.
- 6 Donny *was never / never was* late last month.



get ahead

33 Applied grammar → HELPDESK A4 / A7 / A12 / B3

Write sentences.

There's been a hurricane in the area. The damage caused by it is huge.

A What happened?

Write down what happened to people and things. Use the **past passive**.

- 1 hundreds of trees
- 2 more than 300 homes
- 3 an old man

B When?

Write down **when** things happened. Use the **past simple**.

- 1 call / police
- 2 hear / helicopter
- 3 take / shelter

C For how long?

Write down **how long** the following things have lasted now. Use the **present perfect**.

- 1 wait for rescuers
- 2 be in shelter
- 3 look for missing relative

D What would, could or should they have done?

Write down what these people **would have**, **could have** or **should have** done.

- 1 the victims
- 2 the authorities
- 3 the fire brigade

34 Communic@te



You are going to interview a boy who has saved someone's life.

Situation:

Je bent verslaggever voor een krant of nieuwsprogramma. Er is een ramp gebeurd (bosbrand? orkaan? overstroming?). Er is veel materiële schade en er zijn veel slachtoffers. Een van de slachtoffers, een vijftienjarige jongen, heeft het nieuws gehaald omdat hij het leven van zijn buurvrouw heeft gered.

Jij wordt er door je baas opuit gestuurd om deze jongen te interviewen.



Before you interview the boy, you write down what you are going to ask him. This is what you want to know:

- wat er precies gebeurd is
- wanneer hij in de gaten kreeg dat zijn buurvrouw hulp nodig had
- wat hij toen gedaan heeft

- of hij hierbij nog hulp gehad heeft van bijvoorbeeld de brandweer of het leger
- hoe hij in dit opvangcentrum terechtgekomen is
- hoe lang hij hier nu al is
- of er nog leden van zijn familie vermist worden
- of hij materiële schade geleden heeft
- wat hij verwacht dat er nu verder zal gebeuren

When you have completed your list of questions, you interview your partner.
Finished? Switch roles.

lesson 19 Cyclone!

35 Finding out

Bekijk de tekst op bladzijde 56 en 57 in je Coursebook en lees de kopjes.
Zoals je ziet bestaat de tekst uit vier delen. Ieder deel bestaat uit een lijst met instructies.
Elk lijstje heeft een andere functie. Wat is de functie van de vier lijstjes?

- Lijst 1: _____
- Lijst 2: _____
- Lijst 3: _____
- Lijst 4: _____

36 Looking back

Lees nu de tekst op bladzijde 56 en 57 in je Coursebook aandachtig door. Geef daarna met een A, B, C of D aan in welk deel van de tekst de volgende instructies te vinden zijn.

tackling tip

Soms hoef je een tekst niet van begin tot eind te lezen om de vragen te beantwoorden. Soms moet je gericht op zoek naar informatie. Dat heet **scannen**.
Zo werkt het:

- Je leest de vraag en houdt die in je achterhoofd.
- Je leest de tekst heel snel door, tot je de informatie hebt gevonden die je zoekt.
- Misschien heb je zelfs al een idee in welk deel van de tekst je het antwoord kunt vinden. Concentreer je dan eerst op dat deel.
- Je leest het gevonden stukje tekst goed om te zien of het je vraag beantwoordt. Zo ja, schrijf het antwoord op. Zo nee, zoek dan verder.

- A Wat moet je doen om voorbereid te zijn op een cycloon?
B Wat moet je doen als er een cycloon op komst is?
C Wat moet je doen tijdens een cycloon?
D Wat moet je doen na een cycloon?

- 1 Blijf uit de buurt van de ramen.
- 2 Kijk hoe je gas, licht en water moet afsluiten.
- 3 Schakel alle elektrische apparaten uit.
- 4 Telefoon alleen als het echt nodig is.
- 5 Vul de benzinetank van je auto.
- 6 Zoek beschutting onder een stevige tafel.
- 7 Zorg dat je op de hoogte bent van het plaatselijke rampenplan.
- 8 Ga niet naar buiten voordat je hebt gehoord dat dat veilig is.

39 Listen again



Read the following statements. Listen to the recording again and decide which of the two choices (a or b) is correct.

Conversation 1

- 1 a The authorities can deal with all the people who have become homeless. ☐
- b There are too many homeless for the authorities to deal with. ☐
- 2 a Mr Bidgood wasn't surprised to hear a crack of thunder. ☐
- b Mr Bidgood was quite surprised to hear thunder on a stormy day. ☐
- 3 a There was more damage than in Birmingham in 2005. ☐
- b There was not as much damage as in Birmingham in 2005. ☐

Conversation 2

- 4 a The news reader mentions three different subjects. ☐
- b The news reader mentions four different subjects. ☐
- 5 a Today's earthquake was probably an aftershock of yesterday's quake. ☐
- b People don't think today's quake was an aftershock of yesterday's. ☐
- 6 a People in different countries were told to move away from the beaches. ☐
- b People living on islands were told to leave the islands as soon as possible. ☐

Conversation 3

- 7 a Annette wants to go into The Outside Shop to talk to a friend. ☐
- b Annette wants to go in because she needs new walking boots. ☐
- 8 a Brian was interviewed because he was in an incident. ☐
- b He was interviewed because he witnessed an incident. ☐
- 9 a Brian made the snow come down. ☐
- b Brian wonders if he made the snow come down. ☐

Conversation 4

- 10 a About 100 houses collapsed in rural villages in south-western China. ☐
- b About 100 people were injured in a disaster in south-western China. ☐
- 11 a It took about 48 hours for the rescuers to bring Li Ke out. ☐
- b Rescuers needed only 24 hours to get Li Ke out of the ruins of the school. ☐
- 12 a Li Ke was one of the pupils of the school who were rescued. ☐
- b Li Ke was the only surviving pupil of the school. ☐

tune in Lucky escapes

You are going to listen to a conversation with people who survived a disaster.

40 Warming up



Answer the following questions before you listen to the conversation.

- 1 Do you remember hearing or reading about a disaster? What happened?
- 2 Do you know if there were any survivors?
- 3 How did they survive? Or how were they rescued?

41 Listen



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

	true	false
1 The guests on the programme are all people who survived disasters.	☐	☐
2 The tsunami hit Thailand on Christmas Day 2004.	☐	☐
3 When the tsunami struck, Shaun and Emma did the right thing.	☐	☐
4 Emma helped Shaun to climb onto a truck.	☐	☐
5 Normally Emma could never have pulled Shaun out of the water.	☐	☐
6 The adrenaline gave Emma the strength to pull Shaun onto the roof.	☐	☐
7 After they get married, Emma and Shaun will go back to Thailand.	☐	☐
8 Josh Peltz escaped from a plane that landed in the water.	☐	☐
9 Josh always tries to sleep during flights because he's a nervous flyer.	☐	☐
10 Josh knew how to open the door because he'd just read the instructions.	☐	☐
11 Passengers waited on the wings of the plane until they were rescued.	☐	☐
12 Josh broke down and cried as soon as he saw his wife.	☐	☐

extra reading Hurricane Katrina

42 Hurricane Katrina

Lees de tekst op bladzijde 60 en 61 in je Coursebook en beantwoord de vragen.

1 Wat deed Jenny in Amerika?

.....

2 Waar zochten de mensen die op de vlucht waren voor Katrina onderdak?

.....

3 Welke nationaliteit hadden de meisjes?

.....

4 Waar moesten de meisjes voor oppassen toen de stroom dreigde uit te vallen?

.....

5 Wat hielp Jenny om niet al te veel medelijden met zichzelf te hebben?

.....

6 Wat hielp haar het meest bij het verwerken van de gebeurtenissen?

.....



unit project

Step 4: Creating the set

Introduction

One of the coolest things about making a film or play is creating the set. The set is the background for the actors, and a great way to use your creativity.

The job

Get together with the other set creators. Make sure you have got a copy of the screenplay. Then have a brainstorm session. Discuss the following questions:

- How many and which settings do you need or want in your screenplay?
- If there is more than one: what would be a practical way to make them? On cloth? On wooden panels?
- Do you only want a backdrop (*achtergrond*) or props as well? (Think of tables, chairs etc.)
- How and where are you going to get your materials?
- Who is going to be responsible for what?

The end product

When you agree, sketch set designs. The soap takes place in Britain, so make sure it looks British. Use the Internet for inspiration. Of course, you can and should use English texts from other sources too!

Also, make a list of the items you need and where you plan to get them from.

Give a copy of all this to your teacher. Also keep a copy each. You'll need it later on! Finally, of course, you have to make the actual sets.

Have fun!

