

2 Match what each person is saying to the correct picture.

- 1 _____ 3 _____ 5 _____ 7 _____ 9 _____ 11 _____ 13 _____
 2 _____ 4 _____ 6 _____ 8 _____ 10 _____ 12 _____ 14 _____

Study Tip – learning vocabulary


■ A good way to learn new words is to put connected words in sets, like this:

Fruit: apples oranges grapes bananas strawberries

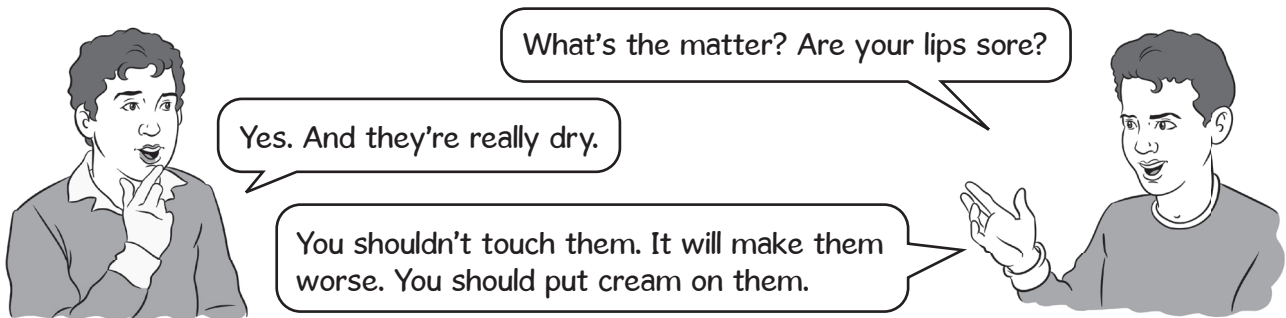
A Using a dictionary, check the meaning of any words you don't know. Write the words below in the correct set. There are five words in each set.

ankle bandage blood bones breathe cough cream elbow faint heart
 knee medicine plaster pills shoulder skin sneeze stomach swallow wrist

Set	Words
Treatment:	bandage _____
Joints:	ankle _____
Verbs:	breathe _____
Inside and outside the body:	blood _____ bones _____

B  Work in pairs. Student A chooses one of the problems A to N on page 6 of the Student's Book, but doesn't tell Student B. Student A mimes the problem, and Student B guesses what's wrong and gives advice.

Example: Student A licks his lips and touches them.




Study Tip – words with similar meanings are not always interchangeable

- It is easier to use a word correctly if you know whether it is a verb, a noun or an adjective. Be careful with these words: *hurt, sore, pain*.
 - *Hurt* is a verb. The past simple is also *hurt*.
*My back **hurts** today. It also **hurt** yesterday. My feet **hurt** today. They **hurt** yesterday as well.*
 - *Sore* is an adjective.
*My back is **sore**. My feet are also **sore**. They weren't **sore** yesterday.*
 - *Pain* is a noun. In the singular, it usually has an article.
*I have **a pain** in my stomach. Have you taken any medication for **the pain**? Yes, I took some **painkillers** an hour ago. Do you have **pains** anywhere else?*


C Complete each sentence with a word from the box.

bleeding	broken	dizzy	hurts	pain	sick	sneeze	sore
----------	--------	-------	-------	------	------	--------	------

- 1 'Have you got a cold?' 'No, I always _____ when I put pepper on my food.'
- 2 He was _____ three times in the night. I think the food at the restaurant where he ate wasn't very fresh.
- 3 She cut her hand while she was chopping vegetables. It was a very deep cut, and it was _____ a lot, so she had to go to hospital and have it stitched.
- 4 My back _____ all the time. It only feels OK when I am lying down.
- 5 She can't play tennis. She has _____ her right arm.
- 6 I went swimming yesterday, and now my eyes are _____ from the chemicals in the pool.
- 7 Where exactly is the _____, and how long have you had it?
- 8 It was a very hot day, and she hadn't eaten or drunk anything all day. That's why she suddenly went pale and felt _____ during the lesson.

D  1 Listen and choose the correct word to end each sentence. Write the numbers 1 to 6 in the correct boxes.

- | | | | | | |
|-------------|--------------------------|-----------|--------------------------|---------------|--------------------------|
| a burnt | <input type="checkbox"/> | c swallow | <input type="checkbox"/> | e temperature | <input type="checkbox"/> |
| b fractured | <input type="checkbox"/> | d swollen | <input type="checkbox"/> | f throat | <input type="checkbox"/> |

- 1  Discuss with a partner what is happening in each picture. Then read the text and guess the missing words.

B _____ E _____
 C _____ F _____
 D _____ H _____

Past continuous and past simple

- We can use the **past continuous** and the **past simple** in the same sentence to show that one action happened in the middle of another action. We use the **past continuous** for the longer action and the **past simple** for the shorter action.

I was ice skating, and I fell over.

- We often use *while* and *as* with the past continuous tense.

While I was eating breakfast, a bird flew into the kitchen.

As I was eating breakfast, a bird flew into the kitchen.

- We often use *when* or *and* with the past simple tense.

*I was eating breakfast **when** a bird flew into the kitchen.*

*I was eating breakfast, **and** a bird flew into the kitchen.*

- A  Practise the dialogue in pairs. Then practise it again, changing the words in bold.

Adil: I've hurt my **wrist**.

Nurse: Sit down, please. I need to take your details.

Nurse: The doctor will see you very soon, Adil.

Doctor: How did you do it?

Adil: I **was ice skating**, and I **fell over**.

Adil: Do you think it's broken?

Doctor: Probably not. But you need to have an X-ray to make sure.

Adil: Is it broken?

Doctor: I'm afraid so. It's fractured here.

Doctor: I'm going to put your **wrist** in plaster.

Adil: How long will I have to keep it on?

Doctor: **Six** weeks.

B Put one verb in the past continuous and one in the past simple.

1 I (think) about you and then you (ring) me.

I was thinking about you, and then you rang me.

2 While Ali (have) a shower, somebody (knock) at the front door.

3 I (clean) my room, and I (find) £30 under my bed.

4 Luckily, Reema (not drive) very fast when the child (run) into the road.

5 A thief (take) our clothes while we (swim).

6 She (tell) us to be quiet as we (make) too much noise.

7 My sister (hide) my purse under the bed while I (not look).

8 As she (carry) the shopping from the car, my grandmother (slip) and (break) her ankle.

C Complete these sentences with your own ideas. Put the verbs in the past simple.

1 I was running, and _____.

2 I wasn't looking where I was going, and _____.

3 I was getting ready for school when _____.

4 My little brother was playing football when _____.

5 I was thinking about _____ when the teacher suddenly

6 While I was waiting for the bus, _____.

A Read the blog post on page 8 of the Student's Book and answer the questions.

- 1 What was Ammar's life like when he was 16? Why?

- 2 How did Ammar hurt himself?

- 3 How did Ammar feel about his progress in therapy? Why?

- 4 What technology did the doctors want to try with Ammar?

- 5 Why did Ammar feel more motivated to continue his treatment?

- 6 What do Ammar's doctors think will happen in the future?

B Read the blog post again and choose the correct option to complete each sentence.

- 1 Ammar decided to jump off the bridge because
 - a it didn't look very high looking down from above.
 - b he didn't want to feel embarrassed in front of his friends.
 - c he was a good swimmer and wasn't scared of high places.
- 2 Ammar hurt his back because
 - a he fell into the water in a bad position.
 - b he hit the side of the bridge when he fell.
 - c he hit the bottom of the river when he dived.
- 3 On the day he woke up in hospital, Ammar
 - a was told he would wear an exoskeleton.
 - b knew he would never be able to walk again.
 - c realized how one choice could change the rest of his life.
- 4 The thing Ammar most wanted to do was
 - a play basketball again.
 - b hang out with his friends again.
 - c go back to school.
- 5 On the day Ammar tried the exoskeleton, he was able to
 - a only stand up.
 - b stand up and walk.
 - c play basketball.

C Close your books. Retell the story, taking turns to say one sentence each. Start like this:
Ammar was swimming with his friends in a river ...

Adjectives ending in -ing or -ed

- Don't forget the difference between *frightening* and *frightened*, *boring* and *bored*, *interesting* and *interested*.
 - The *-ed* words describe the person who **has the feeling**.
 - The *-ing* words describe what or who **gives them that feeling**.

D Choose the correct word in each sentence.

- 1 She is not very *interested* / *interesting* in fashion. She prefers books and music.
- 2 I saw a very *excited* / *exciting* film on TV last night.
- 3 This book is very *bored* / *boring*. I fall asleep whenever I try to read it.
- 4 We were very *frightened* / *frightening* when our car broke down in the desert.
- 5 He's a very *interested* / *interesting* person. He has lots of great stories to tell.

Adjectives ending in -ful

- Remember there is only one *l* in **adjectives** ending in *-ful*, e.g., *beautiful*, *peaceful*.
- But the **adverb** ending is *-fully*, e.g., *beautifully*, *peacefully*.

E Write four more adjectives ending in *-ful*.

- 1 _____ 2 _____ 3 _____ 4 _____

F Choose the correct word to complete the sentences.

Example: Marwa sings *beautiful* / *beautifully*.

- 1 This is a very *peaceful* / *peacefully* area of town.
- 2 You should always speak *respectful* / *respectfully* to older people.
- 3 Be *careful* / *carefully* when you cycle on the road.
- 4 After many tries, we managed to do the experiment *successful* / *successfully*.




Now write sentences using the *-ful* adjective and the *-fully* adverb.

Examples: *The picture was beautiful.*

The story was beautifully told.

- 1 _____
- 2 _____

1 Read the texts below and choose the correct figures to complete each one.
 3 Then listen and check your answers.

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

A Write questions based on the text for the following answers. There are several possible questions you could write, but just write one each time.

Example: Q: How many people die of smoking every year?
 A: About 74,000 per year.

Q: In which _____ ?

A: It's highest in the 25–34 age group.

Q: Under what age _____ to?

A: 18.

Q: When _____ start smoking?

A: When they are teenagers.

Q: How much earlier _____ than _____ ?

A: They die seven years earlier on average.

Q: _____ e-cigarettes?

A: One in nine.

Q: _____ ?

A: As many as from Covid-19.

Phrasal verbs

- With some phrasal verbs, **noun objects** can come **before** or **after** the preposition.

*Turn **off** the light.*

OR: *Turn the light **off**.*

- With phrasal verbs, **pronoun objects** must come **before** the preposition.

*Turn **it** **off**.*

NOT: *Turn **off** it.*

- B** Write the sentences, putting the verbs and objects in the correct order.
Where two answers are possible, write them both.

Examples: Can you / turn on / the television?

Can you turn on the television? Can you turn the television on? _____

I've already / turned on / it.

I've already turned it on. _____

- 1 Smoking is terrible. You should / give up / it.

- 2 When did you / take up / stamp collecting?

- 3 I can't remember when I / took up / it.

- 4 I like these shoes. Can I / try on / them?

- 5 Can you / turn down / the music?

- 6 I'll / turn down / it / in a minute.

Prefixes meaning *not*

- To form the **opposite** of some **adjectives** we can put the prefix *un-* in front of them, e.g., *unhappy, unpopular, unintelligent*.
- The prefixes *in-*, *im-*, *il-* or *ir-* can also form the opposite, e.g., *inexpensive, impossible, illegal, irregular*.
- The prefix *un-* can go in front of any letter. The prefix *im-* can only go in front of *m* or *p*.
- The prefix *il-* can only go in front of *l*. The prefix *ir-* can only go in front of *r*.



Make the opposites of these adjectives by putting the correct prefix in front of them.
Choose from *un-*, *in-*, *im-*.

1 ___correct

4 ___efficient

7 ___usual

10 ___dependent

2 ___moral

5 ___fortunate

8 ___polite

11 ___convenient

3 ___fair

6 ___patient

9 ___healthy

12 ___pleasant

1 Complete the health tips with the phrases in the box.

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

2 Match four of the health tips with the photos.

- A _____ B _____ C _____ D _____

A Write four plural countable nouns and four uncountable nouns from page 10 of the Student's Book.

Countable nouns

Uncountable nouns

B Study the language box and add examples.

Expressions of quantity

■ *some, any, a lot of, plenty of* and *enough* are used with countable **and** uncountable nouns.

- *some sugar/some sweets; a lot of sugar/a lot of sweets;*

_____ / _____; _____ / _____

■ *a few* and *many* are used **only** with countable nouns.

- *a few people/a few _____; too many people/not many _____*

■ *a little* and *much* are used **only** with uncountable nouns.

- *a little oil/a little _____; not much oil/too much _____*

C Complete the questions with *much* or *many*.

- 1 How _____ food do we need to bring to the picnic?
 2 How _____ apples do we need?
 3 How _____ meals do you eat a day?

- 4 How _____ sleep did you get last night?
- 5 How _____ exercise does he take a week?
- 6 How _____ hours' sleep did you get the night before?
- 7 How _____ time do you spend on your homework?
- 8 How _____ times a week do you wash your hair?

D Complete the sentences with *a few* or *a little*.

- 1 There were only _____ people at the party.
- 2 I've got _____ work to finish, so can you wait a minute?
- 3 You'll have to wait _____ minutes.
- 4 There's only _____ orange juice left in the bottle.
- 5 How much money have you got left? Just _____.
- 6 I've met her _____ times.
- 7 Put your case in the car. There's still _____ space left.
- 8 We need _____ more oranges.

E Write six questions for a questionnaire with this title: *How healthy are you?* Write questions in the present and past simple.

Examples: How many hours' sleep did you get last night?

How many times a week do you do sport or take some kind of exercise?

F  Work in pairs. Take turns answering your partner's questionnaire.

Questions with *used to*

- As well as in the **negative**, we drop the *d* (*used*) in **questions**.
 - *Did you **use** to fight with your brother or sister when you were little? Yes, I did./No, I didn't.*
 - *What did you **use** to fight about?*

A Complete the conversation between Huda and her grandmother with the correct form of *used to*.

Huda: Which TV programmes (you/watch) *did you use to watch* ¹ when you were little, Grandma?

Grandmother: We didn't have a television when I was a little girl, dear. We (do) *used to do* ² things. We (not sit) _____ ³ around watching a box!

Huda: What (you/do) _____ ⁴?

Grandmother: We (help) _____ ⁵ mother with the housework and cooking.

Huda: But how (you/have) _____ ⁶ fun?

Grandmother: We (play) _____ ⁷ the drums and sing and dance. Families (have) _____ ⁸ real conversations in those days. People don't talk to each other nowadays because of that silly television.

Huda: (you/go out) _____ ⁹ with your friends?

Grandmother: Yes, dear. We (go) _____ ¹⁰ shopping in the souqs with my sister Wafa and my friend Layla. Then we all (come) _____ ¹¹ home for tea and cakes. We (talk) _____ ¹² about everything. Not on the phone, of course, but person to person, face to face. We (not walk) _____ ¹³ around talking on these silly mobile things like young people today.

B Ruba's grandfather is talking to her about his childhood. Complete the text below with the correct form of the adjectives in brackets.

Life was (difficult) _____ ¹ back then. We had to work (hard) _____ ² than teenagers today because we used to study and help our parents earn money. Families were much (big) _____ ³ than now: I had six brothers and four sisters! We didn't use to have

mobile phones or things like that, so we were (active) _____⁴, and we used to spend a lot of time playing outside. Maybe life is (interesting) _____⁵ now, but I think life used to be (good) _____⁶ than today. We didn't use to have much, but we had each other.

C Compare life today with life 50 years ago. Write pairs of sentences using one of the adjectives in brackets each time.

1 life (easy/hard/slow/fast)

Life is faster now than it used to be.

Life isn't as easy as it used to be.

2 films (funny/boring/violent/romantic)

3 streets (noisy/quiet/clean/dirty/safe/dangerous)

4 towns (big/small/crowded/polluted)

5 doctors (good/expensive/cheap/well-trained)



Write a paragraph starting like this:

Life today is **better** / **worse** than 50 years ago. For one thing, today schools _____
_____, whereas they used to be _____.

Secondly, everyday life is **easier** / **more difficult** today. Today, we **have** / **don't have** _____
_____, whereas people **used to** / **didn't use to** _____ 50 years ago.

Finally, _____

1 Read the article and choose the correct linking word or phrase for each gap.

- 1 f _____ 3 _____ 5 _____ 7 _____ 9 _____
 2 _____ 4 _____ 6 _____ 8 _____ 10 _____

A Circle the correct sentence ending based on the information in the article on page 12 of the Student's Book.

- 1 The government spends millions on
 - a anti-smoking campaigns.
 - b people who have made themselves ill.
 - c people who never take exercise.
- 2 Because of their bad diet, 60% of British people
 - a are diabetic.
 - b are overweight and could get diabetes.
 - c are very unhealthy.
- 3 People
 - a no longer take enough exercise.
 - b watch TV all day long.
 - c should stop using their cars.
- 4 Smoking
 - a is a dirty habit.
 - b is a very expensive habit.
 - c is destroying a lot of people's health.
- 5 The government shouldn't pay for people's healthcare
 - a unless they take proper care of themselves.
 - b unless they have children.
 - c unless they and their children are unhealthy.

B When you have checked your answers in Exercise A, use the five correct sentences in full as a basis for a summary of the article. Add the following words and phrases in the correct places to link the ideas and sentences.

And last but not least and their children Firstly
 Furthermore I feel that in the following three ways

C Complete the sentences with a word or number from the text on page 12 of the Student's Book.

- 1 Dr Ramzi argues that many _____ are due to bad habits.
- 2 There are more and more _____ in the UK every year.
- 3 _____ per cent of British people are at risk of becoming diabetic.
- 4 Dr Ramzi says that, in the past, people used to _____ or cycle more.
- 5 He argues that exercise keeps your _____ in good shape.
- 6 He believes that _____ is the worst habit for your health.
- 7 He argues that those who don't take care of themselves should pay for their own _____.

D Complete the definitions with words from the text on page 12.

- 1 _____ (noun) = what you eat
- 2 _____ (adjective) = weighing more than you should
- 3 _____ (adjective) = when you do something often
- 4 _____ (noun) = the part of your body responsible for breathing
- 5 _____ (noun) = people who don't smoke
- 6 _____ (phrasal verb) = to raise (children)

E Two people are discussing Dr Ramzi's article. Complete the gaps with one word.

Maryam: _____¹ my opinion, Dr Ramzi is completely right.

Hamzah: I don't agree. Many people have unhealthy lifestyles _____² a result of other things, not just because they don't want to be healthy.

Maryam: Maybe, but generally _____³, it's their fault.

Hamzah: In the _____⁴ place, nobody's perfect, we all make bad decisions. _____⁵ top of that, people who buy cigarettes, for example, already pay extra tax on them.

Maryam: As they should. Our health system is under a lot of pressure, and this is caused _____⁶ people not caring about themselves.

A Complete the following essay on some of the causes of car accidents using the notes on the right.

There are _____¹ of car accidents a year, which cause serious injuries. Most of these accidents have one of the _____² following causes. Firstly, the driver is driving _____³ and can't stop the vehicle in time. Or sometimes, the driver is distracted by their _____⁴ or is changing the music in the car. A third cause of accidents is when the driver doesn't follow the _____⁵, like the stop signal and red lights. Last but not least, cars are often badly maintained. It can be especially dangerous if the _____⁶ don't work properly, for example.

There are several ways _____⁷ could deal with this problem. Firstly, they could increase the number of traffic police officers and _____⁸ on the streets and highways. Furthermore, they could make _____⁹ harder to pass and impose _____¹⁰ on those who break the law.

Thousands of car accidents a year. These cause serious injuries/deaths. Most car accidents caused by

1) driver driving too fast

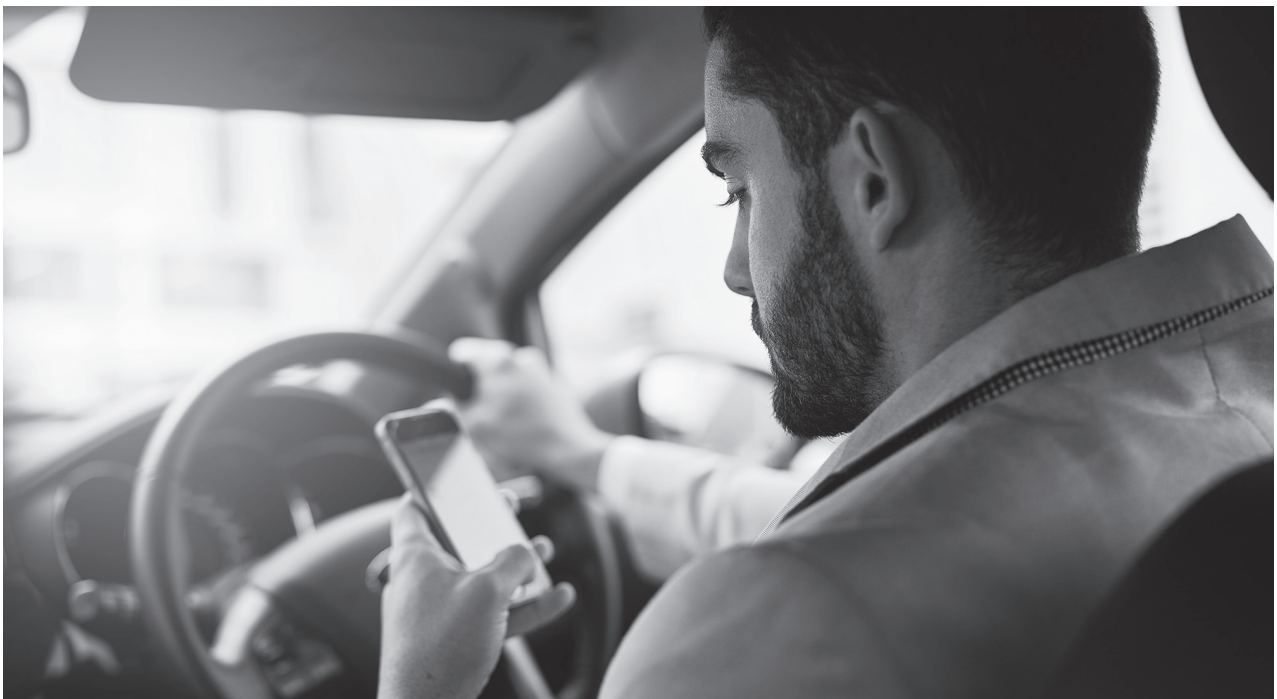
Studies: most drivers don't realize time to stop vehicle

2) driver not concentrating, e.g., using mobile phone (text messages), changing music from a playlist

3) driver doesn't obey road signs (e.g., stop signals, red lights, etc.). Rules ensure safety drivers+pedestrians

4) badly maintained car (e.g., bad brakes)

What should the government do about it? more traffic police? more speed cameras? more checks on cars? heavier fines? stricter driving tests?



A Read the article on page 14 of the Student's Book and answer the questions.

1 What did Najla like to do as a little girl?

2 What happened to Najla as a result of the bomb attack?

3 How did the Iraqi healthcare system help Najla?

4 How did Najla's life change a second time?

5 Why did the prostheses help Najla play better?

6 How did Najla win the Paralympic gold medal?

7 What did Najla say in an interview before the Paralympics?

B Read the article again and choose the correct answer.

1 What did Najla want to do but couldn't anymore?

- a go to school
- b run around
- c use a wheelchair

2 How old was Najla when she started playing table tennis?

- a 10
- b 16
- c 19

3 When Najla earned a place in the Iraqi Paralympic team, she started receiving

- a financial support.
- b educational support.
- c support from the Paralympic Games.

4 The prostheses allowed Najla to

- a play in a different position.
- b hold the racket with her other hand.
- c take part in competitions.

5 Najla won the Paris Paralympic gold medal in

- a 2020.
- b 2022.
- c 2024.

C Complete the sentences with a word or number from the text.

- 1 Najla was only _____ years old when a bomb changed her life forever.
- 2 Najla had to learn to live in a _____.
- 3 When Najla start playing table tennis, she had to learn how to hold the racket in her _____ hand.
- 4 Najla joined the Iraqi Paralympic team when she was _____.
- 5 At 16, she won the _____ medal in the 2022 Asian Para Games.
- 6 Her opponent in the final match of the Paris Paralympics had won first place in the Games in _____.

D Close your books. Retell the story, taking turns to say one sentence each. Start like this:

Najla was waiting for her father to come back from work ...

Then write a brief summary of the story and present it to the class.



A Complete the sentences with the correct phrasal verbs. Choose one word from each box.

carry find give look pick turn

after off on out up(x2)

- 1 This puzzle is too difficult! I think I'm just going to _____.
- 2 Dad, can you _____ me _____ from football practice today?
- 3 I need you to _____ your little sister for a couple of hours tonight. OK?
- 4 Halfway through the race, Aysha was already really tired, but she decided to _____ running.
- 5 Can you _____ the TV, please? I'm trying to study!
- 6 I don't know what happened, but I'm going to _____.

B Rewrite the sentences with the correct form of *used to* while giving the same meaning.

- 1 Do you remember Manar? She was a student at our school.
Do you remember Manar? She _____ at our school.
- 2 I didn't talk much to Hazem before, but now we're good friends.
I didn't _____ to Hazem before, but now we're good friends.
- 3 There was a café here before, but now there's a shoe shop.
This _____ a café, but now it's a shoe shop.
- 4 Was your hair this short last year?
Did your hair _____ last year?
- 5 I play this game a lot now, but I didn't before.
I _____ this game a lot before, but now I do.

C Complete the text with the words from the box.

addition because firstly least opinion reason result secondly speaking

In my _____¹, everyone should go jogging for many reasons. _____², it's great for your heart _____³ of its pace – not too slow, but not too fast either. _____⁴, it also helps with your mental well-being. One _____⁵ is that it reduces stress. In _____⁶, it's the perfect activity to do with friends. You're not out of breath the whole time, and as a _____⁷, you can have a chat while you are jogging. Last but not _____⁸, it's really easy! Generally _____⁹, most people can start jogging today!

D Complete the text with the past simple or past continuous form of the verbs in brackets.

Yesterday, I (skateboard) _____¹ with my friends, when I (have) _____² a small accident. I (try) _____³ hard to do something really difficult, and one time, I (fall off) _____⁴ and (hit) _____⁵ my hand on the ground. I (not feel) _____⁶ much at the time, but a couple of hours later, my hand (hurt) _____⁷ a lot. My dad (take) _____⁸ me to the hospital. Luckily, it (not be) _____⁹ busy: only a couple of people (wait) _____¹⁰ there, so the doctor (see) _____¹¹ me quickly. She (tell) _____¹² me that I had broken a couple of bones in my hand.

E Complete the table with the expressions of quantity from the box.

a few	a little	a lot of	any	enough	plenty of
Only with countable nouns	Only with uncountable nouns	With both countable and uncountable nouns			
many	much	some			
_____	_____	_____			
_____	_____	_____			
_____	_____	_____			

F Complete the words with the correct prefix: *il-*, *im-*, *un-* or *in-*.

- Go and say hello. Don't be _____ polite.
- This exercise isn't _____ possible, but it's very hard.
- It's not _____ usual to see birds like that around here.
- I'm afraid your answer is _____ correct. Try again.
- It's _____ legal to sell cigarettes to teenagers.

G Choose the correct option to complete the sentences.

- My dad wasn't very *interested* / *interesting* in the film and fell asleep on the sofa.
- Please lift that vase very *careful* / *carefully*. It was my great-grandmother's.
- Why is Zaid always interrupting me? He's so *annoyed* / *annoying*!
- Hamed is such a *helpful* / *helpfully* boy. He's always doing jobs around the house.
- This is a bit *embarrassed* / *embarrassing*, but, I'm afraid, I forgot my books!

VOCABULARY

A Choose the correct word from the box to complete each sentence.

blood pressure check-ups exoskeleton in plaster physical therapy swollen

- 1 After he twisted his ankle, Tom's foot became very _____.
- 2 Her leg is _____ after she broke it in a car accident.
- 3 After the surgery, I needed _____ to strengthen my muscles.
- 4 Scientists are developing an advanced _____ to help paralyzed patients to walk.
- 5 Regular _____ with the doctor can help detect health problems early.
- 6 High _____ can increase the risk of heart disease.

B Use prefixes to complete the sentences with the opposite of the words in brackets.

- 1 Our next English test is on (regular) _____ verbs.
- 2 You've finished tidying your room already? That's (possible) _____!
- 3 It's (legal) _____ to use your phone while driving.
- 4 I think people who don't take care of their health are (responsible) _____.
- 5 I need to get back to the gym. I'm feeling very (fit) _____.
- 6 I can't believe Talal has hidden my phone again. He's so (mature) _____!

C Write the correct words.

- 1 Name three joints in the arm: w_____, e_____, s_____
- 2 Name two joints in the leg: k_____, a_____
- 3 Name two things for covering a cut: pl_____, ba_____

D Complete the words.

- 1 I feel dizzy. I think I am going to f____nt.
- 2 I can't swallow. I have a sore th____ and a t_____re of 39 degrees.
- 3 You have to take two of these p____s three times a day.
- 4 The sk____ on my legs is very dry, so I have to put this cr____ on every day.
- 5 We often say 'Bless you!' when somebody sn____s. But we don't say it if somebody c____ghs.

GRAMMAR

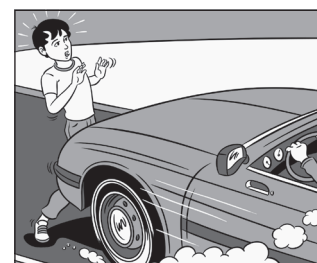
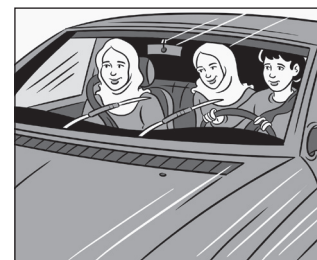
Before you do Exercise E: revise the language box in the Activity Book, Lesson 2, page 6. Turn to the Grammar and Functions Reference at the back of the Student's Book, page 88. Revise how to form a) the past continuous tense and b) the past simple tense of regular and irregular verbs.

E Put the verbs in brackets into the past continuous or past simple tense.

Last year, my friend Zeina (get) _____¹ hurt in a car accident. This is how it (happen) _____². She and her brother Salam and her sister Khaleda had spent the afternoon at Zubair, and they (return) _____³ to Basra. Salam (drive) _____⁴, and Khaleda (sit) _____⁵ next to him in front.

They (go) _____⁶ very fast, when suddenly, a little boy (run) _____⁷ on to the road. Salam (put) _____⁸ his foot on the brake really hard, and the car (stop) _____⁹ dead. Luckily, he (not hit) _____¹⁰ the little boy. Salam and Khaleda (wear) _____¹¹ seat belts, so they (not get) _____¹² hurt. But Zeina (not wear) _____¹³ hers. She (hit) _____¹⁴ her face hard against the side window.

After the accident, they (be) _____¹⁵ all very shocked. Khaleda (look) _____¹⁶ for her mobile to phone their father when a passing car (slow) _____¹⁷ down. Zeina (recognize) _____¹⁸ the driver. It was a family friend, Dr Latifa Mahmoud. She (tell) _____¹⁹ Zeina to get in the car with her, and she (drive) _____²⁰ her to the Accident and Emergency Department.



Unit
1

Before you do Exercise F: revise the language box in the Activity Book, Lesson 5, Exercise B, page 12.

F Complete the sentences with *much*, *many*, *few* or *little*.

- 1 Hurry up. There isn't _____ time before the bus leaves.
- 2 Can you lend me a _____ money? I've left my purse at home.
- 3 How _____ times do I have to tell you my phone number? Why can't you remember it?
- 4 We need a _____ more fruit to take on the picnic. Can you buy some, please?
- 5 I don't think I can fit in that parking place. There isn't _____ space.
- 6 There weren't _____ people at the meeting. I think quite a _____ had left early.

Before you do Exercise G: revise *used to* in the Grammar and Functions Reference at the back of the Student's Book, page 88. Read the language box in the Student's Book, Lesson 6, page 11.

G Write sentences with *used to/didn't use to* and the present or past simple.

- 1 He (have) his hair cut at the hairdresser's, but now his wife (cut) it for him.
He used to have his hair cut at the hairdresser's, but now his wife cuts it for him.
- 2 I (have) a bicycle, but someone (steal) it last month.

- 3 He (like) going out, but now he always (want) to stay at home.

- 4 She (wear) glasses, but now she (have) contact lenses.

- 5 She (not talk) so much, but now she never (stop) talking.

- 6 There (be) a house here, but they (knock) it down two years ago.

- 7 She (not be) so thin, but she (get) very ill last year and (lose) a lot of weight.

