



English *for* Iraq

6th Preparatory Activity Book

by **Olivia Johnston**
and **Caroline de Messieres**

Editorial and Adaptation Committee

Ministry of Education English Curriculum Committee

Malek Mohamed Juda – Head of the English Curriculum

Adil Ali Moussa – Senior Education Specialist

Muayyad Naji Ahmed – Head of English Department in the Open Education College

Ramzi Nouri Abdullah – Senior Education Specialist

Batool Faeq Abdulwahid – Senior Education Specialist

Garnet
EDUCATION

Published by

Garnet Publishing Ltd.
8 Southern Court, South Street,
Reading RG1 4QS, UK

First edition, copyright © 2013 Garnet Publishing Ltd.

The right of the authors to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publisher. Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

Photography:

Amiri Diwan; Clipart.com; Corbis: Bettmann; istockphoto.com; shutterstock.com.

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.

IRQ13 AB 6thP

The Ministry of Education would like to thank the following specialists for their invaluable advice, expertise and hard work in support of the Editorial and Adaptation Committee during the course of the project:

Sajeda Naser Khudair – Senior Education Specialist
Faten Fakhri Khalaf – Primary Education Supervisor
Eman Selman Farhan – Teacher of English
Hala Talib Hammood – Teacher of English

CONTENTS

Unit 1	2
Unit 2	26
Unit 3	49
Unit 4	76
Unit 5	89
Unit 6	119
Unit 7	147
Unit 8	172
Wordlist	186
Checklist for written work	189
Notes	190

Lesson 1

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:	<u>bandage</u> _____
Joints:	<u>ankle</u> _____
Verbs:	<u>breathe</u> _____
Inside and outside the body:	<u>blood</u> <u>bones</u> _____

- 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.



Yes. And they're really dry.

What's the matter? Are your lips sore?

You shouldn't touch them. It will make them worse. You should put cream on 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 simple past 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 hurts pain sick sore dizzy sneeze

- 'Have you got a cold?' 'No, I always _____ when I put pepper on my food.'
- He was _____ three times in the night. I think the food at the restaurant where he ate wasn't very fresh.
- 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.
- My back _____ all the time. It only feels OK when I am lying down.
- She can't play tennis. She has _____ her right arm.
- I went swimming yesterday and now my eyes are _____ from the chemicals in the pool.
- Where exactly is the _____ and how long have you had it?
- 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  **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"/> |

Lesson 2

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. 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 italics.

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, Sharifa (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, _____

Lesson 3

A Read the article on page 8 of the Student's Book, then circle the correct answer.

- 1 Zaid Tariq was
 - a) a bad swimmer.
 - b) on holiday.
 - c) working in Egypt.
- 2 When he was attacked by the shark, he
 - a) was in a boat.
 - b) hit it with a piece of wood.
 - c) was lying on a plastic mattress.
- 3 Tariq
 - a) was bitten by the shark.
 - b) lost his arm.
 - c) wasn't hurt at all.

- 4 Six dolphins
- bit the shark.
 - made a lot of noise.
 - protected Tariq.
- 5 Tariq was rescued
- by sea.
 - by air.
 - by two children.
- 6 When he got back to dry land, he was taken
- straight back to his hotel.
 - back to Iraq.
 - to get medical attention.

B Write questions about the article for the following answers. There are several possible questions you could write, but just write one each time.

Example:

Q: Where was Zaid Tariq staying?

OR: Where was Tariq on holiday?

OR: Where did these events take place?

A: In Sharm El Sheikh, Egypt.

Q: _____

A: He was swimming when he saw it.

Q: _____

A: The shark bit his arm.

Q: _____

A: Because he thought he was dying.

Q: _____

A: Dolphins.

Q: _____

A: The coastguard, Jameel Elalawi, did.

Q: _____ on the shore?

A: An ambulance.

- C** Take turns asking and answering your partner's questions on the article.
- D** Close your books. Retell the story, taking turns to say one sentence each. Start like this:
Zaid Tariq was on holiday in Sharm El Sheikh. One morning, ...

Adjectives ending *-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**.

- E** Underline the correct word.

- 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 *-ful*

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

 Write four more adjectives ending in *-ful*.

1 _____

2 _____

3 _____

4 _____

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

Examples:

The picture was beautiful.

The story was beautifully written.

1 _____

2 _____

3 _____

4 _____

Lesson 4

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 114,000 per year.

Q: In which _____?

A: It's highest in the 20–24 age group.

Q: At what age _____ to children?

A: At 18.

Q: When _____ start smoking?

A: When they are teenagers.

Q: How much earlier _____ than _____?

A: They die seven years earlier on average.

Q: _____ under the age of _____ every year?

A: Around 450 a year.

Q: _____
_____?

A: Around £30 million a year.

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.

1 Can you / turn on / the television?

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

2 I've already / turned on / it.

I've already turned it on.

3 Smoking is terrible. You should / give up / it.

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

5 I can't remember when I / took up / it.

6 I like these shoes. Can I / try on / them?

7 Can you / turn down / the music?

8 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, for example, *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 |

Lesson 5

- A** Underline four plural countable nouns and four uncountable nouns on page 10 of the Student's Book.
- B** Study the rule 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 In your notebook, write four 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.

Lesson 6

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 ① did you use to watch (you / watch) when you were little, Grandma?

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

Huda: What ④ _____ (you / do)?

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

Huda: But how ⑥ _____ (you / have) fun?

Grandmother: We ⑦ _____ (play) the drums and sing and dance.

Families ⑧ _____ (have) real conversations in those days.

People don't talk to each other nowadays because of that silly television.

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

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

B 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, _____

Lesson 7

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 health care
 - 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, write out the five correct sentences in full in your notebook. Use them as a basis for a summary of the article. Add the following 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

Lesson 8

- A** Write 100 to 120 words on 'How to reduce the number of car accidents'. Use the notes on the right to help you. You don't have to use all the ideas. Make sure you add words and phrases to link the ideas and sentences. You can find these in Lesson 7 on page 12 of the Student's Book. Start like this:

There are thousands of car accidents a year which cause serious injuries. Most of these accidents have one of the following causes. Firstly, the driver is driving too fast.

Or sometimes, _____

A third cause of accidents is when _____

Last but not least, _____

There are several ways the government could deal with this problem. Firstly, they could

Furthermore, they could _____

In my opinion, the best solution would be to _____

Thousands of car accidents a year.

These cause serious injuries.

Most car accidents caused by

1) driver driving too fast

2) driver not concentrating

(e.g., using mobile phone, changing CD)

3) driver doesn't obey road signs

(e.g., stop signals, red lights, etc.)

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?

Lesson 9 – Test yourself

VOCABULARY

A Write the opposite of these words by adding a prefix.

- | | | |
|-----------------|-------------------|-----------------|
| 1 ___ correct | 6 ___ healthy | 11 ___ pleasant |
| 2 ___ dependent | 7 ___ intelligent | 12 ___ polite |
| 3 ___ fair | 8 ___ legal | 13 ___ popular |
| 4 ___ fortunate | 9 ___ moral | 14 ___ possible |
| 5 ___ happy | 10 ___ patient | 15 ___ usual |

15 marks

B Write the correct words.

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

7 marks

C Complete the words.

- I feel dizzy. I think I am going to f_____ nt.
- I can't swallow. I have a sore th_____ and a t_____ re of 39 degrees.
- You have to take two of these p_____ s three times a day.
- The sk_____ on my legs is very dry so I have to put this cr_____ on every day.
- We often say 'Bless you!' when somebody sn_____ s. But we don't say it if somebody c_____ ghs.

8 marks

Total vocabulary 30 marks

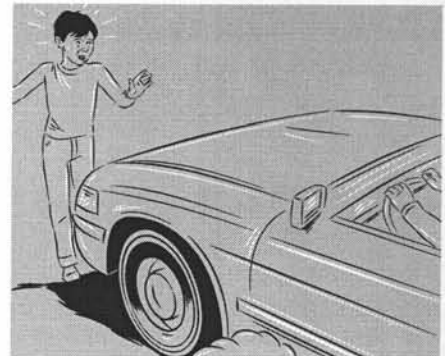
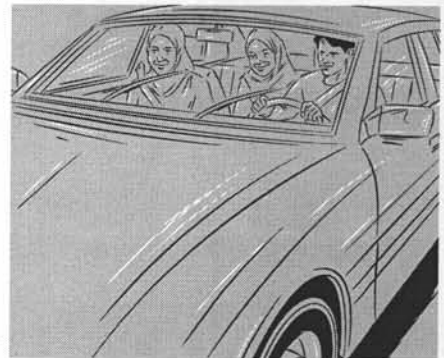
GRAMMAR

Before you do Exercise D: revise the language box in the Activity Book, Lesson 2, page 4. Turn to the Grammar and Functions Reference at the back of the Student's Book, page 79. Revise how to form a) the past continuous tense; and b) the past simple tense of regular and irregular verbs.

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

Last year, my friend Zeina ① got (get) hurt in a car accident. This is how it ② _____ (happen). She and her brother Salam and her sister Khaleda had spent the afternoon at Zubair, and they ③ _____ (return) to Basra. Salam ④ _____ (drive) and Khaleda ⑤ _____ (sit) next to him in front. Salam ⑥ _____ (go) quite fast. Suddenly a little boy ⑦ _____ (run) on to the road. Salam ⑧ _____ (put) his foot on the brake really hard and the car ⑨ _____ (stop) dead.

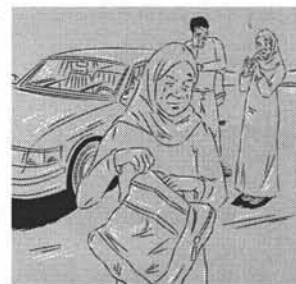
Luckily, he ⑩ _____ (not hit) the little boy. Salam and Khaleda ⑪ _____ (wear) seat belts so they ⑫ _____ (not get) hurt. But Zeina, who ⑬ _____ (sit) in the back, ⑭ _____ (not wear) hers. Because of the sudden braking, Zeina ⑮ _____ (fall) sideways and ⑯ _____ (hit) her face hard against the window. She ⑰ _____ (break) a tooth and ⑱ _____ (cut) her face and hand. There ⑲ _____ (be) a lot of blood.



After the accident, they ⑳ _____ (be) all very shocked. They ㉑ _____ (get) out of the car. Salam's legs ㉒ _____ (shake) so they ㉓ _____ (decide) to wait a bit before driving home.

Khaleda ㉔ _____ (look) for her mobile to phone their father when a passing car ㉕ _____ (slow) down. Zeina ㉖ _____ (recognize) the driver. It was a family friend, Dr Latifa Mahmoud, from Haidari Medical Complex. She ㉗ _____ (tell) Zeina to get in the car with her and she ㉘ _____ (drive) her to the Accident and Emergency Department. They immediately ㉙ _____ (stitch) the cuts on her face and ㉚ _____ (put) a bandage on her hand.

Unfortunately, Zeina still has some scars on her face and a broken tooth. The moral of this story is: don't drive too fast and always wear your seat belt even if you are sitting in the back.



30 marks

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

E 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.

7 marks

Before you do Exercise F: revise *used to* in the Grammar and Functions Reference at the back of the Student's Book, page 79. Read the language box in the Student's Book, Lesson 6, page 11.

F 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.

13 marks

Total grammar

50 marks