

10 KEEP HEALTHY

Objectives

FUNCTIONS	talking about your health
GRAMMAR	past perfect simple; past perfect continuous; past perfect simple vs. past perfect continuous
VOCABULARY	time linkers; illness: collocations

Student's Book page 92–93

READING

1 **SPEAKING** Books closed. If you have an interactive whiteboard (IWB), create a pie chart of your free-time activities with rough percentages. Describe the pie chart to the students and give some details of when you do the activities. Ask students to draw their own pie charts, but tell them not to label the activities. Students work in pairs and take it in turns to show their pie charts to their partners, who have one minute to guess the activities. After one minute, students explain their pie chart to their group. Listen to some of their answers in open class as feedback. You might like to give some of the students the opportunity to come to the front of the class and explain their pie chart on the IWB.

Books open. Look at the pictures in open class and ask students to work with a partner to describe them. Give students three minutes to think of as many other free-time activities as they can. During whole-class feedback, write some of their ideas on the board.

Answers

playing online games playing the piano cooking/baking
bird watching

2 Read through the instructions in open class. Before asking students to answer the question, do a brainstorming activity to elicit vocabulary connected to the activities. Then ask students to work individually or in pairs and rank the activities according to which is best for their health. If students do not think the activities are healthy, ask them: *Can you think of a way to make them healthier?*

Mixed-ability

Stronger students can complete the exercise alone. Weaker students can work with a partner.

3 **SPEAKING** Divide the class into pairs and ask students to discuss their answers to Exercise 2. For further discussion, ask students to look at the activities you wrote on the board after Exercise 1 and decide if they are good for someone's health. Listen to some of their ideas in open class as feedback.

BACKGROUND INFORMATION

Phoebe Snetsinger (1931–1999) was a birdwatcher famous for spotting more birds than anyone else in history. Upon the death of her father, she inherited a large amount of money and spent the rest of her life travelling the world spotting birds. Three of her four children now work as bird researchers.

Guinness Book of Records (known as Guinness World Records since 2000) is a reference book which has been published every year since 1955. It includes records of human achievements and records in the natural world. Over the years, the book has developed into a worldwide business which, as well as checking new world records, now includes television programmes and museums in many countries.

Missouri (population c.6million) is a state in midwestern USA. It has a highly varied geography with the Ozark Mountains in the south and plains to the north, with the Missouri river separating them. The area is home to hundreds of different bird species.

The Mississippi River is one of the longest rivers in the USA. It is 3,766 km long and stretches from close to Canada in the north to the Gulf of Mexico in the south.

4 **2.21** This exercise is closely modelled on Reading * Part 3 of the Cambridge English: Preliminary exam. Read through the instructions in open class. Students should read the sentences carefully and decide which key information they need to read for. They should be particularly careful to check if sentences are positive or negative when answering. Give students time to read through the sentences.

Tell students they are going to read an article about someone who likes bird watching. Play the audio while students listen and read and complete the exercise. Ask students to underline the parts of the text which helped them find the answer. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers.

Answers

1 A 2 B 3 B 4 B 5 B 6 B 7 B 8 A

5 **SPEAKING** Students work in pairs to correct the incorrect statements in Exercise 4. Monitor and help with any difficulties. Check answers in open class.

Answers

- 2 As soon as she got the bad news, she started travelling.
- 3 After travelling for about ten years, her illness came back.
- 4 No one was as successful with their bird spotting as Phoebe.
- 5 She was very worried about the environment.
- 6 Phoebe died in a car accident.
- 7 Her book was published four years after she died.

THINK VALUES

Never give up

- 1 Read through the instructions in open class. Check/clarify: *passionate, give up hope*. Ask students to work individually and complete the exercise. Encourage them to think of reasons for their choices. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs or small groups. Students compare their answers to Exercise 1. Quickly listen to some of their ideas in open class as feedback.
- 3 **SPEAKING** Ask students: *Which of the sentences is most important to you?* Students should give reasons for their answers. Listen to some of their ideas in open class as feedback and encourage further discussion.

Optional extension

Students might enjoy creating a role play involving two friends. Divide the class into pairs and assign a role to each student – one is a very active person and the other just wants to sit on the sofa and play computer games. The active person should give advice to the less active person using some of the language in Exercise 1. The less active person should disagree with everything! Monitor and praise the use of correct English. For feedback, nominate pairs to describe their conversation.

Student's Book page 94–95

GRAMMAR

Past perfect simple

- 1 Read through the information in Exercise 1 in open class and elicit answers to the questions.

Answers

- 1 Her returning from a trip
- 2 Spotting the birds

Read through the rule in open class and elicit the answer.

Rule

past participle

If students need further examples, dictate the following sentences for students to write down.

I was very angry when I got home yesterday. My brother _____ my chocolate. All of it!

And he _____ my iPad to his friend's house, so I couldn't check my emails! Grrr!

Ask students to work with a partner to decide how to fill the gaps. Elicit answers (had eaten, had taken) in open class. Ask students which actions came first and if necessary draw them on a timeline to clarify.

You could also present a situation of a famous person coming to a student's house for lunch. Ask students what they would need to do before he/she arrived, e.g. go shopping, cook lunch, clean the house etc. Now write on the board:

When Justin Bieber (or other suitable famous person) arrived, I ...

Present and elicit possible endings to the sentence (I had cooked lunch; I had cleaned the house).

Language note

- 1 Students may confuse the past perfect with the present perfect and produce incorrect statements like: I have finished my homework when the phone rang. Remind them of the use of the past perfect in English.
 - 2 Students may find it useful to translate a few examples into their own language and compare the two.
 - 3 Remind them that we don't repeat the main verb in short answers. We don't say: Had you played tennis before your game last week? Yes, I had played.
- 2 Students read through sentences 1–8. Check any problems. Go through the first sentence as an example in class, making sure students understand the form correctly. Students complete the exercise. Remind them to think carefully about the past participle they need to use and if they need a regular or an irregular past participle. Check answers. If you're short on time, set this exercise for homework.

Answers

- 1 had ... gone
- 2 had changed
- 3 had lost
- 4 had stolen
- 5 had forgotten
- 6 had ... left
- 7 hadn't given
- 8 Had ... returned

Fast finishers

Ask students to make a list of as many irregular past participles as possible. After feedback on Exercise 2, find out who has the longest list and ask students to test each other in open class, saying the infinitive of the verb and asking other students to say the participle.

- 3 Read through the instructions and sentence openings and check understanding. Give an example of your own to act as an example. Remind students that they should use the past perfect in their answers. Students work individually to complete the exercise. Monitor and help with any difficulties. Divide the class into pairs for students to compare their sentences. Listen to some examples in open class as feedback.

Optional extension

Tell students that you are going to read some information to them and that they should memorise it. Read the following once only:

John and Henry were planning a surprise party for Tina on Saturday afternoon. When Tina went to work at 9.00 on Saturday morning, John and Henry started preparing the party. They had six hours. At 9.30, John made a cake. At 10.30, Henry phoned ten friends. At 11.00, they moved the furniture. At 12.00, they decorated the house. At 12.30, they bought some food and drinks. At 1.00, they bought her a present. At 2.00, they chose some music. At 2.30, Tina's friends arrived. At 2.59, they all hid behind the furniture. When Tina arrived, she saw that her friends had ...

Ask students to write eight sentences describing what had happened during the day. Circulate and check students are forming the past perfect correctly. Remind students of the verbs if they cannot remember all the actions. Check answers.

Workbook page 90 and page 126



Be aware of common errors related to the past perfect vs. past simple, go to Get it right on Student's Book page 125.

VOCABULARY

Time linkers

- 1 To introduce time linkers, write the following sentences on the board:

- 1 I started studying as soon as I got home.
- 2 When I got hungry, I had a sandwich.
- 3 I studied for hours. Then I had a coffee.
- 4 I studied until 2.30 in the morning.
- 5 I fell asleep while I was studying.

Ask students to work with a partner and discuss the meaning of the underlined words. Listen to some of their ideas and elicit or explain that:

- As soon as* = at exactly the same moment
When = at the same moment or soon after
Then = after that
Until = up to a point in time
While = at the same time as

Working individually, students read through the story and complete it with the words in the list. Allow them to compare their answers with a partner before open-class feedback.

Answers

- 1 Then 2 When 3 While 4 until 5 As soon as

Fast finishers

Ask students to write sentences describing their last weekend or holiday and include the five time linkers.

Optional extension

If you are using an IWB, create twenty boxes. Break up the three sentences below into smaller chunks as indicated and write one chunk in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to order the boxes and create three sentences as quickly as possible. Ask the first pairs to finish to come to the board and drag and drop the boxes to make the correct sentences.

*I/didn't meet/John until/I/started/secondary school.
As/soon/as he/woke up,/he phoned/his/uncle and said/Happy Birthday.
While they were/swimming/in the sea,/they saw/a shark.*

- 2 Divide the class into pairs and ask students to match the parts of the sentences. Check answers in open class, paying attention to the use of the time linkers. If you're short on time, set this exercise as homework.

Answers

- 1 c 2 e 3 a 4 d 5 b

- 3 Read through the instructions and check understanding. Students complete the sentences and compare answers with a partner. Listen to some of their sentences in open class as feedback.


Mixed-ability

Stronger students can do the exercise without preparation time. This can be turned into a competition, with students working in pairs and taking it in turns to say a sentence until one of them cannot think of another example.

Weaker students: Allow time for students to prepare sentences before comparing them with a partner and thinking of further examples if possible.

Workbook page 92

LISTENING

- 1  2.22 If you are using an IWB, a fun introduction to this topic is to do an online search for a video of a 95-year-old weightlifter. Show the video and ask students to give their opinions!

Write the following questions on the board:

*How much exercise do you do? Why do you exercise?
Do you do more exercise than your parents/grandparents?*

Ask students to discuss the questions in small groups. Monitor and help with any difficulties. Listen to some of their answers in open class.

Tell students they are going to listen to a talk about health. Read through the instructions and the three sentences in open class. Play the audio while student listen and complete the exercise. Tell them not to worry if they do not understand every word. Students compare answers with a partner before checking in open class.

Answer

2

Audio Script Track 2.22

Hi everyone. What I'm going to talk about today is keeping fit. You already know that doing exercise is good for you. That it helps you to strengthen muscles and to control your weight and all that sort of thing. That's all important, of course, but today I'm going to talk about reasons for keeping fit that you might not know about.

OK, so the official title of my talk is 'Four reasons why it's good to be fit that maybe, you didn't know about'. And here goes with the first reason:

Exercise makes you happy.

Scientists have just discovered that regular exercise doesn't only help you with your physical health, it also helps with your mental health. There is a clear link between lack of movement and depression. Listen to this: walking for a mile and a half a day can help you feel much better about yourself. And that won't take you more than 20 minutes. Therefore, regular exercise helps you to become a happy person.

Point number 2: Exercise protects you from colds.

In a study they showed that people who do some kind of exercise five days a week have 50% fewer colds than people who don't do exercise at all. The reason is that regular exercise strengthens your immune system, and that helps you fight against colds and other infections. And even if you fall ill, regular exercise can help you get better again much faster.

Point number 3: Exercise is good for your memory.

You have all heard about those terrible illnesses that some people get when they become older, such as dementia. Dementia means that you can't remember facts and faces any more. A person who suffers from dementia forgets everything. They don't even recognise the people in their own family any more. Now the good news is that regular exercise helps to keep the brain strong as we get older.

And last but not least, point 4: Exercise is good for your heart.

Exercise gives you a healthy heart, so you should exercise regularly. If you do, you reduce the risk of dying from a heart attack by almost a half compared to people who don't do any sport. Exercise is only one of the things to remember. Of course, other factors are important too – healthy eating, for example. But the key point is – EXERCISE!

- 2 2.22 This exercise is closely modelled on Listening Part 3 of the Cambridge English: Preliminary exam. Read through the instructions in open class. Give students time to read through the notes carefully and imagine possible answers before hearing the audio. Listen to some of their ideas, but do not comment at this stage. Play the audio twice while students complete the notes. Allow students to check their answers with a partner before whole-class feedback.

Answers

1 weight 2 movement 3 system 4 infections
5 memory/brain 6 heart

- 3 **SPEAKING** Divide the class into pairs and ask students to compare their notes. Check answers in open class. In pairs, students discuss the points in Sam's talk. Listen to some of their ideas in open class.

TRAIN TO THINK

About health

- 1 Write the following sentences on the board.

*I have no money! _____, I can't go out at the weekend.
Can you give me some advice?*

Ask: *Which word could complete the sentence?* Students may offer *so*. Point out that we would not start a sentence with *so* in this context, but that the word you are looking for has a similar meaning and can be used to start sentences. Elicit/give *therefore*. Explain that we use *therefore* to make a conclusion. Ask students to give you advice and elicit sentences with *should*. Refer back to the grammar section on page 43 if students have any problems with *should*.

Read through the instructions in open class and ask students to work individually and complete the exercise. Check answers in open class.

Answers

a you should (suggestion) b Therefore (conclusion)

- 2 **SPEAKING** To show the difference between a valid and invalid conclusion, write the following examples on the board:

I can speak French. Therefore I am French. (invalid)
He has the same birthday as his brother. Therefore they are twins. (valid)

Read through the instructions and speech bubble. Point out the amount of detail given in the answer. Ask students to work with a partner and decide if the sentences are valid or invalid. Monitor and help with any difficulties. Encourage students to explain their reasons fully. Listen to some of their answers in open class as feedback.

Answers

A invalid B valid C valid D invalid

Optional extension

If you have access to the Internet, do an online search for *lateral thinking problems*. There are several good websites which offer problems with hints and solutions. Choose one or more of the problems and ask students to work in small groups and try to solve it. If students are allowed to use mobile devices in the classroom, ask them to search for problems themselves and try them out on other students. Students should practice using *so* and *therefore* in their answers.

Student's Book page 96–97

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. Write the following words on the board.

*School \$40,000 helicopter doctors
skiing ankle miracle tree*

Tell students that they are going to read two stories which each contain four of the words. Ask them to work with a partner and group the words by story. Listen to some of their ideas in open class, but do not comment on whether they are right at this stage.

Divide the class into pairs and assign a letter A or B to each student. Tell each pair they are each going to read a different story and then describe the story to their partner in their own words. Students open their books and cover up the story they are not reading. Students read their stories. Monitor to help with any vocabulary difficulties. Students explain their stories to their partner. During feedback, ask students to imagine how the different characters in the stories felt and why.

- 2 Read through the instructions and sentences in open class. Check/clarify: *shocked, operation*. Students listen to the audio and read the stories again to answer the questions. Before whole-class feedback, ask students to underline the parts of the text that helped them decide on their answers.

Answers

1 A 2 B 3 A 4 A 5 B 6 B

GRAMMAR

Past perfect continuous

- 1 Read the instruction and ask students to complete the sentences.

Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the text. Weaker students can look back at the text and find the answers. Check answers in open class. If necessary, clarify the answers with a timeline showing the past perfect continuous action continuing up to a specific point in the past.

Answers

- 1 had been waiting
- 2 had been skiing
- 3 had been suffering

Rule: Read through the rule in open class and elicit answers. You could ask students to match each of the three points in the rule with each of the three example sentences.

Rule

- 1 past
- 2 past
- 3 how long

- 2 Ask students to work individually and complete the exercise. Students compare answers with a partner before feedback in open class. If you're short on time, set this exercise as homework.

Answers

- 1 had been waiting
- 2 had been walking
- 3 hadn't been paying
- 4 had been trying
- 5 had ... been climbing

Fast finishers

Ask students to look back at the reading text on page 96 to find different tenses and think about why each tense is used.

Past perfect continuous vs. past perfect simple

- 3 Write the following examples on the board (or some of your own):

- 1 *I'd been looking forward to the holiday for months!*
- 2 *I had an ice cream every day. By the end of the holiday, I'd spent all my money, but I'd eaten fourteen ice creams!*

Elicit the names of the tenses in each sentence. Explain that the past perfect continuous (sentence 1) often shows that an action started in the past and continued until a later point in the past (she'd been waiting until she went on holiday), and the past perfect simple (sentence 2) is used when an action started in the past but ended before a later point in the past (she'd spent all her money before she went home). The past perfect continuous is often used when we want to stress the activity and the duration of the activity more than the result of the activity, whereas the past perfect simple is often used when we want to stress the completed result of the activity (e.g. *I was tired because I'd been working hard all day.* vs. *I was tired because I'd painted three bedrooms in ten hours.* Or *I'd eaten fourteen ice creams (in sentence 2).*

Read through the instructions and do the first sentence with the whole class if necessary. Divide the class into pairs for students to complete the exercise. Check answers with the whole class.

Answers

- 1 had ... been playing
- 2 had been raining
- 3 had broken
- 4 had been studying
- 5 had been

Workbook page 91 and page 126

VOCABULARY

Illness: collocations

- 1 Books closed. To introduce this topic, try to elicit some of the collocations. Ask the following questions.

Why do you go to a doctor?

What do you do on the phone before you go to a doctor?

What does the doctor give you?

What does the doctor advise you to do?

Write any interesting answers on the board. Books open. Read through the instructions in open class. Ask students to work with a partner to complete the exercise. During whole-class feedback, say the collocations for students to repeat and check pronunciation.

Answers

- 1 f - had an operation (underlined)
- 2 a - got better (underlined)
- 3 c - make an appointment (underlined)
- 4 b - see a doctor (underlined)
- 5 e - feeling sick (underlined)

Fast finishers

Ask students to write a list of illnesses and health problems. After feedback on Exercise 1, hold a brainstorming session in open class and create a mind map on the board.

- 2 Read through the instructions and check/clarify: *earache, overweight*. Divide the class into pairs and ask students to complete the exercise. Students compare answers with a partner before whole-class feedback. If you're short on time, set this exercise as homework.

Answers

- 1 'd been feeling sick
- 2 have an operation
- 3 make an appointment
- 4 see a doctor
- 5 take ... exercise
- 6 get better

Workbook page 92

PRONUNCIATION

For pronunciation practice in /tʃ/ and /ʃ/ consonant sounds, go to page Student's Book page 121.

FUNCTIONS

Talking about your health

SPEAKING Ask students to read through the questions. Check understanding. Divide the class into small groups for students to discuss their answers. You may like to give some answers of your own to act as an example. Give weaker students some time to think about and write down their answers before completing the exercise. While students are discussing the questions, monitor and help with any vocabulary questions, but as this is a fluency exercise, do not correct errors unless students do not understand each other. Listen to some of their answers in open class as feedback.

Student's Book page 98–99

CULTURE

Keeping healthy – stories from around the world

1 Write the following questions on the board.

How often do you ... run?

Where do you ... swim?

Why do you ... do martial arts?

Ask students to work in small groups and discuss the questions. Listen to some of their ideas and encourage open class discussion.

Tell students they are going to read about three sports events. Students work in pairs or small groups to look at the pictures and answer the question. Students quickly read the article to check their answers. Set a three-minute time limit on the reading to encourage students to skim the text quickly and not to focus on every word. Check answers in open class.

Answers

top picture: Arizona, USA middle picture: China
bottom picture: Russia or Finland

2 **2.25** Read through the questions with the class. Check/clarify: *charity, overcome stress, immune system*. Students read the text again and answer the questions. Ask them to compare answers in pairs before open class feedback.

Answers

- 1 It improves blood circulation and strengthens the body's immune system.
- 2 No. It's only for people who are already fit and healthy.
- 3 You start wearing something white, and at every kilometre people spray and paint you in different colours.
- 4 Travis Snyder – he wanted to organise a fun run where professionals and amateurs could run together.
- 5 It helps overcome stress, improves concentration and helps you feel happy and relaxed.
- 6 Everyone.

3 **VOCABULARY** Read through the definitions quickly in open class. Ask students to complete the activity, reading the text again to find the words or phrases that match the descriptions. Check answers and during feedback, say the words for students to repeat and check pronunciation.

Mixed-ability

Stronger students may like to attempt the activity without re-reading the text. With weaker classes, point out that the words appear in the correct order in the text. You could even give students the first letter of each word to guide them.

Answers

- 1 annually 2 overcome 3 nearby 4 popular 5 brave

4 **SPEAKING** Divide the class into pairs or small groups. Students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the unit. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Mixed-ability

Weaker students can choose one question to discuss.

Stronger students can go through the questions in the box and discuss all of them.

WRITING

A story

1 As a brief introduction to the topic, ask students: *Have you ever been camping or stayed at a holiday camp?* Listen to some of their answers.

Tell students they are going to read a story about a girl's experiences on holiday. Students read the story then check answers with a partner before feedback in open class.

Answers

- 1 They couldn't go on their mountain trip because of bad weather. 2 Student's own answer 3 Student's own answer

2 In open class, point out the words in bold in the story. Read through the instructions and check understanding. Divide the class into pairs for students to complete the exercise. During whole-class feedback, elicit further examples of words to add to each group.

Answers

talk about the time when things happened – last summer, on the last day, lunchtime, all morning talk about the order in which things happened – already, at first, then, five minutes later make the story more interesting – suddenly, luckily

3 Tell students that there is a basic format which can be followed when writing a story. Read through the instructions and ask students to work in pairs and answer the questions. During whole-class feedback, ask them to give examples from the text in their answers.

Answers

- 1 past continuous (ongoing/background action in the past), past simple (shorter action or state in the past), past perfect continuous (situation or action in the past continuing until another point in the past)
- 2 Paragraph 1 sets the scene; Paragraphs 1 and 2 explain the group's plan for that day; Paragraph 3 talks about a dramatic situation; Paragraph 4 talks about the solution to the problem
- 4 Tell students they are going to write a story about a sports event. In pairs or small groups, students make notes on what to include in their story. As feedback, discuss in open class the type of things students have decided to include.
- 5 Ask students to write their story. Encourage them to organise their writing as outlined in Exercise 3 and to use a variety of past tenses.

This can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom.

Alternatively, students could do the writing for homework. In a subsequent lesson, give them the opportunity to read each other's descriptions and decide which is the most interesting.

Student's Book page 100–101

CAMBRIDGE ENGLISH: Preliminary

THINK EXAMS

READING

Part 4: Four-option multiple choice

1

Answers

1 D 2 C 3 D 4 C

Workbook page 97

LISTENING

Part 3: Gap fill

2  2.26

Answers

1 photographers 2 Fridays 3 Wednesdays
4 28 July 5 newspaper 6 0184 6780

Audio Script Track 2.26

If you're aged 16 or 17 and facing the long summer holidays with little or nothing to do, then listen carefully because this might be just the thing for you. The Daily Post newspaper is looking for young people to fill their junior apprenticeship positions.

That's right. If you are interested in a career in journalism, then this is your chance to get some valuable hands-on experience at one of the oldest newspapers in the world.

There are a total of five positions; two for trainee journalists, two for trainee photographers and one position as a junior assistant editor. No experience is necessary and full training will be given on the job. Successful applicants will be expected to work a 20-hour week. Working hours will be from 1 pm to 6 pm on Mondays and Fridays and from 8 am to 1 pm on Tuesdays and Thursdays. So that means you don't have to work on Wednesdays.

You might have to work at the weekend sometimes. But the good news is that you will be paid extra for weekend work! The paper is offering £5 an hour. Each position is for four weeks starting on Monday 28 July. And if you really impress them, you might be offered a part-time contract to work weekends during term time. This is an excellent opportunity to get a foot in the door of one of the most competitive careers there is.

If you're interested, application forms can be downloaded from The Daily Post website, or you can find a copy in the newspaper itself every day this week.

For more information phone Robin on 0184 6780. That's Robin on 0184 6780 and he will give you all the information you need. Go on – do it!

Workbook page 53

TEST YOURSELF UNITS 9 & 10

VOCABULARY

1

Answers

1 take 2 as 3 career 4 challenging 5 training
6 in 7 notice 8 until 9 make 10 as soon as

GRAMMAR

2

Answers

1 worked 2 was built 3 have been invited/were invited 4 had been working 5 is invited 6 built

3

Answers

1 Millions of hamburgers **eat are eaten** every day.
2 When we got to London, we had **being been** travelling for a long time.
3 Hundreds of houses have **been** damaged by the hurricane.
4 The baby was very ill, so they were **taken taking** her to hospital.
5 Last week, I **was** hurt in a car accident.
6 When she left school, she **was had been** a student there for eight years.

FUNCTIONAL LANGUAGE

4

Answers

1 hurts; see 2 about; would 3 feeling; better
4 together; afraid