

**G** present perfect (simple and continuous)

**V** illness and treatment

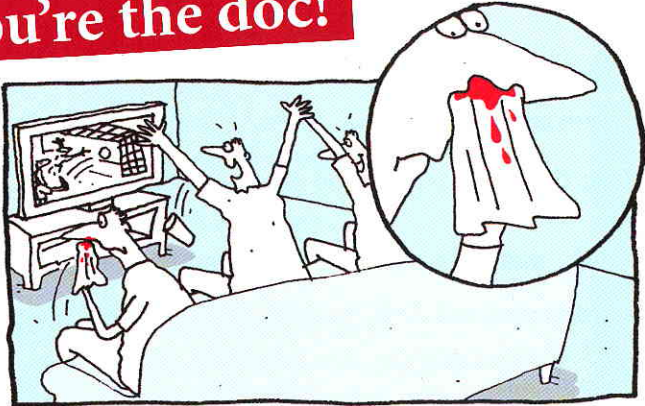
**P** consonant and vowel sounds

# You're the doctor!

## SPEAKING & VOCABULARY illness and treatment

Read about the two situations and work out the meaning of the highlighted words. Then decide which you think is the correct answer for each one.

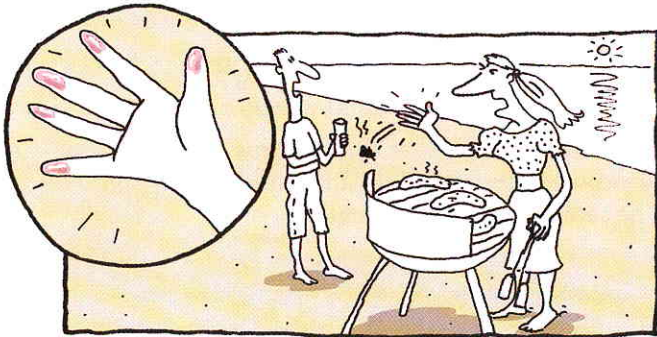
### You're the doc!



**1** You're at home with some friends watching a football match on TV. In the excitement, one of your friends suddenly starts having a nosebleed.

#### DO YOU...?

- a get some ice from the freezer and put it on his nose
- b get some toilet paper, tell him to put it in his nose, and suggest that he goes to the doctor to check his blood pressure
- c tell him to pinch the soft part of his nose for five minutes



**2** You're having a barbecue with some friends on the beach. One of your friends accidentally picks up a very hot piece of wood and burns her hand. It hurts a lot and she has blisters on her skin.

#### DO YOU...?

- a pour cold water on the hand and then cover it with a plastic bag
- b cover the burn with suncream
- c break the blisters and put on antiseptic cream

## 2 PRONUNCIATION consonant and vowel sounds





The phonetic symbols in a dictionary help you check the pronunciation of words which have an irregular sound-spelling relationship.

a **1.13** Use the phonetic symbols to help you pronounce these words. Then listen and check.

- 1 cough /kɒf/                      4 bruise /bruz/
- 2 heart /hɑ:t/                     5 blood /blʌd/
- 3 asthma /'æsmə/                6 diarrhoea /,daɪə'riə/

b How do you pronounce the sounds below? Write the words from the list in the correct column.

ache infection ankle bandage specialist chemist  
choking GP allergy pressure rash check-up  
stomach temperature unconscious

c **1.14** Listen and check. Practise saying the words.

d **p.160 Sound Bank.** Look at the typical spellings for these sounds.

e Ask and answer the questions below with a partner.

- 1 What are the main symptoms of...?
  - a a cold
  - b flu
  - c a twisted ankle
  - d a heart attack
  - e an allergic reaction
  - f food poisoning
- 2 What should you do if you have the illnesses or injuries above?

b **Communication** *You're the doc!* p.116. Check your answers.

c **p.147 Vocabulary Bank** *Illness and treatment.*

### 3 READING & LISTENING

- a You are going to read an article about two people who found themselves involved in life or death situations. Work in pairs. A read the first article and B read the second.

## Help! My friend's choking!

Library assistant, Mrs. Johnson was having dinner with friends in a restaurant. They were all having steak and Mrs Johnson had just swallowed a piece of meat when she suddenly found that she couldn't breathe. Her friends hit her hard on the back, but the piece of steak remained stuck in her throat. She was starting to panic. One of her friends shouted out desperately, 'Excuse me, can anyone help my friend? She's choking.' At another table in the restaurant Trisha Goddard, a TV chat show presenter, saw what was happening and rushed over to try to help. She stood behind Mrs Johnson and put her arms round her waist, and then pulled hard inwards and upwards three times...



Trisha Goddard



- b Take turns to tell each other your story. Explain...
- 1 what the situation was.
  - 2 what the person who was giving first aid did.
- c Discuss whether you think they did the right thing or not.
- d **1.15** **1.16** Now listen to what happened next and answer the questions.
- 1 What happened to Mrs Johnson in the end? Did Trisha Goddard do the right thing?
  - 2 What happened to Peter in the end? Did his mother do the right thing?

### 4 SPEAKING

#### GET IT RIGHT keep going!

Even when you know a lot of vocabulary connected with a topic, you may find that you don't know the exact word or phrase for what you want to say. If this happens, don't freeze! Paraphrase (use other words to say what you mean) and keep going!

#### Useful language

*What I mean is...*

*I can't remember / I don't know the word, but it's...*

*She had a sort of / kind of...*

Talk to a partner.

#### Have you ever had to give first aid?

YES

NO

Who to? Why?

What happened?

#### Has anyone ever had to give you first aid?

YES

NO

What happened?

#### How much do you know about first aid?

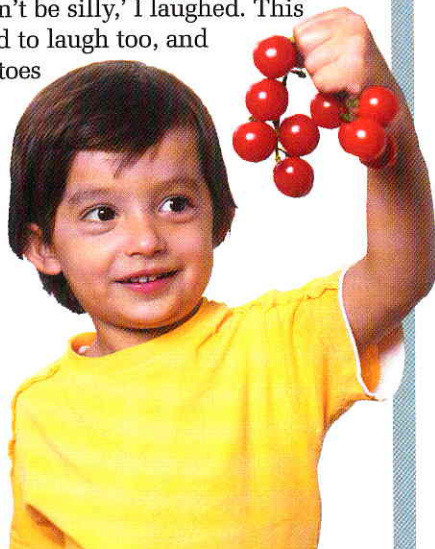
Where did you learn it?

#### What do you think you should do if...?

- a someone is stung by a wasp
- b someone has too much to drink and loses consciousness
- c someone accidentally takes too many painkillers

## The day my little boy swallowed a tomato

'Look at me, Mum,' giggled my three-year-old son. I could hardly understand him, as his mouth was full of cherry tomatoes. He had taken them out of the fridge while I was making lunch. 'Oh Peter, don't be silly,' I laughed. This was a big mistake. Peter tried to laugh too, and as he did so, one of the tomatoes got stuck in his throat. He tried to cough, but nothing happened. He was choking. I hit Peter on the back, but the tomato didn't move. Peter began to turn blue. I ran outside into the street, screaming for help, but the road was completely deserted. I was desperate. I put my whole hand in his mouth and pushed my fingers as far as I could down his throat...



## GRAMMAR present perfect (simple and continuous)

Check what you know: present perfect / past simple. Right (✓) or wrong (✗)? Correct the wrong highlighted phrases.

- 1 A **Have you ever had** an operation?  
 B Yes, I've broken my leg two years ago.
- 2 A **How long was** your uncle in hospital?  
 B Since last Tuesday. He's coming home tomorrow.
- 3 You **haven't taken** your medicine yet.
- 4 A **Have you gone** to see the doctor?  
 B Not yet. I'm going this afternoon.
- 5 Ouch! I **cut** my finger! Have you got a plaster?  
 6 I **know my doctor** for ten years. She's very good.

Any problems? ➔ **Workbook p.10**

1.17 **New grammar.** Read the jokes and use your instinct to cross out the wrong form (present perfect simple or continuous). Listen and check.

**Patient** Doctor, my son *has swallowed / has been swallowing* my pen, what should I do?  
**Doctor** Use a pencil until I get there.



**Doctor** You look exhausted!  
**Patient** Yes. *I've run / I've been running* after a cat.  
**Doctor** After a cat?  
**Patient** Yes, I think I'm a dog, doctor.  
**Doctor** I see. How long *has this gone on / has this been going on* for?  
**Patient** Since I was a little puppy.  
**Doctor** OK. Just lie down here on the couch and we'll talk about it.  
**Patient** I can't!  
**Doctor** Why not?  
**Patient** I'm not allowed on the furniture.



**Patient** *Have they sent / Have they been sending* you the results of my tests yet?  
**Doctor** Yes. The news isn't good, I'm afraid.  
**Patient** How long have I got to live, doctor?  
**Doctor** Ten...  
**Patient** Ten WHAT? Months? Weeks?  
**Doctor** Nine, eight, seven, six...



c ➔ **p.132 Grammar Bank 1C.** Read the rules and do the exercises.

d In pairs, use the prompts to ask and answer the questions. Is there anything you could do to improve your health?



- 1 / drink much water? How many glasses / drink today?
- 2 / do any physical exercise? What? How long / do it?
- 3 / eat a lot of fruit and vegetables? How many portions / have today?
- 4 / walk to school/work/university? How far / walked today?
- 5 / smoke? How long / smoke? How many cigarettes / have today?
- 6 / take any vitamins at the moment? How long / take them?
- 7 How many hours / sleep a night? / sleep well recently?
- 8 / allergic anything? / ever have a serious allergic reaction?

## 6 READING

- a What symptoms do people have when they feel stressed?
- b Which *three* of these things do you think are the most stressful? Number them 1–3 (1 = the most stressful) and compare with a partner.
- Packing for a trip at the last minute.
  - Being stuck in a traffic jam when you have an appointment.
  - Writing a report for your boss when you don't have much time to finish it.
  - Running for a bus or train.
  - Looking after a family member who has a chronic illness.
  - Shopping in your lunch break.
  - Programming a DVD player using the instruction manual.
- c Read the article once quite quickly and then tick (✓) the activities that are bad for your health. What does the article say about the others?
- d Read the article again more slowly. Circle the correct *main idea* for each paragraph.
- 1 a Being in traffic jams is bad for our health.  
b Some people think that not all kinds of stress are bad for us.  
c Doctors don't agree how we can reduce our levels of stress.
  - 2 a Young people suffer more from stress than older people.  
b Alzheimer's is one of the illnesses many old people suffer from.  
c Good stress stops us from getting ill.
  - 3 a Situations which produce good stress are always short term.  
b Some stress can make our cells stronger.  
c Too much protein can make us ill.
  - 4 a We need some stress to exercise our cells' self-repair mechanism.  
b Doing physical exercise makes us feel less stressed.  
c Packing your suitcase in a hurry is an example of good stress.
- e Complete the sentences using words from the article.
- 1 When we try to do less of something, we try to **c** \_\_\_\_\_  
**d** \_\_\_\_\_ (paragraph 1).
  - 2 An illness that you have for a very long time is called a **c** \_\_\_\_\_  
illness (1).
  - 3 Something which is good for us is **b** \_\_\_\_\_ (2).
  - 4 The verb to make something stronger is **s** \_\_\_\_\_ (2).
  - 5 Our body is made up of millions of **c** \_\_\_\_\_ (2).
  - 6 When we treat our body badly we **d** \_\_\_\_\_ it (3).
  - 7 Another word for illness is **d** \_\_\_\_\_ (3).
  - 8 Something which is bad for us is **h** \_\_\_\_\_ (3).
  - 9 Doing exercise helps to make our **m** \_\_\_\_\_ bigger and  
stronger (4).
- f Use your dictionary to check the pronunciation of the words in e.
- g Discuss these questions with a partner.
- 1 Do you agree with what you have read in this article? Why (not)?
  - 2 What kinds of 'good stress' do you have in your life?
  - 3 What other health stories have you heard about recently?  
Do you pay much attention to them? Do you believe them?

## Get stressed, stay young



1 For decades doctors have warned us about the dangers of stress and have given us advice about how to cut down our stress levels. Everyone agrees that long-term stress, for example having to look after someone who has a chronic illness, or stressful situations where there is nothing we can do, for example being stuck in a traffic jam, is bad for our health and should be avoided whenever possible. However, some medical experts now believe that certain kinds of stress may actually be good for us.

2 Dr Marios Kyriazis, an anti-ageing expert, claims that what he calls 'good stress' is beneficial to our health and may, in fact, help us stay young and attractive and even live longer. Dr Kyriazis says that 'good stress' can strengthen our natural defences which protect us from illnesses common among older people, such as Alzheimer's, arthritis, and heart problems. He believes that 'good stress' can increase the production of the proteins that help to repair the body's cells, including brain cells.

3 According to Dr Kyriazis, running for a bus or having to work to a deadline are examples of 'good stress', that is



situations with short-term, low or moderate stress. The stress usually makes us react quickly and efficiently, and gives us a sense of achievement – we did it! However, in both these situations, the stress damages the cells in our body or brain and they start to break down. But then the cells' own repair mechanism 'switches on' and it produces proteins which repair the damaged cells and remove harmful chemicals that can gradually cause disease. In fact, the body's response is greater than is needed to repair the damage, so it actually makes the cells stronger than they were before.

4 'As the body gets older, this self-repair mechanism of the cells starts to slow down,' says Dr Kyriazis. 'The best way to keep the process working efficiently is to 'exercise' it, in the same way you would exercise your muscles to keep them strong. This means having a certain amount of stress in our lives.' Other stressful activities that Kyriazis recommends as being good stress include redecorating a room in your house over a weekend, packing your suitcase in a hurry to reach the airport on time, shopping for a dinner party during your lunch break or programming your DVD or video recorder by following the instruction manual.



From The Times

So next time your boss tells you that she wants to see that report finished and on her desk in 45 minutes, don't panic; just think of it as 'good stress' which will have benefits for your long-term health!

# Communication

## 1B You're psychic, aren't you? Student A

- a Imagine you're a psychic. Make guesses and complete the sentences below about B.
- 1 Your favourite colour is \_\_\_\_\_, ...?
  - 2 You really like \_\_\_\_\_, (a sport or hobby)...?
  - 3 You went to \_\_\_\_\_ last weekend, ...?
  - 4 You haven't been to \_\_\_\_\_ (a country), ...?
  - 5 You were born in \_\_\_\_\_ (place), ...?
  - 6 You'd like to be able to \_\_\_\_\_, ...?
  - 7 You can't \_\_\_\_\_ very well, ...?
  - 8 You're very good at \_\_\_\_\_, ...?
- b Check if your guesses are true, by saying the sentences to B and checking with a question tag, e.g. *Your favourite colour is pink, isn't it?* Try to use a falling intonation.
- c Now B will check his / her guesses about you. Respond with a short answer. If the guess is wrong, tell B the real answer.
- d Count your correct guesses. Who was the better psychic?

## 1C You're the doc! Students A + B

Check your answers.

**1 c** The correct treatment is to pinch the soft part of the nose. This will usually cure a nosebleed if you do it for five minutes. If not, repeat for 10 minutes, and if that still doesn't work, go to your nearest hospital.

**2 a** The correct treatment is first to pour cold water on the burn for at least 10 minutes and then to cover it with a loose bandage. If you haven't got a bandage, you can use a clean plastic bag or kitchen film. Do not break blisters and don't put any cream on the burn.

## 2A Clothes quiz Student A

- a Ask B the questions (the answers are in *italics*).
- 1 What's the opposite of...?
    - These trousers are too tight. (*These trousers are too loose.*)
    - trendy clothes (*old-fashioned clothes*)
    - get dressed (*get undressed*)
  - 2 What material are the following usually made of?
    - a sweater (*wool*)
    - cycling shorts (*Lycra™*)
    - a tie (*silk*)
  - 3 What does it mean if you say 'These shoes don't fit me'? (*They're too big or too small.*)
  - 4 When do people normally...?
    - try clothes on (*in a shop before they buy them*)
    - dress up (*for a party, a wedding, etc.*)
  - 5 What does it mean if you say 'Paula's dressed to kill tonight'? (*People will admire her because of her clothes.*)
- b Answer B's questions.

## 2B Flight stories Student A

- a You're going to read a newspaper article and then tell your partner about it. Read the article and write down 10 words that will help you remember the story.

### Lovesick violinist grounds plane



**N**uala Ni Chanainn, an Irish violinist, had been travelling round San Francisco as part of a theatre group. When the tour was over, she went to the airport and boarded the plane that would take her back home to Ireland. She was in her seat, waiting for the plane to take off, when she suddenly decided not to go after all. She rushed off the plane at the last minute, leaving TWA airline officials thinking that she perhaps had planted a bomb on the plane and escaped. The plane and all the luggage were thoroughly searched by a bomb-sniffing dog. Meanwhile, the airport authorities stopped Nuala and took her away to be questioned. However, after extensive questioning, she managed to convince them that she hadn't planted a bomb: she simply couldn't bear to leave her new boyfriend! The plane was allowed to depart nearly four hours later, minus the love-struck violinist, who then spent another two weeks in the States with the boyfriend.

- b Close your book and tell B your story in your own words, e.g. *There was a woman called Nuala who was a violinist from Ireland...*
- c Now listen to B's story, and ask your partner to clarify or rephrase if there's anything you don't understand.

## 1A question formation

- 1 **Can you** drive? Why **are you** crying?
- 2 Where **do you** live? **Did you** go out last night?
- 3 Why **didn't you** like the film? **Isn't this** a beautiful place?
- 4 **What** are they talking **about**? **Where** is she **from**?
- 5 **Who** lives in this house? **How many people** came to the party?
- 6 Could you tell me **where this bus goes**?  
Do you know **if he's coming**?

- 1 To make questions with modal verbs and with tenses where there is an auxiliary verb (*be, have, etc.*) invert the subject and the modal / auxiliary verb.
- 2 With the present and past simple, add *do / does* or *did* before the subject.
- 3 We often use negative questions to show surprise or when you expect somebody to agree with you.

- 4 If a verb is followed by a preposition, the preposition comes at the end of the question, e.g. *What are you talking about?* NOT *About what are you talking?*
  - We often just use the question word and the preposition, e.g. **A** *I'm thinking.* **B** *What about?*
- 5 When *who / what / which*, etc. is the **subject** of the question, don't use *do / did*, e.g. *Who wrote this?* NOT *Who did write this?*
- 6 Use indirect questions when you want to ask a question in a more polite way. *Where does she live?* (direct) *Could you tell me where she lives?* (indirect)
  - In indirect questions the order is subject + verb.  
*Can you tell me where **it is**?* NOT *Can you tell me where **is it**?*
  - Don't use *do / did* in the second part of the question.
  - You can use *if* or *whether* after *Can you tell me, Do you know, etc.*, e.g. *Can you tell me **if / whether** he's at home?*

## 1B auxiliary verbs

- 1 **A** Do you speak French?      **B** Yes, I do. Quite well.
- 2 I like dogs, but my husband **doesn't**. Jim's coming, but Anna **isn't**.
- 3 **A** I loved the film.      **B** So did I.  
**A** I haven't finished yet.      **B** Neither have I.  
He's a doctor and **so is his wife**.
- 4 **A** I went to a psychic yesterday.      **B** Did you?  
**A** I'll make the dinner.      **B** Will you? That's great!
- 5 **A** You didn't lock the door!      **B** I did lock it, I promise.  
**A** Silvia isn't coming.      **B** She **is** coming. I've just spoken to her.
- 6 You won't forget, **will you?** Your wife can speak Italian, **can't she?**

Use auxiliary verbs (*do, have, etc.*) or modal verbs (*can, must, etc.*):

- 1 in short answers, instead of answering just *Yes / No*.
- 2 to avoid repeating the main verb / verb phrase, e.g. *I like dogs but my husband doesn't (like dogs)*.
- 3 with *so* and *neither* to say that something is the same. Use *so* + subject + auxiliary with a positive verb, and *neither* (or *nor*) + subject + auxiliary with a negative verb.

- 4 to make 'echo questions', to show interest.
- 5 to show emphasis in a positive sentence. With the present / past simple, add *do / does / did* before the main verb. With other auxiliaries stress the auxiliary verb.
- 6 to make question tags. Use a positive question tag with a negative verb and a negative question tag with a positive verb.
  - Question tags are often used simply to ask another person to agree with you, e.g. *It's a nice day, isn't it?* In this case the question tag is said with falling intonation, i.e. the voice goes down.
  - Question tags can also be used to check something you think is true, e.g. *She's a painter, isn't she?* In this case the question tag is said with rising intonation, as in a normal yes / no question.

## 1C present perfect (simple and continuous)

present perfect simple: *have / has* + past participle

- 1 **I've been** to Australia. **Have you ever broken** your leg?
- 2 **We've just phoned** the doctor.  
**I've already finished** my lunch.
- 3 It's the best book **I've ever read**.  
It's the first time **we've done** this.
- 4 My sister's **had** a baby! Look, **I've cut** my finger.
- 5 **I've known** her **since** I was a child.  
**She's had** the job **for** six months.
- 6 **How many** of his books **have you read**?  
**She's been out** twice this week.

Use the present perfect simple:

- 1 to talk about past experiences when you don't say when something happened.
- 2 with *already, just, and yet*.
- 3 with superlatives and *the first, second, last time, etc.*
- 4 for finished actions (no time is specified) which are connected in some way with the present.
- 5 with *How long?* and *for / since* with **non-action** verbs (= verbs not usually used in the continuous form, e.g. *be, have, know, like, etc.*) to say that something started in the past and is still true now.
- 6 when we say / ask *how much / many* we have done or *how often* we have done something up to now.

present perfect continuous: *have / has + been* + verb + *-ing*

- 1 **How long have you been feeling** like this? **I've been working** here for two months.
- 2 **I haven't been sleeping** well recently. **It's been raining** on and off all day.
- 3 **I've been shopping** all morning. I'm exhausted.  
**A** Take your shoes off. They're filthy.  
**B** Yes, I know. **I've been working** in the garden.

Use the present perfect continuous:

- 1 with *How long?* and *for / since* with **action** verbs to say that an action started in the past and is still happening now.
- 2 for repeated actions, especially with a time expression, e.g. *all day, recently*.
- 3 for continuous actions which have just finished (but which have present results).

present perfect simple or continuous?

- 1 **We've lived / We've been living** in this town since 1980.  
**We've been living** in a rented flat for the last two months.
- 2 **We've painted** the kitchen. **We've been painting** the kitchen.

- 1 With *How long...?* and *for / since* you can often use the present perfect simple or continuous. However, we often prefer the present perfect continuous for shorter, more temporary actions.
- 2 The present perfect simple emphasizes the completion of an action (= the painting is finished). The present perfect continuous emphasizes the continuation of an action (= the painting is probably not finished).

1A

- a Order the words to make questions.
- friend known long best have How you your  
*How long have you known your best friend?*
- 1 you messages send ever text Do
  - 2 party was a time you to the When last went
  - 3 if Could bank here a you me near tell is there
  - 4 dinner usually Who the cooks
  - 5 shopping do going Who like you with
  - 6 at don't weekend you What doing the like
  - 7 car to would What you kind like buy of
  - 8 you time concert know finishes Do what the

- b Complete the questions.
- Where did you go on holiday last year? (you / go)
- 1 How often \_\_\_\_\_ exercise? (you / do)
  - 2 Who \_\_\_\_\_ *Crime and Punishment*? (write)
  - 3 Could you tell me how much \_\_\_\_\_? (this book / cost)
  - 4 What \_\_\_\_\_ at the end of the film? (happen)
  - 5 \_\_\_\_\_ your trip to Paris last weekend? (you / enjoy)
  - 6 What kind of music \_\_\_\_\_? (Tim / usually listen to)
  - 7 Who \_\_\_\_\_ Mia's handbag? (steal)
  - 8 Do you know when \_\_\_\_\_? (the swimming pool / open)
  - 9 Where \_\_\_\_\_ your boyfriend tonight? (you / meet)
  - 10 Can you remember where \_\_\_\_\_? (she / live)

1B

- a Complete the mini-dialogues with an auxiliary.
- A You didn't remember to buy coffee. B I did. It's in the cupboard.
- 1 A It's cold today, \_\_\_\_\_ it? B Yes, it's freezing.
  - 2 A So you didn't go to the meeting?  
B I \_\_\_\_\_ go to the meeting, but I left early.
  - 3 A What did you think of the film?  
B Tom liked, it but I \_\_\_\_\_. I thought it was awful.
  - 4 A I wouldn't like to be famous. B Neither \_\_\_\_\_ I.
  - 5 A Emma doesn't like me.  
B She \_\_\_\_\_ like you. She thinks you're very nice.
  - 6 A Sarah's had a baby.  
B \_\_\_\_\_ she? I didn't know she was pregnant!
  - 7 A Will your boyfriend be at the party?  
B No, he \_\_\_\_\_. He's away this week.
  - 8 A I can't come tonight.  
B \_\_\_\_\_ you? Why not?

- b Complete the conversation with auxiliary verbs.
- A You're Tom's sister, aren't you?  
 B Yes, I <sup>1</sup> \_\_\_\_\_.  
 A It's a great club, <sup>2</sup> \_\_\_\_\_ it?  
 B Yes, it <sup>3</sup> \_\_\_\_\_. But I don't like the music much.  
 A <sup>4</sup> \_\_\_\_\_ you? I love it!  
 B Really? <sup>5</sup> \_\_\_\_\_ you been here before?  
 A No, I <sup>6</sup> \_\_\_\_\_.  
 B Neither <sup>7</sup> \_\_\_\_\_ I.  
 A So you <sup>8</sup> \_\_\_\_\_ go out much, then?  
 B Well, I <sup>9</sup> \_\_\_\_\_ go out, but I <sup>10</sup> \_\_\_\_\_ go to clubs very often.  
 A Oh, I <sup>11</sup> \_\_\_\_\_. I love clubbing.  
 B I'd love a drink.  
 A So <sup>12</sup> \_\_\_\_\_ I. Let's go to the bar.

1C

- a Circle the correct form of the verb. Tick (✓) if both are correct.
- Have you ever (tried) / *been trying* caviar?
- 1 *She's lived* / *She's been living* here for years.
  - 2 Your boss *has phoned* / *has been phoning* three times this morning!
  - 3 The kids are exhausted because *they've played* / *they've been playing* outside all day.
  - 4 *He hasn't seen* / *He hasn't been seeing* the new James Bond film yet.
  - 5 *I've never met* / *I've never been meeting* his wife. Have you?
  - 6 *We've studied* / *We've been studying* English all our lives.
  - 7 *I've tidied* / *I've been tidying* the garage all afternoon. I've nearly finished.
  - 8 He'll be here soon. *He's just left* / *He's just been leaving* work.
  - 9 How long *have you had* / *have you been having* your car?
  - 10 Oh no! Someone *has broken* / *has been breaking* the window.

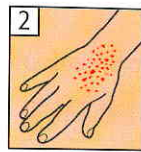
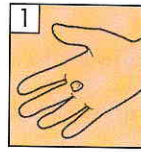
- b Complete the sentences with the present perfect simple or continuous.
- I've bought* \_\_\_\_\_ a new car. Do you like it? (buy)
- 1 We \_\_\_\_\_ Jack and Ann for years. (know)
  - 2 You look hot. \_\_\_\_\_? (you / run)
  - 3 Rose \_\_\_\_\_ her homework so she can't go out. (not do)
  - 4 Did you know \_\_\_\_\_? They live in Torquay now. (they / move)
  - 5 How long \_\_\_\_\_ together? Five months? (Daisy and Adam / go out)
  - 6 I \_\_\_\_\_ time to cook dinner. Shall we get a pizza? (not have)
  - 7 We \_\_\_\_\_ for hours. I think we're lost. (walk)
  - 8 \_\_\_\_\_ my chocolates? There are only a few left! (you / eat)

### 1 Symptoms

a Match the words and pictures.

He has / He's got...

- a temperature /'tempərətʃə/.
- a cough /kɒf/.
- a headache (earache, stomach ache, etc.).
- a rash.
- a blister.
- a pain (in his chest).



- He's being sick.
- She's sneezing a lot.
- Her finger is bleeding.
- His ankle is swollen.
- Her back hurts / aches.



b Match the sentences.

- 1 She's unconscious /ʌn'kɒnʃəs/.
  - 2 She has a sore throat.
  - 3 She has diarrhoea /,daɪə'riə/.
  - 4 She feels sick.
  - 5 She fainted.
  - 6 She feels dizzy.
- A She's been to the toilet five times this morning.
  - B She's breathing but her eyes are closed and she can't hear or feel anything.
  - C She wants to be sick / vomit.
  - D It was so hot on the train that she lost consciousness.
  - E She feels that everything is spinning round.
  - F It hurts when she talks or swallows food.

### 2 Illnesses and injuries

a Match the illnesses / conditions with their causes or symptoms.

- 1 He has flu.
  - 2 He's caught a cold.
  - 3 He is allergic to cats.
  - 4 He has asthma /'æsmə/.
  - 5 He has high (low) blood pressure /'blʌd'preʃə/.
  - 6 He's had a heart attack.
  - 7 He's had a stroke.
  - 8 He has food poisoning.
  - 9 He's twisted / sprained his ankle.
  - 10 He's burnt himself.
  - 11 He has a bruise on his toe.
- A It's 150 over 100.
  - B He was overweight, a smoker, and very highly stressed.
  - C His right side is paralyzed and he can't speak.
  - D He ate some prawns that weren't fresh.
  - E He's sneezing a lot and he has a cough.
  - F He dropped a chair on it and now there's a blue mark.
  - G He has difficulty breathing.
  - H He starts sneezing as soon as he's near one.
  - I He's got a temperature and his body aches.
  - J He touched the iron when it was on.
  - K He fell badly and now it's swollen.

### 3 Treatment

Write the missing word in the treatment column.

bandage /'bændɪdʒ/   injection   medicine   operation   rest   specialist   stitches   X-ray

Go to the doctor's (GP). He / she may tell you to...

- 1 take some \_\_\_\_\_ e.g. antibiotics /æntɪbaɪ'ɒtrɪks/ or painkillers.
- 2 stay at home and \_\_\_\_\_.
- 3 go to hospital to see a \_\_\_\_\_.

Go to hospital / to A & E (Accident and Emergency). You may have to...

- 4 have an \_\_\_\_\_ or scan to see if anything is broken.
- 5 have \_\_\_\_\_ if you have a very deep cut.
- 6 have an \_\_\_\_\_, when a drug is put into your body through a needle.
- 7 have a \_\_\_\_\_ put on to keep the wound /wʊnd/ clean.
- 8 have an \_\_\_\_\_, when part of your body is cut open to remove or repair a damaged part.

treatment

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Can you remember the words on this page? Test yourself or a partner. p.12



# Phrasal verbs in context

## FILE 1

Complete the phrasal verbs from File 1 with the correct particle.

back down (x2) up (x3)

- 1 My brother and his girlfriend **broke** \_\_\_\_\_ last month.
- 2 I can't talk now, I'm driving. I'll **call** you \_\_\_\_\_ in fifteen minutes.
- 3 This club isn't a very good place to **chat** \_\_\_\_\_ girls. The music is too loud.
- 4 The doctor said that I had to **cut** \_\_\_\_\_ to one cup of coffee a day.
- 5 Don't **give** \_\_\_\_\_. If you keep trying, I'm sure find a good job soon.
- 6 **Slow** \_\_\_\_\_! There are speed cameras on this road.

## FILE 2

Complete the phrasal verbs from File 2 with a verb in the correct form.

burst knock leave put turn

- 1 Everyone \_\_\_\_\_ **out** laughing when Jimmy arrived wearing a large, white hat.
- 2 Can you \_\_\_\_\_ the TV **up**? I can't hear it with the children shouting in the kitchen.
- 3 Don't \_\_\_\_\_ anything **behind** when you get off the plane.
- 4 What a pity! They're going to \_\_\_\_\_ **down** our local cinema and build a car park.
- 5 If you take any of my things, please \_\_\_\_\_ them **back** when you've finished with them.

## FILE 3

Match the phrasal verbs from File 3 with a definition A–E.

- |  |                          |                        |
|--|--------------------------|------------------------|
| 1 <b>Watch out</b> , there are often pickpockets on this station.        | <input type="checkbox"/> | A continue             |
| 2 The company has been <b>going through</b> a bad period recently.       | <input type="checkbox"/> | B leave                |
| 3 The police told us to <b>get out</b> because the building wasn't safe. | <input type="checkbox"/> | C stop operating       |
| 4 If we <b>carry on</b> polluting the planet, we're going to destroy it. | <input type="checkbox"/> | D be careful           |
| 5 The restaurant wasn't popular and it <b>closed down</b> last year      | <input type="checkbox"/> | E experience or suffer |

## FILE 4

Complete the phrasal verbs from File 4 with the correct particle.

down off (x2) on out

- 1 If there is an emergency, all passengers must **get** \_\_\_\_\_ of the plane as fast as they can.
- 2 It was an eight-hour journey so we **set** \_\_\_\_\_ early in the morning
- 3 Jessica was getting really angry with Tom so I told her to **calm** \_\_\_\_\_.
- 4 **Hold** \_\_\_\_\_ to me. It's very slippery and you might fall.
- 5 The teacher **told** me \_\_\_\_\_ because I hadn't done my homework.

## FILE 5

Complete the phrasal verbs from File 5 with the correct particle.

catch eat fall fill lie put

- 1 I'm exhausted. I'm going to \_\_\_\_\_ **down** for half an hour.
- 2 I'm not very good at ice skating. I always \_\_\_\_\_ **over** at least twenty times!
- 3 We stopped at a petrol station to \_\_\_\_\_ **up** with petrol.
- 4 Let's meet for lunch next week and we can \_\_\_\_\_ **up on** all our news.
- 5 It's very easy to \_\_\_\_\_ **on** weight if you \_\_\_\_\_ **out** several times a week.

## FILE 6

Match the phrasal verbs from File 6 with a definition A–E.

- |  |                          |  |
|--|--------------------------|--|
| 1 The teacher <b>hurried through</b> the last part of the class.             | <input type="checkbox"/> | A collide with                               |
| 2 I'll only call you if something interesting <b>comes up</b> in the meeting | <input type="checkbox"/> | B hit and knocked to the ground by a vehicle |
| 3 James has <b>thought up</b> a brilliant new idea for our new product.      | <input type="checkbox"/> | C invent                                     |
| 4 An old man was <b>run over</b> on the pedestrian crossing.                 | <input type="checkbox"/> | D complete quickly                           |
| 5 A lorry <b>crashed into</b> my car when it was parked outside my house.    | <input type="checkbox"/> | E occurs or appears unexpectedly             |













## FILE 7













Complete the phrasal verbs with the correct form of the verb.

end go pick take

- 1 I don't know what's \_\_\_\_\_ **on**. Can anyone tell me what's happening?
- 2 We got completely lost and we \_\_\_\_\_ **up** miles away from where we wanted to go.
- 3 I'll \_\_\_\_\_ you **up** at the station if you tell me what time your train arrives.
- 4 I've decided to \_\_\_\_\_ **up** a new hobby – I'm going to learn to dance salsa.

# Sounds and spelling – consonants

	usual spelling	▲ but also
 <b>p</b> parrot	<b>p</b> press plain export hip <b>pp</b> kidnapping disappear	
 <b>b</b> bag	<b>b</b> burglar bribe vibrant job <b>bb</b> stubborn robbery	
 <b>k</b> keys	<b>c</b> calm ironic <b>k</b> kind stroke <b>ck</b> trick neck <b>qu</b> mosque queue	<b>ch</b> chemist <b>ch</b> choir ache
 <b>g</b> girl	<b>g</b> global guilty drug forget <b>gg</b> mugger beggar	<b>gh</b> ghost <b>gh</b> ghetto
 <b>f</b> flower	<b>f</b> fed up grateful <b>ph</b> photo elephant <b>ff</b> traffic offended	<b>ough</b> tough <b>ough</b> cough
 <b>v</b> vase	<b>v</b> violin vest sleeve review provincial heatwave	<b>of</b>
 <b>t</b> tie	<b>t</b> trendy terrorist storm strict <b>tt</b> settled patterned	<b>worked</b> passed debt doubt receipt
 <b>d</b> dog	<b>d</b> dream denim hand confident <b>dd</b> address middle	<b>failed</b> bored
 <b>s</b> snake	<b>s</b> strange responsible <b>ss</b> depressing possessive <b>ce/ci</b> peace celebrity	<b>scientist</b> <b>psychologist</b>
 <b>z</b> zebra	<b>z</b> zero freezing <b>zz</b> dizzy blizzard drizzle <b>s</b> miserable museum loves trousers	<b>dessert</b>
 <b>sh</b> shower	<b>sh</b> shocked shy cash selfish <b>ti</b> operation injection (+ vowel) <b>ci</b> unconscious sociable (+ vowel)	<b>sugar</b> <b>sure</b> <b>brochure</b> <b>moustache</b> <b>anxious</b> <b>pressure</b>
 <b>tv</b> television	An unusual sound. decision confusion pleasure usually garage	

	usual spelling	▲ but also
 <b>th</b> thumb	<b>th</b> theory thrilled healthy truth <b>thief</b> both	
 <b>th</b> mother	<b>th</b> although with clothes rhythm weather	
 <b>ch</b> chess	<b>ch</b> cheerful chest <b>tch</b> stitches match <b>t (+ure)</b> immature temperature	<b>cello</b>
 <b>j</b> jazz	<b>j</b> jealous injury <b>g</b> generous original <b>-dge</b> badge judge	<b>soldier</b>
 <b>l</b> leg	<b>l</b> launch employ deal blackmail <b>ll</b> colleague chilly	
 <b>r</b> right	<b>r</b> relieved reporter breeze critic <b>rr</b> terrified hurricane	<b>wrist</b> <b>wrinkled</b>
 <b>w</b> witch	<b>w</b> wave waist windy motorway <b>wh</b> whatever wheel	<b>one</b> <b>once</b>
 <b>y</b> yacht	<b>y</b> yoga yawn yoghurt yourself before <b>u</b> university human	<b>view</b>
 <b>m</b> monkey	<b>m</b> medicine media damp homeless <b>mm</b> commercial recommend	<b>thumb</b> <b>comb</b>
 <b>n</b> nose	<b>n</b> needle nervous kidney monotonous <b>nn</b> tennis connection	<b>kneel</b> <b>knew</b> <b>design</b> <b>foreign</b>
 <b>-ng</b> singer	<b>-ng</b> lightning pouring tongue scorching before <b>k</b> wink ankle	
 <b>h</b> house	<b>h</b> hijack horoscope historic incomprehensible unhelpful behave	<b>whoever</b> <b>whose</b> <b>whole</b>