

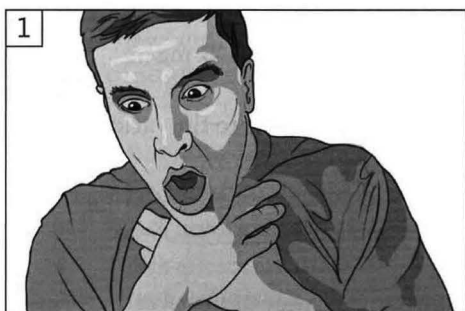
2A Call the doctor?

1 VOCABULARY illnesses and injuries

- a Look at the six quiz questions. With a partner, decide what the highlighted words might mean. Use the pictures to help you.
- b Now do the quiz with a partner.
- c ➤ **Communication** First aid quiz A p.105 B p.109.
Read the answers to half of the quiz and the reasons why, and tell each other.
- d ➤ p.152 Vocabulary Bank Illnesses and injuries.

Help save lives! The British Red Cross first aid quiz www.redcross.org.uk/firstaid

Would you know what to do in these common medical emergencies?

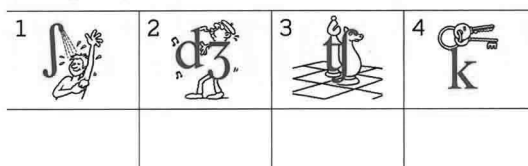


- 1** If someone is choking, you should...
- hit them on the back
 - lean them backwards
 - lie them on their side
- 2** What is the best thing to put on a burn at first?
- warm running water
 - cold running water
 - kitchen film
- 3** If someone has a cut which is bleeding badly, you should first...
- press on the wound
 - cover the wound
 - wash the wound under running water
- 4** Which of these is the best way to treat a nose bleed?
- lean your head forwards and pinch the soft part of the nose
 - lean your head forwards and pinch the hard part of the nose
 - lean your head backwards and pinch the soft part of the nose
- 5** If you find someone collapsed on the ground, what should you do first?
- put your jacket over them to keep them warm
 - check if they are breathing
 - run off to find someone else to help
- 6** If someone has fallen and you think they may have broken their leg, you should...
- try to move their leg into a straight position
 - make sure the leg is supported to prevent unnecessary movement
 - put a bandage on their leg where you think the break is



2 PRONUNCIATION & SPEAKING

/ʃ/, /dʒ/, /tʃ/, and /k/; word stress



- a How do you pronounce sounds 1–4 above? Write the words from the list in the correct column.

ache allergy ankle bandage choking
pressure rash stomach temperature
unconscious

- b 133 Listen and check. Practise saying the words.

- c p.167 Sound Bank. Look at the typical spellings for /ʃ/, /dʒ/, /tʃ/, and /k/.

- d Look at some more words related to illness and injury. Which ones are similar in your language? Do you know what the other ones mean?

an|ti|bi|o|tics /æntɪbaɪ'ɒtɪks/ symp|tom /'sɪmptəm/
medi|cine /'medsn/ e|mer|gen|cy /i'mɜ:dʒənsi/
o|pe|ra|tion /ɒpə'reɪʃn/ as|pi|rin /æspəɪrɪn/
spe|cial|ist /'speʃəlɪst/ pa|ra|ce|ta|mol /pærə'sɪtəməl/
X-ray /'eks reɪ/ cho|les|te|rol /kə'lestərəl/
in|jec|tion /ɪn'dʒekʃn/ scan /skæn/

- e 134 Listen and underline the stressed syllable. Practise saying the words.

- f Ask and answer the questions with a partner.

1 What injuries or illnesses might you get when you are...?

- a) cooking
b) doing sport
c) eating in a restaurant

Have any of these things ever happened to you?

2 Have you ever been in a situation where you had to give first aid? Who to? Why? What happened?

How much do you know about first aid? Where did you learn it?

Has anyone ever had to give you first aid? What happened?

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

- a) someone has a very high temperature
b) someone is stung by a wasp and has an allergic reaction
c) someone has very bad sunburn

3 GRAMMAR present perfect simple and continuous

- a 135 Listen to a conversation between a doctor and patient. What symptoms does the patient have? What does the doctor suggest?
- b Listen again and complete the gaps with a verb in the present perfect simple or present perfect continuous.

Doctor Good morning, Mr Blaine. What's the problem?

Patient I ¹ _____ well for a few days. I keep getting headaches, and I ² _____ a lot, too. And I have a temperature.

D ³ _____ anything for the headaches?

P Yes, paracetamol. But they don't really help. I read on the internet that headaches can be the first symptom of a brain tumour...

D How many tablets ⁴ _____ so far today?

P I took two this morning.

D And have you taken your temperature this morning?

P Yes. I ⁵ _____ it five or six times. It's high.

D Let me see... Well, your temperature seems to be perfectly normal now.

P I think I need a blood test. I ⁶ _____ one for two months.

D Well, Mr Blaine, you know I think we should wait for a few days and see how your symptoms develop. Can you send the next patient in please, nurse?

- c 136 Listen to what the doctor and nurse say after Mr Blaine has left. What do they think of him?

- d Look at the sentences and circle the right verb form. Tick (✓) if you think both forms are possible.

- 1 Have you *been taking* / *taken* anything for the headaches?
2 How many tablets have you *been taking* / *taken* so far today?

- e p.134 Grammar Bank 2A. Learn more about the present perfect simple and continuous, and practise them.

- f In pairs, use the prompts to ask and answer the questions. The first question should be present simple or continuous, and the second should be present perfect simple or continuous.

- 1 / often *get* colds? How many colds / *have* in the last three months?
2 / *take* any vitamins or supplements at the moment? How long / *take* them?
3 / *drink* much water? How many glasses / *drink* today?
4 / *do* any exercise? What? How long / *do* it?
5 / *eat* a lot of fruit and vegetables? How many portions / *have* today?
6 / *walk* to school (or work or university)? How far / *walk* today?
7 How many hours / *sleep* a night? / *sleep* well recently?
8 / *allergic* anything? / ever *have* a serious allergic reaction?

4 WRITING

- p.113 Writing An informal email. Write an email to a friend explaining that you haven't been well, and saying what you've been doing recently.

5 READING & VOCABULARY

- a Look at the title of the article. How would you define a hypochondriac? What do you think a 'cyberchondriac' is?



- b Read the article once and check. Then complete the paragraphs with topic sentences A–E.



Topic sentences

In a well written article each paragraph usually begins with a 'topic sentence' which tells you what the paragraph is about.

- A Another problem for cyberchondriacs is that online medical information may be from an unreliable source or be out of date.
- B Sadly, the problem with Dr Google is that he isn't exactly a comfort in times of crisis.
- C The Microsoft study also revealed another serious problem – that online information often doesn't discriminate between common and very rare conditions.
- D Unfortunately, once you have it cyberchondria can be hard to cure.
- E Four hours later I got a diagnosis.

CONFESSIONS OF A *cyberchondriac*

A few weeks ago I was feeling under the weather. After days of intensive internet diagnosis, I finally went to see my GP. After examining me she told me that my heart rate was a bit fast and sent me off to A&E to have some tests. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is supraventricular tachycardia. Then I typed these two words into Google.

1 For example, *wrongdiagnosis.com* immediately scared me with a list of 407 possible causes. I raced to the hospital, convinced that I probably needed open-heart surgery.

2 I had a chest infection... and a bad case of cyberchondria. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million internet users last year found that 2% of all searches were health-related.

3 Since my trip to hospital, I have been obsessively checking my pulse, swapping symptoms in chatrooms, and reading all about worst-case scenarios. What if the doctors got it wrong? What if the ECG machine was faulty? It's exhausting trying to convince yourself that you might have a life-threatening illness.

4 One in four of all articles thrown up by an internet search for 'headache' suggested a brain tumour as a possible cause. Although it is true that this may be the cause, in fact brain tumours develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in 'mouth ulcer' and see that 'mouth cancer' has several mentions near the top, you think that it must be very common. However, this is not the case at all.

5 A recent American study showed that 75% of the people who use the internet to look up information about their health do not check where that information came from, or the date it was created. 'Once something has been put up on the internet, even if it's wrong, it's difficult to remove,' says Sarah Jarvis, a doctor. 'This is a problem especially with scare stories, and also with some alternative remedies which claim to be miracle cures, but which may actually do you harm.'

Check the information? Sorry, I don't have time – I'm off to buy a heart-rate monitor!

Glossary

GP general practitioner (= family doctor)

A&E Accident and Emergency department of a hospital

ECG machine electrocardiogram machine used to test people's heart rate

scare stories stories in the news, e.g. 'Mobile phones give you cancer' which make people worry about their health

Adapted from The Sunday Times

- c With a partner, look at the highlighted words and phrases and guess what they mean. Then match them with definitions 1–11.

More medical vocabulary

- | | | |
|----|-------|--|
| 1 | _____ | <i>adj</i> sth very serious, which could kill you |
| 2 | _____ | <i>noun</i> a small blister in the mouth that can be very painful, but is not serious |
| 3 | _____ | <i>noun</i> ways of curing illnesses that are not traditional medicine, e.g. herbal medicine |
| 4 | _____ | IDM not feeling very well |
| 5 | _____ | <i>noun</i> a serious illness in which malignant cells form in the body and kill normal body cells |
| 6 | _____ | <i>noun</i> an illness that is caused by bacteria or a virus |
| 7 | _____ | <i>noun</i> the speed at which your heart beats |
| 8 | _____ | <i>noun</i> the medical treatment of an illness or injury that involves an operation |
| 9 | _____ | <i>noun</i> the number of times your heart beats in a minute |
| 10 | _____ | <i>noun</i> a group of cells that are growing in a place where they should not be |
| 11 | _____ | <i>noun</i> successful treatments for illnesses that were thought to be impossible to cure |

- d **140**) Listen and check.

- e Read the article again carefully. Choose a, b, or c.

- The first thing the journalist did after leaving her GP was...
 - go and see a specialist
 - go to A&E
 - find out what her condition was called
- After realizing that she was a cyberchondriac, she...
 - stopped worrying
 - worried just as much as before
 - stopped visiting health-related websites
- One problem with health-related websites on the internet is that...
 - they make unusual illnesses seem more common than they really are
 - they often describe conditions which don't really exist
 - they give more information about rare illnesses than about common ones
- Another problem with these websites is that...
 - they encourage people to go to the doctor more often
 - they make people believe in miracle cures
 - the information may not be right

6 LISTENING & SPEAKING



- a **141**) Listen to a radio interview with a doctor about cyberchondria. What's her general opinion of patients using health websites?
- b Listen again. Then answer the questions with a partner.
- What did a patient she saw recently think he had? What did he really have?
 - What four things does she say that diagnosis depends on apart from symptoms?
 - What kind of website forums does she recommend?
 - Complete the three tips she gives to cyberchondriacs:
 - Only look online...
 - Make sure that the website you are using is...
 - Remember that common symptoms usually...
- c With a partner, or in small groups, answer the questions. Ask for and give as much information as possible.
- Which of the doctor's three tips do you think is the most important?
 - How often do you look up information about health and illness on the internet? What websites do you usually go to? How useful is the information?
 - Do you know anyone who you think is a hyperchondriac or cyberchondriac?
 - Do you think people in your country worry a lot about...?
 - their blood pressure
 - their cholesterol level
 - their eyesight
 Do they worry about anything else related to health?

7 **142**) SONG Just Like a Pill 🎵

2B Older and wiser?

1 SPEAKING

- a** Look at some adjectives which are commonly used to describe teenagers or elderly people. With a partner, write them in the column where you think they belong. Are the majority of the adjectives positive or negative?

absent-minded adventurous bad-tempered
 clumsy kind lazy moody narrow-minded
 self-centred stubborn unenthusiastic
 vulnerable weak wise

teenagers	elderly people

old or elderly?

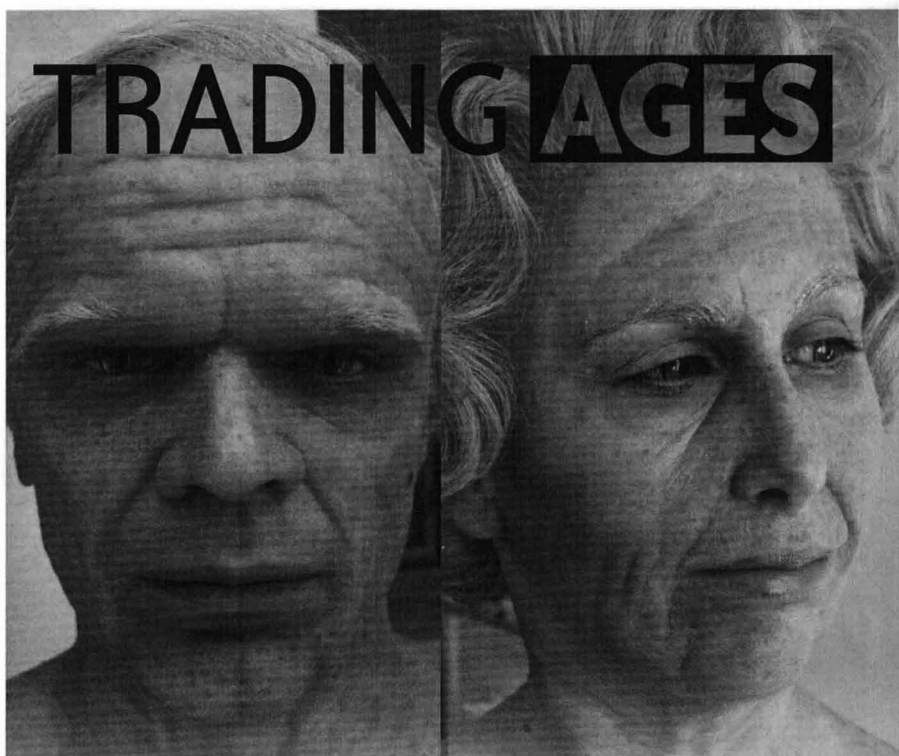
Old and *elderly* mean the same thing, but *elderly* is only used for people and is more polite.

- b** In pairs or small groups, discuss the questions.
- Do you think the adjectives in **a** truly describe most teenagers and elderly people or do you think these are stereotypes?
 - In what way might these stereotypes be damaging?
 - Do you know people in these two age groups who a) conform to the stereotypes b) don't conform to the stereotypes? How?



2 READING

- a** Look at the photos of Nick Sydney and Karoline Bell. What do you think has been done to them and why?
- b** Read the first paragraph of the article once and check your answer. Look at the highlighted phrases related to the body. With a partner, say what you think they mean.



For a BBC TV documentary, 29-year-old KAROLINE BELL and 32-year-old NICK SYDNEY experienced what it was like to be old...

It took five hours every morning to make Karoline and Nick look like elderly people in their seventies. They were given synthetic wrinkled skin, false teeth, and grey wigs. They also wore body suits to make them look fatter and contact lenses to make their eyes look older. The discomfort of the make-up, the heavy suits, and the contact lenses (which made their eyesight worse) gave them a small taste of the physical problems of old



age. They were also coached to walk and speak like people in their seventies. Then they had to live each day, for a month, as an old person, with a video diary to record their experiences and hidden cameras to record how other people reacted to them.



c You are going to read about what happened in the programme. Before you read talk to a partner.

- 1 In what way do you think people treated them differently because they appeared to be old people?
- 2 What do you think they learnt about what old age is really like?
- 3 How do you think they felt after making the programme?

d Now read the rest of the article and check.

1 **A**fterwards both of them described the 'invisibility' of being old. Karoline was astonished to be ignored by some workmen, who only hours before had been wolf-whistling at her when she had been an attractive young woman. Nick said 'I learnt that how people ¹treat you depends on what you look like.' On one occasion a bus driver treated him very rudely when he tried to pay his fare with a large note. 'I was amazed. He wouldn't have talked like that to my young self.' Nick was also nearly robbed when he was taking money out of a cash machine.

There is a point in the documentary when Karoline ²breaks down and cries. It comes at the end of a day out with her two new pensioner friends, Betty and Sylvia, who she met at a day centre. It is partly because she feels guilty that she is tricking them, but mainly because she realizes that they are individuals, and not just members of what she had previously thought of as 'the elderly'. 'They were talking about real things and I felt unqualified. I didn't have that life experience. They had ³been through so much. It made me realize how ignorant I was. It was as if I was seeing the young people inside them. Before I would have just seen the wrinkles.'

At the start of the documentary Karoline had said that old people scared her, and that in spite of loving her 86-year-old grandmother, who lives in a home, she had found it difficult to visit her.

Both she and Nick found making the programme life-changing. Nick said 'I'd never thought about getting old before.' Karoline said 'The whole experience of living as an old person helped me to understand them far better and also to understand myself. One of the things that surprised me most was how important relationships still were to elderly people. I was shocked by the fact that older people could still have their hearts broken. After a while I felt like one of them. I felt in a way that they were just young people in an old body trying to ⁴deal with the problems of old age. ⁵I'm not ready to be 73, but I'm not scared like I was.'

e Read the article again and answer the questions with **K** (Karoline), **N** (Nick), or **B** (both of them).

Who...?

- 1 ☐ found the physical preparation for their role very uncomfortable
- 2 ☐ was given classes on how to move like an elderly person
- 3 ☐ was surprised not to be noticed by people who had previously reacted to him / her
- 4 ☐ noticed that people were less polite to older people
- 5 ☐ found that playing the role of an older person made him / her more emotional
- 6 ☐ realized that old people were very different from what he / she had previously imagined
- 7 ☐ used to be frightened of old people
- 8 ☐ had never worried about what it would be like to be old
- 9 ☐ hadn't expected love and friendship to be so important to old people

f Now look at the highlighted verb phrases and match them with their meaning.

- | | |
|---|--|
| <input type="checkbox"/> be prepared | <input type="checkbox"/> loses control of his / her feelings |
| <input type="checkbox"/> behave towards you | <input type="checkbox"/> solve a problem or do a task |
| <input type="checkbox"/> experienced | |

g How much contact do you normally have with elderly people? Do you think that they are treated well in your country?

3 GRAMMAR

using adjectives as nouns, adjective order

a Look at the sentences in 1 and 2 below and decide if you think they are right (✓) or wrong (X). Compare with a partner and say why you think the crossed ones are wrong.

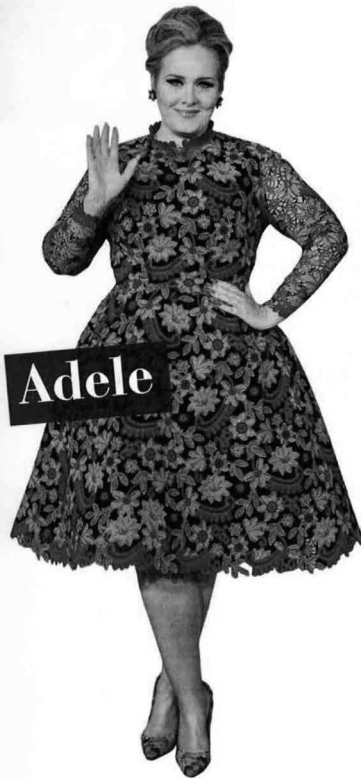
- 1 a ☐ The old have a harder life than the young.
b ☐ The old people have a harder life than the young people.
c ☐ Old people have a harder life than young people.
- 2 a ☐ The man was with a blonde tall Swedish woman.
b ☐ The man was with a tall Swedish blonde woman.
c ☐ The man was with a tall blonde Swedish woman.

b ➤ p.135 Grammar Bank 2B. Learn more about using adjective as nouns, and adjective order, and practise them.

c Answer the questions in pairs or small groups. Do you agree? Why (not)?

- The elderly are best looked after in residential homes, not at home.
- Politicians should be at least 40 years old – younger people don't have enough experience for such a responsible job.
- Society doesn't sufficiently value the wisdom that elderly people have.
- Rich people are usually meaner than poor people.
- The government could and should do more for the unemployed.
- The homeless should be allowed to live rent-free in empty second homes.

4 LISTENING

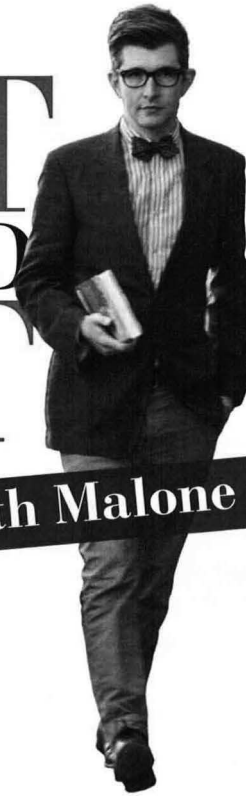


Adele

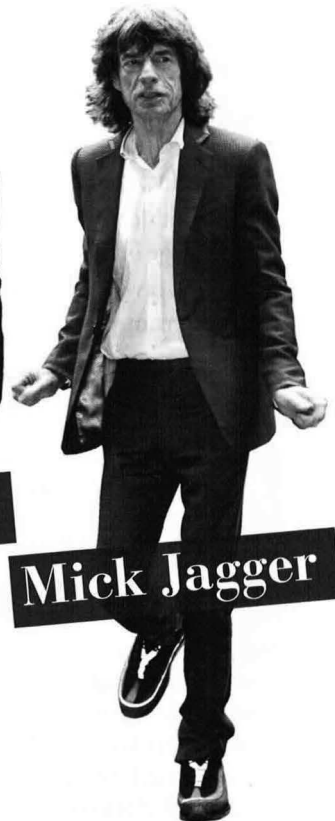


Jane Fonda

BEST DRESSED LIST



Gareth Malone



Mick Jagger

a Look at the photos. How old do you think these people are? Do you like the way they are dressed? Why (not)?

b (145)) Listen to a radio programme where two fashion journalists are talking about 'dressing your age'. Do they agree that men and women should dress their age? Complete their two fashion rules.

Liza Wear whatever you think _____ and makes you _____.

Adrian Dress for _____, not for _____.

c Listen again and make notes. Why do the journalists mention the following?

Liza

- a warm cardigan and slippers
- a leather miniskirt
- teenagers
- women of 30+
- very short shorts

Adrian

- men in their 20s who wear blazers and chinos or suits
- men in their 30s

d Who do you agree with most, Liza or Adrian?

5 VOCABULARY clothes and fashion

a In two minutes write down as many items of clothing or jewellery as you can that you can wear...

- on your hands and arms
- round your neck
- on your feet
- on your head

b ► p.153 Vocabulary Bank Clothes and fashion.

c Do the quiz with a partner.

CLOTHES QUIZ

1 What are the opposites of these adjectives and verbs?

get dressed short-sleeved
smart tight trendy

2 What material are the following usually made of?

cycling shorts jeans shoes
a sweater a tie tights

3 Complete the sentence you say if something, e.g. a sweater...

a is too big It doesn't _____ me.

b looks awful on you It doesn't _____ me.

c goes perfectly with your trousers It _____ my trousers.

4 In what situations do you normally...?

a try clothes on

b dress up

c hang clothes up

d get changed

6 PRONUNCIATION







vowel sounds



Vowel sounds

English vowel sounds are either short, long, or diphthongs (a combination of two short sounds).

- a Look at the sound pictures below. Which are short sounds, which are long, and which are diphthongs?

 boot	 bull	 fish
 bird	 bike	 train

- b (1 50)) In pairs, put two words in each column. Listen and check.

fur hooded lace linen loose lycra
plain put on shirt shoes silk skirt
slippers striped suede suit tight wool

- c ► p.166 Sound Bank. Look at the typical spellings for these sounds.

- d Practise saying these phrases.

- a loose linen suit
- pink silk slippers
- blue suede shoes
- a tight lycra skirt
- a red and white striped tie
- a pale grey suede jacket

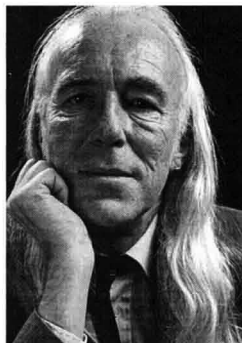


7 SPEAKING

Talk in small groups.

- 1 At what age do you think it is OK for men or women to have...?

grey or white hair very long hair pink streaked hair a piercing
an earring in one ear a tattoo



I think pink streaked hair looks great at any age.

I don't agree. I think it looks ridiculous unless you're under 20.

- 2 In what situations do you think it is not OK to wear...?

torn denim jeans a baseball cap worn backwards
very short shorts large sunglasses a mini-skirt no shirt

- 3 Do you agree or disagree with the following statements? Say why.

You shouldn't judge other people by the way they dress.

It's better to buy cheap clothes that don't last because then you can buy new ones more often.

People who follow fashion are usually vain and selfish.

It's very risky to buy clothes online.

Only sheep follow fashion. Good dressers have their own style.

Fur coats should be banned.

Women, but not men, are always expected to dress smartly for work or on TV.

8 WRITING

- a Imagine you were given two items of clothing for your birthday which you don't like. You have decided to sell them on eBay. Write a detailed description, making them sound as attractive as possible. Set a starting price.



For sale! Blue and white striped cotton skirt – never worn! Size 40. Would look great with white T-shirt. Perfect for the summer.

7 days left
Thursday 24 April 15:36

£3.99
1 bid
+£3.00
postage

- b Now read some other students' adverts. Are there any things that you'd like to bid for?

- P** So you think nowadays women in their sixties and seventies dress much younger than they used to?
- L** Oh, absolutely. Think of women like Sophia Loren, Catherine Deneuve, Helen Mirren, and Jane Fonda. Jane Fonda is in her late seventies and last month she was on a US talk show wearing a leather mini skirt – she looked fabulous! But, of course, it isn't just famous women who are dressing younger; some recent research says that nine out of ten women say that they try to dress younger than their years.
- P** Do you think that's true?
- L** Well, it depends on your age of course. A lot of teenage girls try to dress older than they are, maybe to get into pubs and bars. But I would say that from 30 onwards most women try to dress younger than they are.
- P** And do you think there's anything wrong with that?
- L** Actually, I think it's not a question of dressing older or younger, it's a question of wearing what suits you. And if you looked good in jeans when you were 15, if you keep your figure you'll probably look good in them when you're 80. There are a few things which can look a bit ridiculous on an older woman, like, let's see, very short shorts...but not many.
- P** So your fashion rule would be...?
- L** Wear whatever you think suits you and makes you feel good.
- P** Adrian, what about men? Do you think they also try to look younger than their age?
- A** Well, interestingly, in the research Liza mentioned, only 12 % of the men who were questioned said they had ever thought about dressing to look younger. But actually I think a lot of them weren't telling the truth. Look at all those middle-aged men you see wearing jeans which are too tight and incredibly bright T-shirts.
- P** You don't approve?
- A** No, I don't. Personally I think that men should take their age into account when they're buying clothes.
- P** Do you think that some men actually dress older than their age?
- A** Yes, definitely, some do. Some men in their twenties look as if they were 20 years older by wearing blazers and chinos, or wearing suits and ties all the time when they don't have to. They've maybe just started work and they want their bosses to take them more seriously. And a lot of men in their thirties realize that they can't dress like a teenager any more, but they go to the opposite extreme and they start buying the sort of clothes that their fathers wear.
- P** So what would your fashion rule be for men?
- A** Dress for the age you are, not for the age you wish you were.
- P** Liza and Adrian, thank you very much.

22

- Ladies and gentlemen, welcome on board this flight to Hong Kong. Please place all hand luggage in the overhead compartments or underneath the seat in front of you. We ask that you please fasten your seatbelts and, for safety reasons, we advise you to keep them fastened throughout the flight.
- We also ask that you make sure your seats and table trays are in the upright position for take-off. Please turn off all personal electronic devices, including laptops and cell phones. We remind you that smoking is prohibited for the duration of the flight.
- Ladies and gentlemen, may we have your special attention for the following safety instructions. Please read the safety instructions card which is located in the pocket of the seat in front of you. There are six emergency exits on this aircraft, all marked with exit signs. Take a minute to locate the exit closest to you. Note that the nearest exit may be behind you.
- The safety instruction card is in the pocket of the seat in front of you. Please read it. It shows you the equipment carried on this aircraft for your safety. Your life jacket is located under your seat. In the unlikely event of the aircraft landing on water, place the life jacket over your head, fasten the straps at the front, and pull them tight. Do not inflate the jacket inside the aircraft. As you leave the aircraft, pull down the red tabs to inflate the vest. If necessary, the life jacket can be inflated by blowing through these tubes.

27

Interviewer With me in the studio today I have Richard, who's a pilot, and Brynn, who's an air traffic controller, and they are going to answer some of the

most frequently asked questions about flying and air travel. Hello to both of you.

Richard and Brynn Hello.

Interviewer Right, we're going to start with you, Richard. The first question is what weather conditions are the most dangerous when flying a plane?

Richard Probably the most dangerous weather conditions are when the wind changes direction very suddenly. Er... this tends to happen during thunderstorms and typhoons and it's especially dangerous during take-off and landing. But it's quite unusual – I've been flying for 37 years now and I've only experienced this three or four times.

Interviewer What about turbulence? Is that dangerous?

Richard It can be very bumpy and very uncomfortable but it isn't dangerous. Even strong turbulence won't damage the plane. Pilots always try to avoid turbulence, but it can sometimes occur without any warning, which is why we always advise passengers to wear their seatbelt all the time during the flight.

Interviewer Which is more dangerous, take-off or landing?

Richard Both take-off and landing can be dangerous. They're the most dangerous moments of a flight. Pilots talk about the 'critical eight minutes' – the three minutes after take-off and the five minutes before landing. Most accidents happen in this period. But I would say that take-off is probably slightly more dangerous than landing. There is a critical moment just before take-off when the plane is accelerating, but it hasn't yet reached the speed to be able to fly. If the pilot has a problem with the plane at this point, he has very little time – maybe only a second – to abort the take-off.

Interviewer Are some airports more dangerous than others?

Richard Yes, some are – particularly airports with high mountains around them and airports in countries with older or more basic navigation equipment. For some difficult airports like, let's say Kathmandu, they only allow very experienced pilots to land there. And for some of these airports, pilots have to practise on a simulator first before they are given permission to land a plane there.

Interviewer Thanks, Richard. Over to you, Brynn. What personal qualities do you think you need to be an air traffic controller?

Brynn I think confidence is number one. You need to be a self-confident person, you have to be sure of yourself and of the decisions you're making.

Interviewer Most people imagine that being an air traffic controller is very stressful. Do you agree?

Brynn Actually, on a daily basis, the job isn't as stressful as people think. Obviously it's true that stressful situations do arise, but when you're very busy, you just don't have time to get stressed.

Interviewer Why is it important for pilots and controllers to have good, clear English?

Brynn English is the official language of air traffic control. We communicate with pilots using very specific phrases like *runway, wind, cleared for take-off, turbulence, traffic ahead, to your left, to your right*, things like that, and it's true that you could just learn these specific phrases. But then in an emergency you don't know what language you might need, it's much less predictable, which is why it's vital for pilots and air traffic controllers to speak really good, clear English.

Richard If I could just interrupt here, in fact there have been several air crashes which happened because the air traffic controller misunderstood something that the pilot had said in English, or vice versa, because their pronunciation wasn't clear enough.

Brynn Yes, that's right.

Interviewer Finally, people tend to think that most pilots and air traffic controllers are men. Would you say that was true?

Brynn Not in air traffic control – there are lots of women. It may not be fifty-fifty, but there are plenty of us.

Richard It's true about pilots, though. I mean there are some women pilots, but it's still quite a male-dominated job, I'd say.

Interviewer Why do you think that is?

Richard People say it's because men have a better sense of direction.

Brynn Very funny.

Interviewer Richard, Brynn, thank you very much.

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Part 2

'How does it feel?' shouted Stan.

Susan smiled. The little gun was surprisingly pleasant to hold. She held it in her right hand, aimed it as Stan had instructed her, felt angry once again when she thought of the mugging, and pulled the trigger.

'Hey, that's good!' Stan shouted.

She'd never heard him shout before, but then that was the only possible way to communicate at the Target Shooting Range. Susan wanted to blow the smoke away from the end of the gun like John Wayne.

'I want to shoot another round,' she said, confidently.

'Good evening, ladies.'

The expert in self-defence stood beside a large projected screen.

'The victim of a mugging usually looks like this...'

A picture of a little old woman now appeared on the screen. She was carrying a shopping bag in one hand and a purse in the other.

'She looks vulnerable and weak. The mugger likes her – it'll be easy for him to take what he wants and run. He won't choose a victim who looks as if she might fight back.'

A picture of a younger woman now appeared on the screen. She looked strong and fit, and her hands were free.

'If you want to avoid being mugged, walk confidently! Keep your head up. Pull your shoulders back. Don't carry a lot of packages and keep your hands free. Carry your purse under your arm. Look as if you know where you're going, even if you don't. That mugger should think you're tough. Any questions so far?'

Susan raised her hand.

'Is there any way to identify a typical mugger?'

The instructor smiled.

'He's the one wearing dark clothes, hiding in the bushes.'

Everyone but Susan laughed. This was the third week of the self-defence course. The first week, they'd learned to scream loudly and to run away fast. The second, they'd looked at keys and scissors as potential defence weapons. This week the topic was, 'Who Is a Likely Mugging Victim?'

At the end of the class, the women all walked out confidently, with their heads high. They didn't walk near any bushes on their way to their cars.

Stan was delighted at how much stronger and more confident Susan seemed after only three weeks of self-defence classes.

'You're really doing well,' he said, and kissed the top of her head. 'I've never seen you so single-minded.'

'Well, some things in life are important,' Susan said.

'And, anyway, I'm still so angry about being robbed!'

Nobody was going to mistake her for a victim again.

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Part 1

Interviewer What was your favourite book when you were a child?

Julia It's always very difficult thinking back to one's favourite book as a child because, er, different times were different favourite books, but the book that I remember best that I go back to in times of wanting to have a quiet moment of, er, reflection is a book by Rosemary Sutcliffe called *Warrior Scarlet*, and why it appealed to me is very hard to say, it's about a boy with a withered arm in the Iron Age who can't get his place in the tribe because he can't kill a wolf. I probably read it once a year even now.

Interviewer Even now?

Julia Well, yes because there is a special thing about reading a book that you loved as a child it takes you back to that time. You, typically if you ask people about their favourite book as, as a child or the book that made them a reader, which I think is another way of looking at it, they can remember a fantastic amount about it, they can often remember who gave it to them or who read it to them or where they read it or, and I have exactly that experience with, with that book.

Interviewer When you were a small child, who read to you, your mother or your father?

Julia Well, I'm third of four children and I, this is a terrible thing to say, I don't think anybody read to

me, I think I remember listening in on my older sisters being read to, so I was the youngest of three girls and then I've got a younger brother. And I very much remember my mother reading the Laura Ingalls Wilder, *Little House on the Prairie* sequence to my brother and that's when I heard them too, but I certainly never had them read to me. And then my father read me Rumer Godden's *Mouse House*, and again this is a very profound memory, probably because he didn't actually very often read aloud, so it's logged in my brain as something that he read to me.

Interviewer And who read to your children, you or your husband?

Julia Well, that's interesting because if I think back to it, I think, perhaps because I worked in books and my husband didn't, he seems to have done more of the reading aloud than I did, um, he loved reading aloud, he has incredible stamina for it and he would read for an hour quite happily, I think, at the end of a working day it was quite a nice thing for him to do.

Interviewer Do you have a favourite children's writer?

Julia I think my favourite author at the moment is Philip Pullman. I think he gave us a classic book in *Northern Lights*, the first of his *Dark Materials* trilogy which opened up to a very wide range of children, what imaginative fiction can be at its best and there's nothing that Philip has written that isn't interesting, beautifully crafted, um, surprising and a story that you reflect on. He, he raises so many questions, giving openings for children to think, that's the best kind of writing as far as I'm concerned. So if you ask me now of a contemporary writer, he would be the person who I think is the greatest.

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Part 2

Interviewer What do you think is the one big thing that helps to make a child a reader?

Julia One of the extraordinary things about reading that isn't talked about enough, I think, there's a lot of, of talk about how children learn to read and all of this but actually, and what strategy might be best, but actually what makes a reader, a book, it's finding the book that you really want to read, and so that's the chemistry, that's the chemical moment when the child finds something that they really want to read.

Interviewer Teenagers can also be quite negative about reading, what do you think can help inspire teenagers to read?

Julia Well, I think the biggest inspiration that I, I would, I mean I would like to say again, to get back to the idea that it is the right book, but I think there are lots of ways into reading and one of the things that's very evident is that, um, good films, far from putting children off reading the book often take children or teenagers to read the book. You take a book like *The Beach*, all right it wasn't a book that was written for children, but it was a, you know, it was a great teen novel, it was a sort of almost a teen anthem novel and um, a lot of teenagers read the book after they'd seen the film.

Interviewer How do you feel about children reading books which are badly written?

Julia What I certainly wouldn't do is make judgements about quality of writing. One of the weirdest things that happens in children's books is that as soon as a child finds an author that they love the parents tend to think it's not suitable because they think if the child is loving it, it's too easy or too trivial or too whatever and Jacqueline Wilson is a very good example of this, she is an author who, girls particularly, found and loved for years and it's taken the parents a very long time to realize that she is a very good author. And what do you say about someone like JK Rowling who is, you know, not a great literary stylist but has some really remarkable qualities in her books and will be credited over probably three more generations for having made children readers. I wouldn't want to say children shouldn't have read her books because they're not a great literary quality.

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Part 3

Interviewer For the most part do you read paper books or e-books?

Julia Ah, I'm, I'm almost entirely a print book reader but that is not out of prejudice that's just out of, um

the fact that I get sent all the books, so it's easy for me to find the book I want to read and pick it up. Um, I read on my, um, iPad, sometimes, um, I think we are, ought to, sort of, stop seeing the two in polarity I think, you know, everybody is going to read both, I read the newspaper online and I read it in print at the weekends. I think we are all just going to get very used to reading in different ways.

Interviewer Has all the new media made young people read less?

Julia When television first hit, as it were, everyone said children would stop reading, and the curious thing is that children's books and even books for teenagers are stronger now, much stronger than they were when television, children's television first took hold. Children's television has slightly dwindled, books have increased. So the book has always been under threat from these other media but somehow reading survives, so there must be something very important about it or it would have gone, we would all have taken to seeing things in film which is a much easier way of accessing the same wonderful stories or, I, I always think the thing that really threatens reading is listening to music, I know you can do both but most people don't, but you know, even with the explosion of music that children have access to they still have found time for reading.

Interviewer Do you still read for pleasure?

Julia Well I still do read for pleasure, um, but it's harder to get back to that magical experience, which I do remember very clearly from childhood, I do remember that being totally absorbed in the book, but as you get older it's just harder to carve out time like that and there is always something else pressing and of course, that's got more so with, you know, I have a BlackBerry I look at it all the time, and, er, I have to stop myself doing that, if I'm going to enter this amazing fictional world, so for me the place that, that it really works best is a long train journey, 'cause I don't have to look at anything. I can be out of my ordinary life and I can just have that experience of getting completely lost in the story. But it only really works when the story comes to you and you have that kind of chemical moment when the story grabs you and you know you're not going to stop until you've got to the end of it or whatever, you know, you know you want to read it as long as possible. So I can still read for pleasure but I have to find the right book.

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Interviewer What was your favourite book when you were a child?

Charlie My favourite book was *Dear Zoo*.

Interviewer Why did you like it so much?

Charlie I liked the fact that the boy got lots of different animals through the post and that, actually, all he wanted was a dog, um, for a pet. And that growing up, my parents wouldn't let me have a pet, so it was quite a nice idea of, you know, lots of animals coming to stay and having to go backwards and forwards.

Interviewer Was there a character in a children's book that you identified with?

Charlie Err, yes, George, um, in Enid Blyton's *The Famous Five* was a girl, and it was just, she was like a tomboy so I quite liked the idea of being quite adventurous and doing things that boys tended to do when I was growing up.

Interviewer What was your favourite book when you were a child?

Sean Probably *The Lion, The Witch and The Wardrobe*.

Interviewer Why did you like it so much?

Sean Um, I remember we had a teacher at school who read it aloud to us, and um, when I was probably six or seven, when I was too young to read it myself, um, and I remember getting the book and then sitting down by myself and reading it. I think it was the first time I realized how much you could get out of a book, I think.

Interviewer Was there a character in a children's book that you identified with?

Sean I can't think of any specific characters. I think I was quite a scruffy child. I always had dirty knees and torn clothes and things like that, so whenever there was a boy who got into lots of trouble, I usually thought that was a little bit like me, but I can't think of one particular one.

Interviewer What was your favourite book when you were a child?

Lucy Um, I really loved anything by Michael Morpurgo, um, all the Roald Dahl books and the *Northern Lights* series by Philip Pullman.

Interviewer Why did you like them?

Lucy I really enjoyed the Roald Dahl books because of the great illustrations that Quentin Blake did, um, I just found them really inventive and vivid and they really kind of contributed to my understanding of those stories. And the *Northern Lights* I loved because it just offered a really detailed other world, to just dive into, and this kind of idea of alternative universes and weird futures that could possibly happen.

Interviewer Was there a character in a children's book that you identified with?

Lucy Um, not really sure, I used to love reading school stories, like books about boarding schools off in the, um Swiss Alps or anything like that, and well, I didn't necessarily identify with a specific character, I liked the kind of general idea of it, I suppose, and, um, the kind of jolly jape that they would get up to, so I kind of identified with them in a more general way as a schoolgirl, I suppose.

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1 It was a few years ago now, I think, ah, it was 2010, my wife and I had booked to spend New Year's Eve in a pub in Yorkshire in the north of England. It's a very famous pub because it's supposed to be the highest pub in the UK, and it has beautiful views. Well, we knew that the weather wasn't going to be good – the forecast said it would snow, but it didn't really worry us – we're from the north and we're used to the snow. Anyway, we arrived in the afternoon and then we got dressed up for dinner. There were about, um, 30 guests and we were having a great time, but as it got nearer to midnight I noticed that it had started snowing very heavily. We went to bed late, of course – I mean it was New Year's Eve – but when we woke up the next morning there was so much snow that we realized it was going to be impossible to leave the pub. The roads were completely blocked and our cars were buried under mountains of snow. Everybody was stuck there in the pub for two more nights. But it wasn't a problem at all. There are worse places to be stuck than in a pub! In fact, we had a great time. We all helped a bit with preparing the food and we did the washing up after the meals. And in the evenings we organized quizzes and we all got to know each other. On January 3rd they finally cleared the roads with snow ploughs and we were able to leave. But I have to say that it was one of the best New Year's Eves ever.

2 This was in the summer of 2003 and there was a terrible heat wave in London. I remember it really well because it was my daughter's 6th birthday on the 7th of August and we'd invited some of her friends round to our house for a party in the garden. When the children arrived that afternoon, it was just unbearably hot – I mean it was about 36 degrees which is absolutely scorching for us – it was just too hot to be outside, and it was too hot to be inside, too, because we didn't have air conditioning – very few houses do in Britain. And all the little girls were starting to get really exhausted from the heat and I just didn't know what to do with them. But then my husband said, 'Why don't we all go to my clinic?' He's a doctor and his private clinic is just down the road and the clinic has air-conditioning. So we took the children to the clinic and had the party there. It was lovely and cool there and the girls played party games in the waiting room, but then they started running around the clinic as well and I got really worried that they were going to break something. The whole day was a bit of a nightmare, to tell the truth.

3 In October 1987 I was sixteen and I was at a girls' boarding school, a school in Kent in the south east of England. It was a big old house and it had really beautiful grounds. That night I woke up in the middle of the night because our bedroom window was rattling loudly. We could also hear very loud banging outside. I looked outside and I could see that it was incredibly windy. The wind was howling and trees were bending right over and things were being blown all over the place. I'd never seen such a strong wind. Soon all the girls in my dormitory had woken up, and the room was full of confused, sleepy teenagers. Suddenly, a group of girls came running in from the room next door – a tree had fallen and broken

the window by one of the beds and had covered it in glass.

It was quite scary but it was exciting as well. Then a teacher came in and told us not to worry and to go back to sleep but it was very difficult to get to sleep because of the noise of the wind, and we were awake for hours until finally the wind died down and we could get to sleep.

The next day when we woke up we looked outside. It looked as if somebody had dropped a bomb. There were fallen trees and branches everywhere. Just in our school grounds 200 trees had been blown down. On the radio they said that it had been a hurricane and that 18 people had been killed. Later we found out that all over Britain 15 million trees had been blown down during the night.

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1 Yes, I think I am, or anyway more than I used to be. I think my attitude to risk has changed as I've got older, for example I'm more open to risking a change in appearance, because I think I'm less self-conscious now. I often change hairstyles and colour but when I was younger I had the same hairstyle for years and years. I also think I would take more risks travelling now because I'm more self-confident, so I'm pretty sure I could cope with any problems.

2 Yes, I'm definitely a risk taker. I take risks to do things that I enjoy like skiing or cycling in London, which is pretty dangerous. In fact I think the element of risk probably makes them even more enjoyable. The only time I wouldn't take a risk would be if I couldn't see that I was going to get any pleasure from it – I wouldn't do something risky just for the sake of it.

3 I'm the sort of person who likes to know exactly what I'm doing and when I'm doing it, so there's not much room for risk in my life. For me, risk means not being completely in control and that can make me feel really nervous. For example, if I'm meeting a friend for dinner, I always make sure we have a table booked somewhere nice. I wouldn't risk just turning up and hoping that there was a table. And I never buy clothes online because I don't want to run the risk of them being the wrong size and having to send them back.

4 I'm definitely not a risk taker. I might like to think that I am, as it seems exciting, but I'm not. I live in a suburb of London and I'd never walk home on my own in the evening when it's dark, as that just seems like an unnecessary risk to take. And I'd never get into a taxi on my own at night. But on the other hand, I would love to do something like bungee jumping or paragliding which other people would probably think is risky.

5 I don't see myself as a risk taker. I've done a lot of mountain climbing, and everyone assumes, because of this, that I'm attracted to risk, but it isn't really true. In fact when you're climbing high mountains you're always trying to minimize the risk. The biggest risk I've ever taken in my life was a professional one – after 20 years in the same job, I left and set up my own company – and that's given me a lot more sleepless nights than climbing in the Andes or the Himalayas.

6 I am happy to take risks. I love driving fast, in fact I bought myself a sports car when I had some money and I got quite a few speeding tickets – though probably not as many as I deserved! I also take risks with money, like lending to people who probably won't pay me back, or spending all I have on something a bit unnecessary. Last year I went on a balloon ride and I was amazed that so many people said, 'Ooh, I wouldn't do that!' I loved it and I'd happily do it again – it was fantastic!

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Presenter For most of us, the riskiest thing we ever do is to get into a car and drive. And as this is something that we do almost every day of our lives, we need to take the risks involved in driving very seriously. Sandra, you're an expert in road safety. How dangerous is driving compared to other ways of getting around?

Sandra Driving gets a lot of bad publicity. Statistics show that, mile for mile, it's riskier to be a pedestrian or a jogger than to drive a car or ride a motorbike.

Presenter But car accidents *do* happen. What's the main reason?

Sandra Fifty per cent of all fatal accidents occur because someone has broken the law. The most

frequent cause of fatal accidents in the UK is driving too fast, and the second most frequent is drink-driving. And the third major cause of fatal accidents is when a driver falls asleep at the wheel.

Presenter Is that very common?

Sandra Yes, it is. A surprising ten per cent of accidents are caused by this.

Presenter Tell us about some of the other factors that can increase our chances of having an accident.

Sandra Well, the time of day we're on the road is a very significant factor. Generally speaking, driving at night, for example, is four times as dangerous as during the day. This is mainly because visibility is so much worse when it's dark. By day, a driver's visibility is roughly 500 yards, but at night, driving with headlights, it can be as little as 120 yards.

Presenter Are there any times of day or night that are particularly risky?

Sandra Research shows that you're most likely to have an accident between five and seven p.m. during the week, that's to say during the evening rush hour, and especially in the winter when it's dark. And the day of the week when you're most likely to have an accident is Friday. In the UK, more accidents happen on a Friday between 5.00 and 7.00 pm than at any other time.

Presenter Why do you think that is?

Sandra It's probably because people are finishing work for the week and are rushing home to start their weekend. Their mind may already be on what they're planning to do, and they may not be concentrating 100 per cent on the road. So this is a time of the week when car drivers need to be especially careful.

Presenter Which brings us to *where* accidents happen.

Sandra Sixty per cent of accidents happen within two miles of where we live. Statistically the most common kind of accident is crashing into a parked car near our home. Research shows that drivers concentrate less well when they're driving on familiar roads. Fortunately most of these accidents are not fatal.

Presenter So what about fatal accidents? Where do these tend to happen?

Sandra As far as fatal accidents are concerned, the riskiest kind of road to drive on is a country road. Almost half of all fatal car crashes in the UK take place on country roads. In fact you're twice as likely to have an accident on a country road than on an urban road.

Presenter And why is that?

Sandra Drivers often think that it's OK to break the speed limit on these roads because there's less traffic and consequently they take more risks.

Presenter And the safest kind of road to drive on?

Sandra A motorway is by far the safest kind of road.

Presenter People – usually men – say that women have more accidents than men. Is that true?

Sandra Well, it is true that, mile for mile, women have more minor accidents than men, but a man is twice as likely to be killed in a car accident as a woman.

Presenter So men really are more dangerous drivers then?

Sandra Women, by nature, are usually much more careful and cautious drivers than men. In general men take far more unnecessary risks when they're driving than women.

Presenter The age of a driver must be an important factor, too?

Sandra Yes, in fact it's probably the most important factor. A driver aged between 17 and 24 has double the risk of having an accident than an older driver. The reasons for this are obvious. This is the age when drivers have very limited experience of driving but it's also when they're most likely to drive too fast and take unnecessary risks, particularly if there are other young people in the car.

Presenter Which is why a lot of people would like to see the age limit for having a driving licence raised to 21?

Sandra I think it would be a very good idea.

Presenter Well, that's all we have time for. Thank you very much for coming into the studio today. Sandra. And to all you drivers out there who are listening... drive safely!

36))

Yossi and Kevin soon realized that going by river was a big mistake. The river got faster and faster, and soon they were in rapids.

The raft was swept down the river at an incredible speed until it hit a rock. Both men were thrown into the water. Kevin was a strong swimmer and he managed to

swim to land, but Yossi was swept away by the rapids.

But Yossi didn't drown. He was carried several kilometres downriver by the rapids but he eventually managed to swim to the river bank. He was totally exhausted. By an incredible piece of luck he found their backpack floating in the river. The backpack contained a little food, insect repellent, a lighter, and most important of all... the map. But the two friends were now separated by a canyon and six or seven kilometres of jungle.

37))

Kevin was feeling desperate. He didn't know if Yossi was alive or dead, but he started walking downriver to look for him. He felt responsible for what had happened to his friend because he had persuaded him to go with him on the river.

Yossi, however, was feeling quite optimistic. He was sure that Kevin would look for him so he started walking upriver calling his friend's name. But nobody answered.

At night Yossi tried to sleep but he felt terrified. The jungle was full of noises. Suddenly he woke up because he heard a branch breaking. He turned on his flash light. There was a jaguar staring at him...

Yossi was trembling with fear. But then he remembered something that he had once seen in a film. He used the cigarette lighter to set fire to the insect repellent spray and he managed to scare the jaguar away.

38))

After five days alone, Yossi was exhausted and starving. Suddenly, as he was walking, he saw a footprint on the trail – it was a hiking boot. It had to be Kevin's footprint! He followed the trail until he discovered another footprint and then another. But suddenly he realized that the footprints weren't Kevin's footprints. They were his own. He had been walking around in a circle. At that moment Yossi realized that he would never find Kevin. In fact he felt sure that Kevin must be dead. He felt totally depressed and on the point of giving up.

39))

But Kevin wasn't dead. He was still looking for Yossi. But after nearly a week he was also weak and exhausted from lack of food and lack of sleep. He decided that it was time to forget Yossi and try to save himself. He had just enough strength left to hold onto a log and let himself float down the river.

Kevin was incredibly lucky – he was rescued by two Bolivian hunters who were travelling down river in a canoe. The men only hunted in that part of the rainforest once a year, so if they had passed by a short time earlier or later, they wouldn't have seen Kevin. They took him back to the town of San José where he spent two days recovering.

310))

As soon as Kevin felt well enough, he went to a Bolivian army base and asked them to look for Yossi. ('My friend is lost in the jungle. You must look for him.') The army officer he spoke to was sure that Yossi must be dead, but in the end Kevin persuaded them to take him up in a plane and fly over the part of the rainforest where Yossi might be. But the plane had to fly too high over the rain forest and the forest was too dense. They couldn't see anything at all. It was a hopeless search. Kevin felt terribly guilty. He was convinced that it was all his fault that Yossi was going to die in the jungle. Kevin's last hope was to pay a local man with a boat to take him up the river to look for his friend.

311))

By now, Yossi had been on his own in the jungle for nearly three weeks. He hadn't eaten for days. He was starving, exhausted, and slowly losing his mind. It was evening. He lay down by the side of the river ready for another night alone in the jungle.

Suddenly he heard the sound of a bee buzzing in his ear. He thought a bee had got inside his mosquito net. But when he opened his eyes, he saw that the buzzing noise wasn't a bee...

It was a boat. Yossi was too weak to shout, but Kevin had already seen him. It was a one-in-a-million chance that Kevin would find his friend. But he did. Yossi was saved.

When Yossi had recovered, he and Kevin flew to the city of La Paz and they went directly to the hotel where they had agreed to meet Marcus and Karl.

But Marcus and Karl were not at the hotel. The two men had never arrived back in the town of Apolo. The Bolivian army organized a search of the rainforest, but Marcus and Karl were never seen again.

2A

present perfect simple and continuous

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

- 1 **Have** you **ever written** a blog? (1 37))
- 2 We've just **landed** but we **haven't got off** the plane yet.
I've already **told** you three times.
- 3 It's the best book I've ever **read**.
- 4 My computer's **crashed**! Look, it's **started** snowing.
- 5 I've **known** Miriam since I was a child.
My sister **has had** flu for ten days now.
- 6 How many Agatha Christie novels **have** you **read**?
They've seen each other twice this week.

We use the present perfect simple:

- 1 to talk about past experiences when you don't say when something happened.
- 2 with *just*, *yet*, and *already*.
- 3 with superlatives and *the first*, *second*, *last time*, etc.
- 4 for finished actions (when no time is specified) which have present results.
- 5 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.
 - This use is common with time expressions like *How long...?*, *for* or *since*, *all day* / *evening*, etc.
 - Don't use the present simple or continuous in this situation: NOT ~~I know Miriam since I was a child.~~
- 6 when we say or 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** ill? (1 38))
He's **been chatting** online all evening.
- 2 I **haven't been sleeping** well. It's **been raining** 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.

We use the present perfect continuous:

- 1 with action verbs, to say that an action started in the past and is still happening now.
 - This use is common with time expressions like *How long...?*, *for* or *since*, *all day* / *evening*, etc.
 - Don't use the present simple or continuous in this situation.
NOT ~~I know Miriam since I was a child.~~
- 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).

- 1 I've **been learning** French for the last three years. He's **liked** classical music since he was a teenager. (1 39))
- 2 She's **been having** piano lessons since she was a child.
They've **had** that car for at least ten years.
- 3 We've **lived** in this town since 1980. We've **been living** in a rented flat for the last two months.
- 4 I've **painted** the kitchen. I've **been painting** the kitchen.

- 1 To talk about an unfinished action we normally use the present perfect continuous with action verbs and the present perfect simple with non-action verbs.
- 2 Some verbs can be action or non-action depending on their meaning, e.g. *have piano lessons* = action, *have a car* = non-action.
- 3 With the verbs *live* or *work* you can often use the present perfect simple or continuous. However, we normally use the present perfect continuous for shorter, more temporary actions.
- 4 The present perfect simple emphasizes the completion of an action (= the kitchen has been painted). The present perfect continuous emphasizes the duration of an action, which may or may not be finished (= the painting of the kitchen may not be finished yet).

- a Circle the correct form of the verb. Tick (✓) if both are possible.

Have you ever tried / *been trying* caviar?

- 1 She's *worked* / *been working* here since July.
- 2 Your mother has *phoned* / *been phoning* three times this morning!
- 3 The kids are exhausted because they've *run* / *been running* around all day.
- 4 Tim and Lucy haven't *seen* / *been seeing* our new house.
- 5 I've never *met* / *been meeting* her boyfriend. Have you?
- 6 It's *rained* / *been raining* all morning.
- 7 Bill has just *gone* / *been going* to work. He won't be back till this evening.
- 8 My sister has *lived* / *been living* alone since her divorce.

- b Complete the sentence with the best form of the verb in brackets, 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 really hot. _____ at the gym? (you / work out)
- 3 Emily _____ her homework yet, so I'm afraid she can't go out. (not do)
- 4 They don't live in London, they _____. (move)
- 5 I _____ time to cook anything. (not have)
- 6 We _____ for hours. Is this the right way? (walk)
- 7 _____ you _____ my diary again? (read)
- 8 Oh no! I _____ my finger on this knife. (cut)

adjectives as nouns, adjective order

adjectives as nouns



- 1 **The English** are famous for drinking tea. (1 43))
The Chinese invented paper.
The Dutch make wonderful cheeses.
- 2 **The poor** are getting poorer and **the rich** are getting richer.
 The government needs to create more jobs for **the unemployed**.

- You can use *the* + some adjectives to talk about groups of people, e.g.
 - nationalities that end in *-ch*, *-sh*, *-ese*, and *-ss*, e.g. *the French*, *the Spanish*, *the British*, *the Japanese*, *the Irish*, *the Swiss*, etc. (**but** the Czechs) (most other nationality words are nouns and are used in the plural, e.g. *The Brazilians*, *the Poles*, *the Turks*, *the Hungarians*, *the Argentinians*, etc.)
 - specific groups in society, e.g. *the young*, *the old* (or *the elderly*), *the sick* (= people who are ill), *the blind*, *the deaf*, *the homeless*, *the dead*.
 - To talk about one person use, e.g. *a Japanese woman*, *a rich man*, etc. NOT *a Japanese*, *a rich*
- You can also use adjective + *people* to talk about a group of people, e.g. *poor people*, *homeless people*, *old people*, *French people*.

adjective order

We've got a **lovely old** cottage just outside Bath.
 She has **long fair** hair.
 I bought a **beautiful Italian leather** belt.

(1 44))

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. NOT *an old lovely cottage*
- Opinion adjectives, e.g. *beautiful*, *nice*, *lovely*, always go before descriptive adjectives, e.g. *big*, *old*, *round*.
- If there is more than one descriptive adjective, they go in this order:

OPINION	SIZE	AGE	SHAPE	COLOUR	PATTERN
expensive	little	brand new	long	purple	striped
beautiful					
ORIGIN / PLACE	MATERIAL	NOUN			
French	silk	scarf			
Italian		car			

a Re-write the underlined phrase using *the* + an adjective.

- People from Spain enjoy eating out. *The Spanish*
- People from the Netherlands tend to be good at languages.
 - Florence Nightingale looked after the people who weren't well during the Crimean war.
 - The system of reading for people who can't see is called Braille.
 - People from France think that their cuisine is the best in the world.
 - Ambulances arrived to take the people who had been injured to hospital.
 - People from Switzerland are usually very punctual.
 - The worst season for people without a home is winter.
 - There is a discount for students and people without a job.
 - The monument was erected to honour the people who died from the Second World War.
 - There are special TV programmes for people who can't hear which use sign language.

b Write the adjectives in brackets in the right place. Change *a* to *an* where necessary.

- a big car park (empty) a big empty car park
- a man (young / attractive)
 - shoes (old / dirty)
 - a velvet jacket (black / beautiful)
 - a woman (fat / short / American)
 - a beach (sandy / long)
 - a country house (lovely / old)
 - a leather bag (Italian / stylish)
 - eyes (huge / dark)
 - a dog (black / friendly / old)
 - a T-shirt (striped / cotton)

◀ p.19

Illnesses and injuries

VOCABULARY BANK

1 MINOR ILLNESSES AND CONDITIONS

- a Match the sentences with the pictures.

She has / She's got...

- ☐ a cough /kɒf/
- ☐ a headache /'hedeɪk/ (earache, stomach ache, toothache, etc.)
- ☐ 1 a rash /ræʃ/
- ☐ a temperature /'temprətʃə/
- ☐ sunburn /'sʌnbɜːn/
- ☐ She's being sick / She's vomiting /'vɒmɪtɪŋ/.
- ☐ She's sneezing /'sniːzɪŋ/.
- ☐ Her ankle is swollen /'swəʊlən/.
- ☐ Her back hurts /hɜːts/ / Her back aches /eɪks/.
- ☐ Her finger is bleeding /'bliːdɪŋ/.



- b 129 Listen and check.

- c Match the illnesses and conditions with their symptoms or causes.

- 1 ☐ B He has a **sore throat** /sɔːθrəʊt/.
- 2 ☐ He has **diarrhoea** /daɪə'riə/.
- 3 ☐ He **feels sick** /'fiːlz sɪk/.
- 4 ☐ He's **fainted** /'feɪntɪd/.
- 5 ☐ He has a **blister** /'blɪstə/ on his foot.
- 6 ☐ He has a **cold** /ə kəʊld/.
- 7 ☐ He has **flu** /fluː/.
- 8 ☐ He feels **dizzy** /'dɪzi/.
- 9 ☐ He's **cut himself** /kʌt hɪm'self/.

- A He has a temperature and he aches all over.
- B It hurts when he talks or swallows food.
- C It's so hot in the room that he's lost consciousness.
- D He's been to the toilet five times this morning.
- E He feels that he's going to vomit.
- F He's sneezing a lot and he has a cough.
- G He feels that everything is spinning round.
- H He's been walking in uncomfortable shoes.
- I He's bleeding.

- d 130 Listen and check.

2 INJURIES AND MORE SERIOUS CONDITIONS

- a Match the injuries with their causes or symptoms.

- 1 ☐ C He's **unconscious** /ʌn'kɒnʃəs/.
- 2 ☐ He's had an **allergic** reaction /ə'lɜːdʒɪk/.
- 3 ☐ He's **twisted** his ankle /'twɪstɪd/ / He's **sprained** his ankle /spreɪnd/.
- 4 ☐ He has **high** (low) **blood pressure** /'blʌd preʃə/.
- 5 ☐ He has **food poisoning** /'fuːd pɔɪzənɪŋ/.
- 6 ☐ He's **choking** /tʃəʊkɪŋ/.
- 7 ☐ He's **burnt** himself /bɜːnt/.
- A He spilt some boiling water on himself.
- B He fell badly and now it's swollen.
- C He's breathing, but his eyes are closed and he can't hear or feel anything.
- D It's 18 over 14 (or 180 over 140).
- E He ate some prawns that were off.
- F He was eating a steak and a piece got stuck in his throat.
- G He was stung by a wasp and now he has a rash and has difficulty breathing.



Common treatments for...

- a **cut** minor: put a plaster on it (AmE band aid) and antiseptic cream, major: have stitches
- headaches** take **painkillers**
- an infection** take **antibiotics**
- a **sprained ankle** put ice on it and **bandage** it
- an allergic reaction** take **antihistamine tablets** or cream

- b 131 Listen and check.

3 PHRASAL VERBS CONNECTED WITH ILLNESS

- a Match the **bold** phrasal verbs to their meanings.

Please **lie down** on the couch. I'm going to examine you.
I'd been standing for such a long time that I **passed out**,
and when I **came round** I was lying on the floor.
It often takes a long time to **get over** flu.
A few minutes after drinking the liquid I had to run to the
bathroom to **throw up**.

- 1 _____ faint
- 2 _____ put your body in a horizontal position
- 3 _____ vomit, be sick
- 4 _____ get better / recover from sth
- 5 _____ become conscious again

- b 132 Listen and check.

Clothes and fashion

VOCABULARY BANK

1 DESCRIBING CLOTHES

- a Match the adjectives and pictures.

Fit

☐ loose /lu:s/

1 ☐ tight /taɪt/

Style

☐ hooded /'hʊdɪd/

☐ long sleeved /lɒŋ sli:vɪd/ (also short sleeved)

☐ sleeveless /'sli:vələs/

☐ V-neck /'vi: nek/

Pattern

☐ checked /tʃekt/

☐ patterned /'pætənd/

☐ plain /pleɪn/

☐ spotted /'spɒtɪd/

☐ striped /straɪpt/



- b **146**) Listen and check.

- c Match the phrases and pictures.

Materials

☐ a cotton vest /ə 'kɒtn vest/

☐ a denim waistcoat /ə 'denɪm 'weɪskəʊt/

☐ a fur collar /ə fɜ: 'kɒlə/

☐ a lace top /ə leɪs tɒp/

1 ☐ a linen suit /ə 'lɪnɪn suɪt/

☐ a lycra swimsuit /ə 'laɪkrə 'swɪmsuɪt/

☐ a silk scarf /ə sɪlk skɑ:f/

☐ a velvet bow tie /ə 'velvɪt bəʊ 'taɪ/

☐ a wool(len) cardigan /ə 'wʊl(ə)n 'kɑ:dɪgən/

☐ leather sandals /'leðə 'sændlɪz/

☐ suede boots /sweɪd bu:ts/



- d **147**) Listen and check.

wear and dress
Be careful with the difference between wear and dress. Compare:
The English don't **dress** very stylishly. She usually **dresses** in black.
I usually **wear** a skirt and jacket to work. She always **wears** black clothes.

2 ADJECTIVES TO DESCRIBE THE WAY PEOPLE DRESS

trendy, stylish, and fashionable

Fashionable is a general adjective, and means following a style that is popular at a particular time. *Trendy* is very similar, but is more informal. *Stylish* means fashionable and attractive.

- a Complete the sentences with an adjective.

fashionable /'fæʃnəbl/ *old-fashioned* /əʊld 'fæʃənd/
scruffy /'skrafi/ *smart* /smɑ:t/ *stylish* /'staɪlɪʃ/
trendy /'trendi/

- Long skirts are really *fashionable* now.
- She's very _____. She always wears the latest fashions.
- The Italians have a reputation for being very _____ – they wear fashionable and attractive clothes.
- He looks really _____. His clothes are old and a bit dirty.
- Jane looked very _____ in her new suit. She wanted to make a good impression.
- That tie's a bit _____! Is it your dad's?

- b **148**) Listen and check.

3 VERB PHRASES

- a Match the sentences.

- ☒ I'm going to **dress up** tonight.
 - ☐ Please **hang up** your coat.
 - ☐ These jeans don't **fit** me.
 - ☐ That skirt really **suits** you.
 - ☐ Your bag **matches** your shoes.
 - ☐ I need to **get changed**.
 - ☐ Hurry up and **get undressed**.
 - ☐ Get up and **get dressed**.
 - ☐ That tie doesn't really **go with** your shirt.
- A Don't leave it on the chair.
B I've just spilt coffee on my shirt.
C I'm going to a party.
D They don't look good together.
E It's bath time.
F They're too small.
G They're almost the same colour.
H You look great in it.
I Breakfast is on the table.

- b **149**) Listen and check.