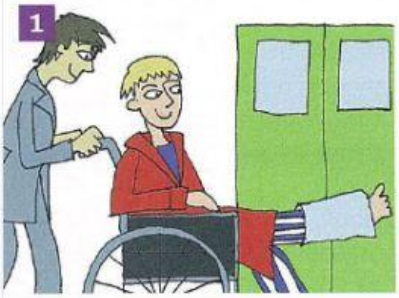
6 Getting better
READING AND USE OF ENGLISH

Medical vocabulary

1 Put these words into the correct groups: a) people, b) injuries and illnesses, c) treatments.

ache	bandage	bruise	disease	fever	fracture	graze	infection	injection	medicine	nurse	operation	pain	patient	plaster	porter	prescription	specialist
sprain	stitches	surgeon	tablets	temperature	thermometer	wound											

2 Use words from Exercise 1 to say what is happening in each of the pictures. Then talk about the treatment you received when you last had a minor illness or injury. How long did it take you to get better?



3 Put these senses in order of importance for you. Then say why you chose that order.

hearing	sight	smell	taste	touch

Part 5

Quick steps to Reading and Use of English Part 5
- Remember that questions 1–5 normally follow the order of information in the text.
- Look at options A–D after you've read what the text says. Otherwise the wrong answers might mislead you.
- You don't need to understand everything in the text to answer the questions, so don't spend a lot of time on words or phrases you don't know.

4 Quickly read the text and answer these questions.

1 Which of the five senses had Kathy lost?
2 Was her operation successful?

5 Look at each of questions 2–5 and find the relevant part of the text. Draw a line in pencil with the question number next to it, as in the example for question 1.

Exam tips
- Question 6 in Part 5 may test your overall understanding of the text.
- Look for evidence that your answer is right, and that any references to the other three options are wrong.

6 Do the exam task on your own. Find the answer to each question by looking at the part of the text that you have marked.

7 Make sure you have answered every question. For any you aren't sure about, cross out the options you know are wrong and then choose from the rest.

8 Imagine you had never had one of the other senses: hearing, touch, taste or smell, and then experienced it fo the first time. What would you enjoy most?

Exam task

You are going to read an extract from a novel. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

The operation took place at the hospital in California. Dr Percival, the surgeon, thought it went well, but Kathy would need to rest in bed for three weeks with a bandage over her eyes.

In those weeks Kathy had plenty of time to think about what she had done. There were moments of doubt, almost panic, when she asked herself if she had done the right thing. She thought she had long since put away the foolish hopes for sight she had once held as a girl. Yet here she was, hoping like a girl again. She felt afraid, yes, but also excited at the thought of entering a world that would be totally unfamiliar to her, a world where she could see. It would be like being born a second time.

She wondered what colour would be like. Although it was a word she had often used and heard before, she had never experienced colour. She just could not picture it in her mind, no matter how hard she tried. Kathy gave up trying and waited patiently for the day her bandages would be removed.

The day came. Dr Percival closed all the curtains in Kathy's room so that the light was low. He turned to her and spoke.

LIVEWORKSHEETS

'Now, Kathy, we have to take things slowly. Even if things go well, you won't have full eyesight to begin with. First of all, let's see if your eyes are recognising light. We're going to take the bandage off and hold a light in front of your eyes. Are you ready?'

Kathy nodded.

Dr Percival held a small light in front of her eyes as a nurse slowly and carefully removed her bandage. Then Kathy sat up with her eyes still closed. Slowly she opened them and stared at the light. Quickly, she turned her face away.

'Ow! What was that? It felt strange – there's something there, trying to get into my head!'

Dr Percival told the nurse to replace the bandages and then turned to Kathy.

'Kathy,' he said with obvious delight, 'that "something" is light! You've seen light for the first time! Congratulations – you can see!'

Kathy felt confused.

'But ... I thought there would be more to it than this ... I mean ... I mean ... Oh, I don't know what I mean!'

'Don't worry, Kathy,' he said as he smiled. 'All you saw then was pure light. It will take time for your eyes to get used to seeing colours and shapes. Your brain has to do a lot of sorting out of new information that it has never had to deal with before. It's bound to take a little while. The main thing is that you can see!'

'I can see,' said Kathy softly. And underneath her bandages she was crying.

Over the next few weeks Kathy was progressively allowed to use her eyes more often. Soon she could tell dark from light, then she could recognise colours and shapes. But, for a while, she found it very difficult to deal with the huge amounts of extra information that her new sense was giving her every day. It was particularly hard to tell the difference between near and far objects. She would reach out for those across the room as if they were near to her, or she would walk into close objects without realising how close they were.

But Dr Percival was patient. Kathy was taken on walks around the hospital gardens, taken for drives in the car, and shown films and television programmes. Her eyes were gently exercised until they worked well.

'In fact, Kathy,' Dr Percival told her, 'your eyes are better than mine are. I need glasses and you don't!'

What Kathy liked most was seeing the pleasing effects shapes and colours produced. She would see ordinary things as objects of great beauty – the black and white squares on a chess board, the shape of a hand, the colours of a flower. Sounds, for the first time in her life, took second place. Colours and shapes now filled her mind with pleasure beyond her powers to describe.

1 How did Kathy feel during the three weeks after her operation?
   A She had the impression she had been born again.
   B She was looking forward to new experiences.
   C She wished that she had not had the operation.
   D She was glad that she was still a young girl.

2 What did Kathy do when the nurse took her bandage off?
   A She changed her position in bed.
   B She told the doctor she wasn't ready.
   C She looked at the light from the windows.
   D She immediately opened her eyes.

3 What was Kathy's first reaction to seeing the light?
   A She felt it was much as she had expected.
   B She was disappointed it went out so quickly.
   C She found it an uncomfortable experience.
   D She was delighted she could see so much.

4 What was Kathy's biggest problem once she could see?
   A She could not understand everything the doctor told her.
   B She found it difficult to judge the distance of things.
   C She quickly became tired as a result of looking at everything.
   D She was unable to distinguish between certain colours.

5 To help improve her eyesight,
   A the hospital staff filmed Kathy's progress.
   B Kathy had a second, smaller, operation.
   C Kathy went outside with the hospital staff.
   D the nurse put lighter bandages over Kathy's eyes.

6 How did Kathy's life change during the extract?
   A She felt that she was gradually becoming much more confident as a person.
   B She began to enjoy what she had previously not even been able to imagine.
   C She found that seeing and hearing were now equally important to her.
   D She came to realise that there would always be limits to what she could see.

LIVEWORKSHEETS

6 LISTENING

Part 1 L Page 94

1 Look at the introductory sentence and question in the example below. Underline the key words and answer these questions.

1 What's the focus, e.g. opinion, purpose?
2 Who's talking to whom?
3 Where?
4 Why?
5 When?

Example:
You hear a woman telling a neighbour in the street about a road accident she has just seen.
What happened?
A An ambulance took the cyclist to hospital.
B The cyclist was uninjured.
C Someone gave the cyclist first aid.

2 Match options A–C in the example with pictures 1–3. (Remember that there are no pictures in the exam.)

3 2.02 Listen and choose the best answer (A, B or C).

Quick steps to Listening Part 1
- Quickly read the first line of each question. Decide what the situation is and how many speakers you will hear.
- Before the recording is played, think of words connected with those in the question. For example: *Why ... ? – because, so, as, reason, result.*
- You may hear words from all three options, but be careful: in two cases, the speaker is saying something else.

4 2.02 Listen again and identify the part that relates to each option. What is the correct answer?

5 Look at the first line of questions 1–6 in the exam task. In each case, underline the key words. Then answer as many of the questions from Exercise 1 as you can.

Example: Question 1 *1 man, work, Who; 1 someone's job; 2 man/colleague; 3 restaurant; 4 to talk about work; 5 at a mealtime*

6 2.03 Now listen and do the exam task.

Exam tip

Once the recording finishes and you have chosen your answer, forget about that question and focus on the next one.

Exam task

You will hear people talking in six different situations. For questions **1–6**, choose the best answer (**A**, **B** or **C**).

1 You overhear a man in a restaurant talking to a colleague about his work.
Who is he?
A a police officer
B a doctor
C a sports coach

2 You hear a woman talking to a friend in the street.
Where is she going now?
A to the hospital
B to the cinema
C to the shops

3 You hear a patient talking on the phone.
What does he dislike about the hospital?
A the quality of the food
B the amount of noise
C the medical treatment

4 You overhear two people talking in a doctor's waiting room.
How does the man feel now?
A angry
B amused
C relieved

5 You hear a young woman talking to friend about a cross-country race.
What do they agree about?
A He should take up swimming no
B He should continue to run every day.
C He should withdraw from the race.

6 You overhear a woman on the phon
Why is she calling?
A to complain about something
B to make an appointment
C to ask for information

7 Make sure you have answered all the questions. If you can't decide which of options A–C is right, cross out the one you are sure is wrong and guess.

LIVEWORKSHEETS

6 GRAMMAR

Phrasal verbs with *up*

1 Look at these extracts from the recording in Listening. What do the phrasal verbs mean?

> *Many young men in Newtown, where he grew up, are involved in crime.*
> *I've got that cross-country race coming up in two weeks.*
> *It'll have cleared up in time for the race.*

2 Complete the sentences with the correct form of these verbs. Then match the phrasal verbs you have made with meanings a–j.

dig	eat	heal	run	speak	speed	split	sum	tidy	use

1 Green vegetables are very good for you, so ..... up!
2 If we don't change our way of life, we'll ..... up all the Earth's resources.
3 Whenever they play in this room, I have to ..... up afterwards.
4 I can't hear. Will you ..... up, please?
5 The champion had to ..... up to win the race.
6 The band ..... up after 20 years together.
7 Jo was hurt, but her injuries had ..... up quickly.
8 Three players ..... up to the referee to demand a penalty.
9 When they built the Athens Metro, they ..... up many ancient objects.
10 To ..... up, it was an exciting match, but it lacked quality play.

a separated completely
b talk more loudly
c go faster
d finish your food quickly
e end by restating the main points
f brought to the surface
g approached quickly
h got completely better
i put everything where it belongs
j completely finish

Relative clauses G Page 108

3 Look at these pairs of sentences and answer the questions.

1 a My sister who is a nurse works there. (defining relative clause)
b My sister, who is a nurse, works there. (non-defining relative clause)
Who has only one sister? Who has more than one sister?

2 a For the first time I saw a match which was exciting.
b For the first time I saw a match, which was exciting.
Who had never seen a match before? Who had only seen boring matches before?

3 a The race which I saw was very close.
b The race, which I saw, was very close.
In which sentence could we leave out *which*? Why?

4 Look again at the sentences in Exercise 3 and answer the questions.

1 Which kind of relative clause, defining or non-defining, gives essential information?
2 Which kind gives extra information?
3 Which kind uses commas? Where?

5 Join these pairs of sentences with non-defining relative clauses. Use *who*, *which*, *when*, *where* and *whose*, adding commas where necessary.

1 Rafael Nadal has won many championships. He is very popular.
Rafael Nadal, ...who is very popular, has won many.... championships.
2 Emily's novel was successful. It was set in a school.
Emily's novel ..... successful.
3 The World Cup was held in South Africa in 2010. Spain won.
In 2010 ..... won.
4 The two cyclists were in an accident. They still finished the race.
The two cyclists ..... still finished the race.
5 Laura won a medal. Her mother had also been a top swimmer.
Laura ..... medal.
6 Everyone in the stadium was excited. The final was about to start.
In the stadium ..... excited.

6 Correct the mistakes in these sentences written by exam candidates by either replacing the relative pronoun or adding commas where necessary. Then underline the word(s) in each sentence that the relative pronoun refers to, as in sentence 1.

1 I've chosen two activities, whose are sailing and climbing.
2 We went to Davos which is a famous ski resort.
3 You can come in June, where courses usually start.
4 I'd like to meet people which have the same interests as me.
5 The CD was dedicated to a man who name was Carl.
6 Mark who is keen on birds of prey saw some eagles and falcons.
7 I wonder if there is a gym which we can do some sports?

LIVEWORKSHEETS

6 SPEAKING

Sports vocabulary

1 Match the sports in box A with the places in box B.

A

athletics baseball basketball boxing cycling diving football golf gymastics hockey ice skating motorcycling rugby sailing skiing snowboarding squash surfing tennis

B

course court gym pitch ring rink sea slope track

2 What do we call people who take part in these sports? Use *do*, *play* or *go* and a defining relative clause.

Examples:

Someone who plays football is a footballer.

A person that does gymastics is a gymnast.

A skier is someone who goes skiing.

3 Say what sports people do with these objects. Which ones have you *worn*, *used* or *kicked*?

ball bat board club gloves helmet racket skates skis

Example:

A footballer kicks a (foot)ball.

Agreeing and politely disagreeing

4 2.04 Listen to these extracts from the recording in Listening question 5, and practise saying them with the same intonation.

I think you're probably right.
I don't think so. My own feeling is …

5 2.05 Complete expressions a–h with these words. Then listen to check your answers.

absolutely agree just keen know so sure what

Agreeing

a Yes, you're ..... right.
b I think ..... , too.
c Yes, I ..... with that.
d That's ..... what I was thinking.

Politely disagreeing

e Perhaps, but ..... about … ?
f I'm not so ..... . Don't you think … ?
g I don't ..... about that.
h I'm not really so ..... on …

Part 3

S Page 99

6 2.06 Look at the exam task instructions and listen to students Tomasz and Eva doing the task. Answer these questior

1 Which sport do they agree is not very dangerous?
2 Which sport do they agree is one of the most dangerous?
3 Which other sports does Tomasz suggest as the most dangerous?
4 Which other sport does Eva think is the most dangerous?

7 2.06 Listen again. Which expressions from Exercise 5 d Tomasz and Eva use? Number them in the order you hear the

Exam task

You are going to talk about something together for about tv minutes.

Here are some sports that can be dangerous. Look at the ta and talk to each other about what can happen to people doir these sports if they are not careful.

Now you have a minute to decide which two are the most dangerous sports.

Quick steps to Speaking Part 3

- Talk about each thing in turn, giving reasons for your opinions.
- Don't try to get through all the things too quickly.
- You should agree or disagree with what your partner says, but you must always be polite.

8 In pairs, do the same exam task as Tomasz and Eva. Use expressions from *Agreeing and politely disagreeing*.

Exam tip ›

Begin the discussion by saying something like *Would you like to start, or shall I?*

9 Compare your decision(s) with other pairs.

LIVEWORKSHEETS

Part 2

1 Imagine the Olympic Games are going to be held in your country next summer. Discuss these questions.

1 What jobs for volunteers might be available?
2 What could be the advantages and disadvantages of doing this kind of work?

2 Without filling in any gaps, quickly read *Working at the Olympics* to find out how the text answers the questions in Exercise 1.

3 Do the exam task.

Quick steps to Reading and Use of English Part 2

- For each question, look at the context and decide what kind of word, e.g. phrasal verb, relative pronoun, is needed.
- Look closely at the words either side of the gap for more clues.
- Remember that gaps may have more than one possible answer, but you must only give one.

4 Make sure the completed text all makes sense. Then check your answers.

Exam tip ›

Pencil in your answers on the question paper so that you can easily check the complete text when you have finished.

Exam task

For questions **1–8**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Example: 0 UP

Working at the Olympics

With the Olympic Games coming **(0)** ..... fast, interviews for voluntary work will begin soon. The organisers will be looking for people **(1)** ..... aim is to help make the Games a success for everyone, from athletes to members of the public, and **(2)** ..... have excellent customer service skills.

The work, **(3)** ..... may start several days before the Games actually begin, will be unpaid and staff will have to make their **(4)** ..... arrangements for accommodation. In addition, they will have to pay their travel costs to the stadium or site **(5)** ..... they will be working.

There will be many different kinds of jobs, ranging **(6)** ..... checking tickets and handing out uniforms to showing spectators to their seats and tidying **(7)** ..... after events have finished.

Volunteers will have to give up two weeks of their summer holidays, and there will also be a training course, **(8)** ..... lasts three days.

LIVEWORKSHEETS

6 WRITING

Purpose links G Page 108

1 Look at Purpose links on page 108. Then choose the correct option in these sentences. Sometimes both may be possible.

1 I joined the sports club *so that / to* make new friends.
2 We've changed the rules *in order that / so as to* more goals are scored.
3 Jeff took off his sock *in order to / so that* the doctor could see his ankle.
4 *In order to / In order that* avoid injury, start with gentle exercise.
5 I left early *so as to / so that* avoid the traffic.
6 You should wear good walking shoes *in order not to / so that you don't* damage your feet.
7 *So as not to / So that I didn't* wake anyone up, I spoke quietly.
8 He hit the ball hard *so that / so as* the other player couldn't reach it.

2 In pairs, ask and answer the questions using purpose links.

Why do some people:
1 go to the gym?
Example: *in order to get fit* or *so that they can get fit*
2 buy big TV screens?
3 go to a pharmacy?
4 want to eat less food?
5 take part in competitive sport?
6 send their children to summer camps?

Part 2 letter W Page 90

3 Look at the exam task and answer the questions.

1 What kind of text have you received?
2 Who wrote it and what are they planning to do?
3 What do they want you to do?
4 Do they mainly use formal or informal language? Give examples.

Exam task

You have received a letter from an Irish penfriend, Linda. Read this part of the letter and then write your letter to Linda.

> I'm really looking forward to spending my summer holidays in your country – and to seeing you! As you know, I always try to keep quite fit. So can you give me some tips on the sports I could do in your town while I'm there? Write back soon,
> Linda

Write your **letter** in **140–190** words. Do not write any addresses.

Exam tip

The style of language in the text you have received can help you decide how formal or informal your reply should be.

Quick steps to writing a Part 2 letter
- Put the opening (e.g. *Dear Jenny*), the closing (e.g. *Best regards*) and your own name on separate lines.
- Don't use the same expression too often. For example, instead of repeating *please tell me*, say *I'd like to know* or *can you let me know*.

4 Read Sam's letter and answer the questions.

1 Which paragraph deals with: a) indoor sports, b) sports they can do together, c) outdoor sports?
2 What examples can you find of: a) informal language, b) relative clauses, c) purpose links?

> Hi Linda,
>
> Thanks very much for your last letter. I'm fine, and I'm glad to hear you're well, too.
>
> I'm sure you'll have a great time here. There are lots of sports you can do in the countryside, such as hill-walking or mountain-biking, as well as water sports like rowing and sailing on the lake. It will be too cold for swimming, though.
>
> If you'd rather go to a sports centre there's a really good one which has facilities for things like squash and basketball, and an Olympic-size pool where they play water-polo. Now that really is good exercise: I tried it once and I was exhausted after about ten minutes!
>
> Actually, it'd be nice if we could both do the same sports so that we have more time together. I sometimes go ice skating – would you like to try that? Or how about playing tennis? If so, I'll need to book ahead to make sure we get a court.
>
> Anyway, let me know what you'd like to do and I'll make some arrangements.
>
> Bye for now.
>
> Sam

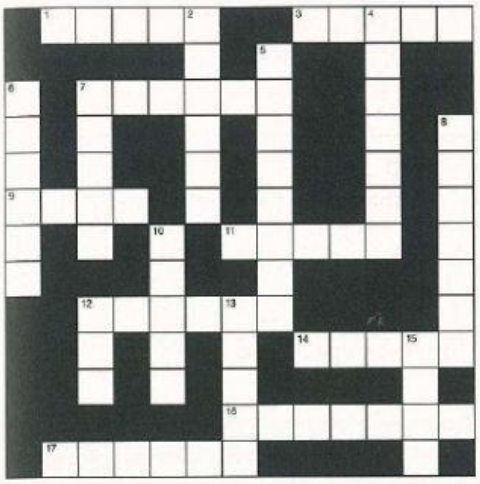
5 Plan your letter. Think about the topic and your reader, and the number of paragraphs and writing style you will need.

6 Write your letter. When you have finished, check your work as in Unit 1 Writing Exercise 5 on page 14.

LIVEWORKSHEETS

6 REVISION

1 Complete the crossword with words from Unit 6.



Across
1 place where football is played
3 place where people run
7 person who goes sailing
9 pain over an area of the body
11 person who cares for ill people
12 dark area on skin caused by injury
14 place where tennis is played
16 person being treated by a doctor
17 place where golf is played

Down
2 object worn by a rider
4 person who does athletics
5 broken bone
6 injury caused by twisting
7 the ability to see
8 person who rides a bicycle
10 injury, such as a cut
12 piece of a equipment used by a baseball player
13 place where people go skiing
15 place where people do boxing

2 Complete the sentences with relative pronouns, adding commas where necessary. In which of your answers could you leave out the relative pronoun?

1 This finger, ...which... is a funny shape, is the one ...that/which... I fractured.
2 In 1995 ..... I was born very few people ..... lived in my village did any sports.
3 Mark is the boy ..... brother recently had an operation ..... saved his life.
4 That's the hospital ..... patients ..... need specialist care normally go.
5 Jensen is the driver ..... car was damaged in the accident ..... I was telling you about.
6 The doctor ..... I spoke to said there is no need to worry ..... is a relief.

3 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Preventing sports injuries

No matter what sport you play, there is always a risk of injury. In (1) ..... to avoid it happening to you, here are some simple rules.

Firstly, anyone (2) ..... is thinking of taking up a sport should make sure they're already fit enough, (3) ..... necessary by doing regular exercise before they start. People (4) ..... only training is at the weekend have a high rate of injury.

It is also important, particularly in contact sports like rugby, to keep to the rules, (5) ..... are there to protect players from serious harm. In the (6) ..... way, it is essential to wear equipment like helmets in high-speed sports (7) ..... keep your head safe.

Finally, remember that you need rest days (8) ..... that your body can recover. And you should never, in any circumstances, carry on training when injured.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 The swimming pool will be closed tomorrow for cleaning.
ORDER
The swimming pool will be closed tomorrow ..... can be cleaned.

2 Emilio spent his childhood in Milan and he still lives there.
GREW
Emilio, ... in Milan, still lives there.

3 Harry made up an excuse to avoid getting into trouble.
SO
Harry made up an excuse ..... into trouble.

4 We began to collect the rubbish lying on the ground.
WAS
We began to pick ..... lying on the ground.

5 Some people say they're ill so that they don't have to go to work.
IN
Some people say they're ill ..... have to go to work.

6 At our local hospital there is a heart specialist called Dr Valentine.
WHOSE
At our local hospital there is a heart specialist ..... Dr Valentine.

See the CD-ROM for more practice.

LIVEWORKSHEETS