11 Medical matters

Grammar

Relative pronouns and relative clauses

1 a Complete the sentences with the correct relative pronoun from the box.

which who whose where

1 There are a lot of after-school sports activities at my school but the people ..who.. most need exercise don't go.
2 Schools ..... provide relaxation classes for students get better exam results.
3 At my school there are lots of children ..... parents belong to the local sports club.
4 The diet ..... children had 30 or 40 years ago was much healthier.
5 The government ..... job it is to promote healthy eating is not doing enough to encourage parents to change their shopping and cooking habits.
6 It's the unhealthy options on our school menu ..... are always the cheapest.
7 Childhood obesity ..... is now a huge problem in Europe may have a significant impact on life expectancy.
8 There aren't many sports activities available for boys ..... aren't interested in football.
9 The biggest problem ..... many schools have is preventing pupils from bringing unhealthy snacks into school.
10 Having a place ..... children can do sports outside school is also really important.

b Add commas to the sentences containing non-defining relative clauses.

c Which relative pronouns can be replaced by *that*?

d Which relative pronouns can be omitted?

2 Match the two halves of the sentences.

1 The doctor, whose name I can't remember, ...
2 The doctor recommends that I eat less meat, ...
3 The treatment I've been having ...
4 I don't know where ...
5 People who are over the age of 50 ...
6 Supplements of vitamin C, which may help to fight infection, ...

A doesn't seem to be working very well.
B need to have a check-up every year.
C I caught this cold.
D gave me some good advice.
E should be taken during winter.
F which I will find very difficult.

1 ..... 2 ..... 3 .....
4 ..... 5 ..... 6 .....

Vocabulary

Word formation

1 EP What are the noun forms of these adjectives?

possible ..possibility..
satisfied .....
willing .....
helpful .....
aware .....
patient .....
able .....
experienced .....
convenient .....
accurate .....
secure .....
certain .....
happy .....
honest .....

2 Now write the negative of the adjective forms in the correct column. One word has two negative forms.

dis	im	in	un
	impossible		

LIVEWORKSHEETS

Writing | Part 1 Developing your argument

1 Read part of the first draft of a student's answer to this essay and the teacher's comments.

In your English class, you have been talking about people's eating habits now and in the past. Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

Essay question
Children's diets are unhealthier today than in the past.

Notes
Write about:
1 unhealthy snacks
2 cooking habits
3 your own idea

There is a lot of evidence to show that children's diets are unhealthier today than in the past. **(1)** Today children's diets are unhealthier than in the past because they eat too many unhealthy snacks. **(2)** In the past children didn't buy so many snacks **(3)** Children's diets are also unhealthier because they eat too much fast food **(4)** Nowadays a lot of mothers don't have time for cooking **(5)** so they buy supermarket meals to put in the microwave instead. In the past people didn't have microwaves.
On the other hand, children's diets have improved a lot in the last 50 years. **(6)** There is a lot of information for parents about the kinds of food they should give their children. **(7)** Children are also taught about the importance of a good diet in school.

Explain why this is a problem
Give an example
Explain why not
What is wrong with fast food?
Explain why not
Give an example
In what way?

2 Now match the sentences/clauses from the student's second draft (A–H) to the correct part (1–7) of the essay. There is one extra sentence which does not match.

A Most tins and packets that we buy today, for example, have labels on them saying exactly what they contain.

B which is bad for their health because this type of food isn't fresh and contains too much sugar, fat and salt.

C This means children don't eat as much healthy food as they should and so many of them are overweight.

D For example, children see these snacks advertised on television.

E Although many children in some countries still suffer from malnutrition, in richer countries most parents can afford to buy meat and fresh fruit for their children, which was not possible for a lot of families in the past.

F A good example of this is the fact that in many parts of the world childhood obesity has increased dramatically recently.

G because they have full-time jobs

H because they didn't have as much money as children today.

1 ..... 2 ..... 3 .....
4 ..... 5 ..... 6 .....
7 .....

LIVEWORKSHEETS

Reading and Use of English | Part 3

For questions **1–8**, read the text below. Use the words given in capitals at the end of some of the lines to form a word that fits in the space **in the same line**. There is an example at the beginning (**0**).

Taking care of nurses

It's a nurse's **(0)** ...responsibility... to care for her patients and help them recover from their illness. This doesn't just mean giving patients medicine. Part of the **(1)** ..... may involve giving them advice on improving their diet and exercise routines so they can increase their **(2)** ..... and avoid becoming ill again. But who looks after the well-being and **(3)** ..... of nurses? — **RESPONSIBLE** / **TREAT** / **STRONG** / **FIT**

While trying to satisfy the demands of a busy schedule, some nurses find it difficult to take the time to take care of themselves. This is especially true of young, **(4)** ..... nurses. — **EXPERIENCE**

Because nurses have a very **(5)** ..... lifestyle and are constantly rushed off their feet, they're unlikely to need any **(6)** ..... exercise. However, many nurses often don't have a **(7)** ..... diet because they're too busy to eat properly during the working day. This can mean relying on snacks instead of having **(8)** ..... meals. So some nurses may not be getting the nutrition they need to maintain energy levels or fight off infectious diseases. — **ACTION** / **ADD** / **BALANCE** / **HEALTH**

LIVEWORKSHEETS

Reading and Use of English | Part 4

For questions **1–6**, 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. Here is an example (**0**).

Example:

0 Children's diets are not as healthy as they used to be.
MORE
Children's diets are ..more unhealthy than.. they used to be.

1 The doctor said I should give up smoking.
ADVISED
The doctor ..... smoking.

2 You won't lose weight unless you stop eating junk food.
IF
You won't lose weight ..... eating junk food.

3 'Why don't we go for a jog?' Mike said.
SUGGESTED
Mike ..... for a jog.

4 I expect people ate more vegetables in the past.
MUST
People ..... in the past.

5 'I'll give you a check-up next week,' said Amy's doctor.
EXPLAINED
The doctor ..... give Amy a check-up the following week.

6 Ella was so tired she couldn't study properly.
TOO
Ella ..... study properly.

Listening | Part 4

12 You will hear a high-school student interviewing a doctor as part of his research for a project on sleep. For questions **1–7**, choose the best answer (**A**, **B** or **C**).

1 Compared to the past, people now sleep at night
A less heavily.
B longer than recommended.
C for a shorter time.

2 The doctor says a natural pattern of sleep includes
A one long sleep at night.
B a short sleep in the afternoon.
C frequent short sleeps.

3 Research has already shown that a lack of sleep can affect teenagers'
A long-term health.
B performance at school.
C emotional well-being.

4 What does the doctor say is to blame for teenagers not getting enough sleep?
A poor diet
B lack of exercise
C lack of discipline at home

5 What advice does the doctor give for teenagers who have trouble getting to sleep?
A read a favourite book
B listen to music
C drink hot chocolate

6 What does the doctor think schools should do?
A shorten the school day
B offer classes in the evenings
C start lessons later

7 The doctor says that you may find when you wake up
A you have forgotten a problem.
B you can see a solution to a problem.
C you think a problem is less important.

LIVEWORKSHEETS

12 Animal kingdom

Grammar

Third conditional

1 Read about the morning when Rose met her husband. Complete the sentences with the correct form of the verbs in brackets.

1

Rose: If I had woken up (*wake up*) earlier, I would have walked (*walk*) to work.

2

Rose: If my car ..... (*start*), I ..... (*drive*) to work.

3

Rose: I ..... (*catch*) the bus if I ..... (*run*) faster.

4

Rose: I ..... (*sit down*) if there ..... (*be*) some empty seats.

5

Rose: If I ..... (*not feel*) bored, I ..... (*not chat*) to the man standing next to me.

6

Rose: If I ..... (*not catch*) that bus, I ..... (*not met*) my husband.

wish, if only and *hope*

2 Complete each sentence with *wish* or *hope*.

1 I hope you understand what I'm trying to say.

2 My class has entered a competition and we ..... we've won first prize.

3 I ..... you could come to New York with us but I know your parents won't let you.

4 I ..... Yusuf will be back in time for dinner because I've cooked his favourite meal.

5 I ..... I'm not disturbing you but I need to talk to you.

6 We all ..... you were here because we miss you.

7 I ..... someone would invent a mobile phone that would work everywhere.

8 I ..... you had a good time on your trip to Thailand.

9 I ..... I hadn't said exactly what I thought.

10 I ..... Anton wouldn't watch TV all the time.

LIVEWORKSHEETS

3 If a pair of sentences has the same meaning, put a tick (✓) next to them. If they have different meanings, rewrite the second sentence so it means the same as the first.

1 a What a pity I didn't bring my camera.
b If only I ~~hadn't~~ brought my camera. ✗ had
2 a I would like the elephants to come closer.
b I wish the elephants had come closer. .....
3 a It's a shame we didn't see any giraffes.
b If only we had seen some giraffes. .....
4 a We made a lot of noise so we didn't see many animals.
b If we had made a lot of noise, we would have seen more animals. .....

Vocabulary

avoid, prevent and *protect*; *check, control* and *supervise*

EP Circle the correct word in each sentence.

1 The zoo keeper sometimes has to *control / prevent* people from feeding the animals.
2 You should *check / avoid* when the rainy season is before booking your holiday.
3 It's best to *prevent / avoid* going on safari during the busiest months of the year.
4 Children need to be *supervised / checked* at all times when visiting the zoo.
5 It's dangerous to ride a horse if you can't *control / supervise* it.
6 What's the best way to *protect / avoid* some rare animals from extinction?

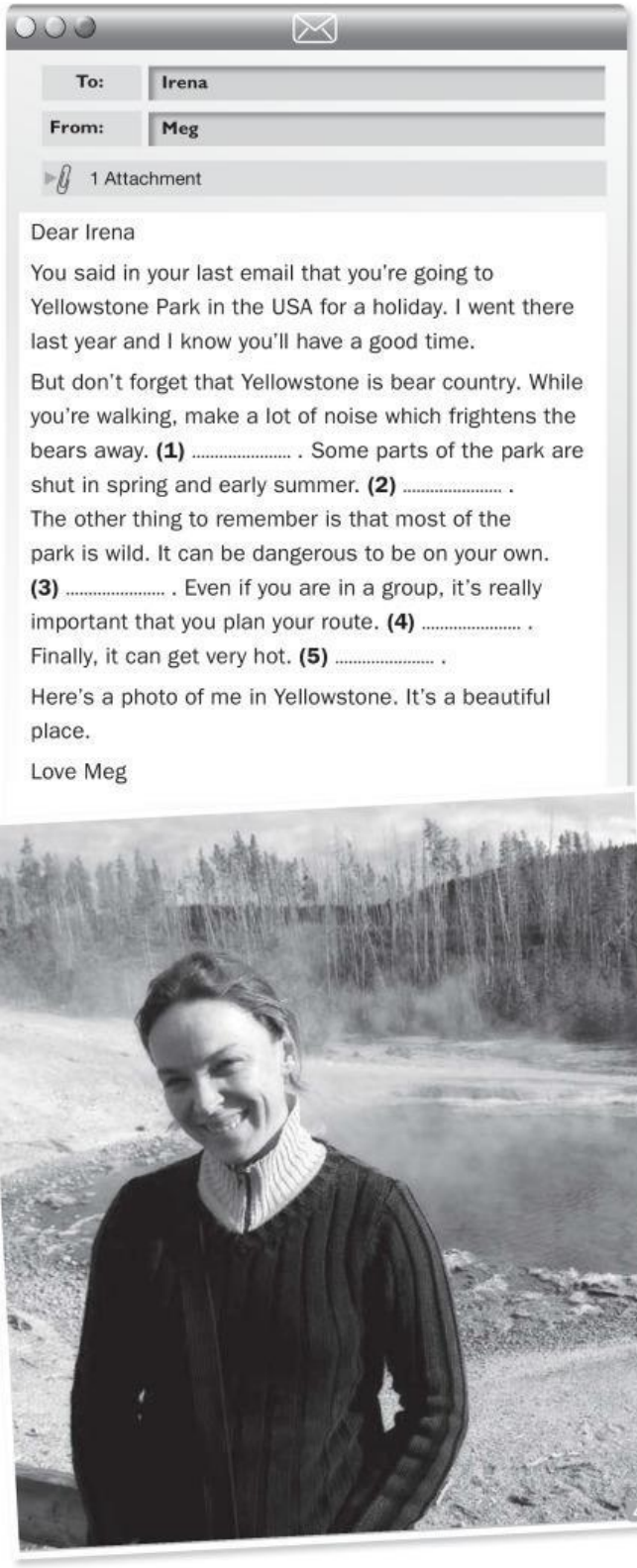
Writing | Part 2 An email

1 Look at the beginnings of five sentences below. Choose endings from A–E to give advice about visiting Yellowstone Park in the USA. There are several possible answers.

1 I'd advise you	A I'd check if any paths are closed before you set out.
2 Make sure that you	B to wear a bell.
3 The best idea is	C to carry lots of water with you.
4 You should always	D tell someone where you are going.
5 If I were you,	E walk with other people.

Example: I'd advise you to wear a bell.

2 Now read the email. Complete each gap with one of the sentences from Exercise 1.



To: Irena
From: Meg
1 Attachment

Dear Irena

You said in your last email that you're going to Yellowstone Park in the USA for a holiday. I went there last year and I know you'll have a good time.

But don't forget that Yellowstone is bear country. While you're walking, make a lot of noise which frightens the bears away. **(1)** ..... . Some parts of the park are shut in spring and early summer. **(2)** ..... . The other thing to remember is that most of the park is wild. It can be dangerous to be on your own. **(3)** ..... . Even if you are in a group, it's really important that you plan your route. **(4)** ..... . Finally, it can get very hot. **(5)** ..... .

Here's a photo of me in Yellowstone. It's a beautiful place.

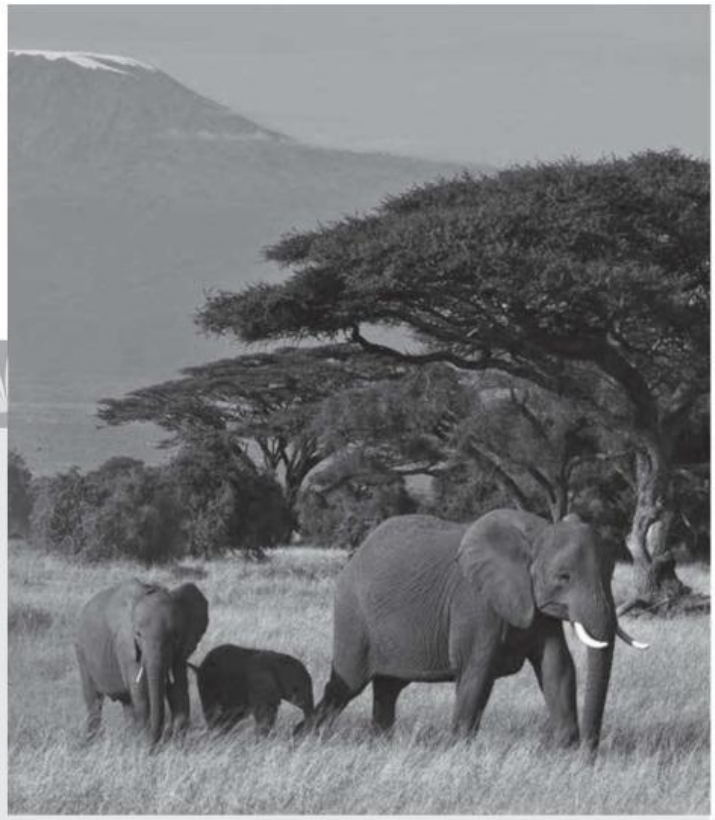
Love Meg

LIVEWORKSHEETS

Reading and Use of English | Part 5

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

African Safari



Martin Symington went on a camping safari holiday with his wife and three teenagers

We stood silently under the stars, just metres from our tent, hardly daring to breathe. Adam, one of the camp staff, swept a torch beam across a clearing where four impala stood, panicky on their nimble legs. Could they sense the danger they were in? Did they know, as we did, that a female leopard lay under a thorn bush?

She sprang. Four shadowy shapes bounced into the woods. Had the leopard made a successful kill? We all had our theories, but in truth the whole scene had taken place too quickly, and in insufficient light, for any of us to be sure. Now we understood why we had been warned not to go out of our tent after dark, except when accompanied by a staff member. If fact, we had been on our way from the tent to the supper-time camp-fire when Adam's torch had unexpectedly caught the leopard's glinting green eyes. Half an hour later we had a tale to outdo most told around the fire. 'This has got to be the best nightlife in the world,' replied Toby, when some middle-aged fellow safari enthusiast asked him how he was enjoying his holiday.

So much for the assortment of self-appointed experts who doubted that safaris and teenagers would be a workable mix. True, this is a difficult age, with adolescents beginning to sense that they are too old for family holidays. But nor did ours want to return to beach resorts with the kind of 'teen clubs' they wouldn't be seen dead in. So, my wife Hennie and I reckoned, if we were going to have one really good family holiday, why not Africa?

Our holiday began with a flight to Arusha airport, then a long drive to West Kilimanjaro Camp – a semi-permanent gathering of explorer-style tents near the base of the great volcano which was to tease us with rare glimpses of her snowy summit which is 5,895 metres high.

Next we took to the hot African sky in a small plane and headed south. Unlike in West Kilimanjaro, there is no human population in the Ruaha other than a lodge for the park rangers, and four small safari camps. We chose to stay at Mdonya Old River Camp because this is one that avoids luxuries such as soft beds and fluffy towels; these, to my mind, can become obstacles to connecting with nature in the raw. Instead, the five of us shared a simple, yet adequate, tent at the edge of a dried-up sand river.

If there was one disappointment about the wildlife viewing in Tanzania, it was that game drives are not permitted in any of the country's national parks after dusk. But if anything, this made our night-time meeting *line 51* with the leopard and impala outside our tent even more special, bringing home to us the rewards of staying at camps where there are no fences, distractions or even electricity.

By day we mixed game drives with walks through the bush under the protection of our guide Esau for the time we spent in Ruaha. He taught us about bush safety: stay attentive and at a distance from the wildlife, and always stand still if you see an animal approaching you. We spotted only plant-eating animals – elephant, zebra and a pair of giraffes – but we all listened carefully to his repeated message to 'remember that you will see less than one per cent of what sees you'.

Our final hop was over to Zanzibar where we sailed out to a sandbank, swam through bright yellow and pink-and-blue fish and watched a crimson sun set. And we concluded that if there is one family holiday that will have undying teen appeal, it is a safari.

LIVEWORKSHEETS

1 How did the family feel when they were sitting round the camp-fire?

A interested in the stories of the other campers
B proud of what they had seen earlier
C sorry they had disturbed the leopard
D annoyed they didn't know what happened in the end

2 Why did the writer and his wife decide to choose a safari holiday in Africa?

A They didn't want to be with other families.
B They wanted their children to learn some independence.
C They wanted to do something different from usual.
D They were advised that teenagers often enjoy safaris.

3 They chose the Mdonya Old River Camp because

A there was water nearby.
B it wasn't easy to get to.
C the tents were of good quality.
D it was fairly basic.

4 'this' in line 51 refers to

A the dusk
B a rule
C their disappointment
D a plan

5 What did Esau warn them about?

A There were many more animals than they could actually see.
B They should move slowly if an animal came towards them.
C They shouldn't go into the bush alone on foot.
D Some animals were more dangerous than others.

6 Which of the following describes how the writer felt about the holiday?

A unsure whether they would come back again
B frustrated they hadn't seen more animals
C relieved they hadn't been attacked
D satisfied the children had enjoyed it

Listening | Part 2

13 You will hear a woman called Kirsty Willis, who works in a zoo, giving a talk to students about careers with animals. For questions **1–10**, complete the sentences with a word or short phrase.

Careers with animals

Working in a zoo

You have more chance of getting a job if you have **(1)** ..... .

You will have little **(2)** ..... with the animals.

You must be good at **(3)** ..... .

It's ideal for people who like to have daily **(4)** ..... .

Working in an aquarium

You should be able to handle a **(5)** ..... .

You will **(6)** ..... at the end of the day!

Working as a vet

Animals often have a **(7)** ..... attitude towards vets.

You need to be able to **(8)** ..... well.

Working as a trainer

Most opportunities are in **(9)** .....

A typical day lasts **(10)** ..... hours.

LIVEWORKSHEETS