

## 8A | Cold comfort



### SPEAKING & VOCABULARY: symptoms

1 Complete the sentences with words from the box.

aches    hacking    rash    run-down    runny  
stiff    temperature    throat    throbbing    upset

- 1 All my muscles feel really \_\_\_\_\_ and my back \_\_\_\_\_.
- 2 I woke up with a high \_\_\_\_\_ and a \_\_\_\_\_ headache and it won't go away.
- 3 I've got a \_\_\_\_\_ cough and a very sore \_\_\_\_\_ that hurts when I speak.
- 4 I've had a really \_\_\_\_\_ nose for the last few days and I feel generally \_\_\_\_\_.
- 5 I've had an \_\_\_\_\_ stomach and a strange \_\_\_\_\_ on my face since we went to that restaurant.

2 Work in pairs. Discuss these questions.

- Which of the ten symptoms in the box in exercise 1 would you go to the doctor for?
- What would you do or take to treat the other symptoms?
- What are the possible causes of the symptoms in exercise 1?
- Can you add three more symptoms to the list?

3 Work in pairs. Match the sentences 1–9 to the situations a–c.

- a calling in sick      c at the doctor's  
b at the chemist

- 1 What exactly seems to be the problem?
- 2 I'm sorry, I don't think I'm going to make it in today.
- 3 Have you got anything for a sore throat?
- 4 Take it easy and let us know if you're coming in tomorrow.
- 5 Take two of these after meals, and if you're not feeling any better, see a doctor.
- 6 I've been having these terrible pains.
- 7 Sorry to hear that. I hope it's nothing too serious.
- 8 OK, lie down over there and I'll have a look.
- 9 I need something for this swelling on my arm.

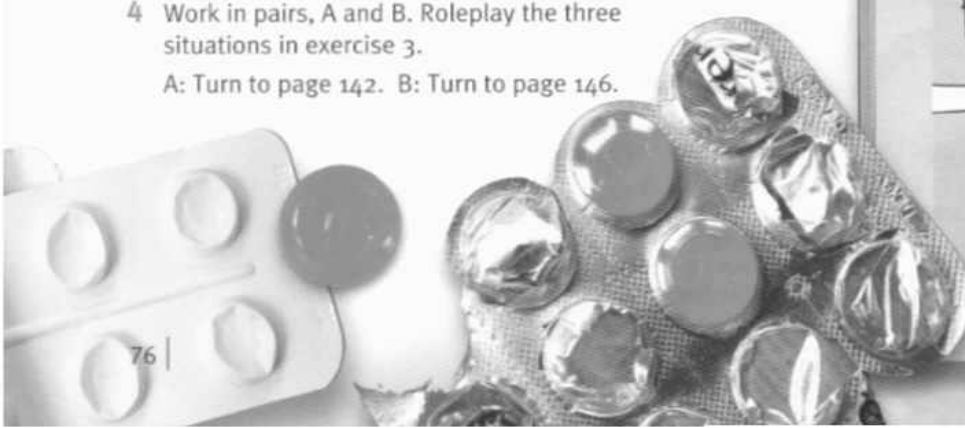
4 Work in pairs, A and B. Roleplay the three situations in exercise 3.

A: Turn to page 142. B: Turn to page 146.

## How to ... have a heavy cold

**T**here are colds and heavy colds, but only heavy colds are worth talking about. It is only with a heavy cold that you can claim to be ill. People are not always totally sympathetic, so it's important to describe your suffering in great detail. With other illnesses, you can ask people to feel your forehead to see if you have a temperature, but with a heavy cold, it's not a good idea to ask other people to feel your nose and ask how runny it is.

- 10 To have a truly heavy cold you need more than just a runny nose. The standard supplementary symptoms are a headache, sore throat, temperature, sickness, achiness and a cough. Once you've got three out of six you can call the boss and skip work. Loud, repeated sniffing is good on the phone, but don't try to communicate general achiness or you may come across as a bit too melodramatic. Your cough must sound as though you're starting an old car in cold weather, and you must cough at least three times on the phone during any conversation with work. Saying you've just got a temperature isn't good enough; you've got to have a raging fever of 45°.



## READING

Stage two is bed. A heavy cold requires bed rest and you need to make sure you've got all the right equipment. A large box of tissues is vital, as is the little collection of used tissues around the bin where you haven't quite got the energy to throw them in. You'll also need some paracetamol to cope with the symptoms of your cold. One of the nastiest is the headache and vomiting shortly after having the hot toddy specially prepared for you by someone who claims to love you.

You normally lose your appetite and go off your food when you are ill, so if you find yourself eating a lot of cake and ice cream you're more likely to be pregnant. There's a saying 'feed a cold, starve a fever', or 'starve a cold, feed a fever'. Neither makes much sense. These sayings are used by elderly relatives as an excuse to give you the country soup they make by feeding left-over vegetables into a blender and which 'will have you on your feet in no time'. You'll certainly be on your feet, but you'll just be running quickly for the lavatory.

The final phase of the heavy cold is the hacking cough, where you feel much better but you still sound like death. Use this time to get maximum attention and pampering from your loved ones and to make more deathbed phone calls to work. Finally, go back to work fit and ready, and realize that the people you thought were doing your work for you while you were away have also been off with ... a heavy cold.



1 Read the article. Choose the best purpose for the article 1-5.

- 1 To describe the symptoms
- 2 To suggest remedies
- 3 To prescribe medicine
- 4 To explain the origin of heavy colds
- 5 To amuse the reader

2 Read the article again. Which of the following bits of advice is not given?

- 1 Be careful to avoid giving your germs to other people.
- 2 Talk at length about your symptoms.
- 3 Try not to make too much noise when you sneeze.
- 4 Don't leave too many tissues stuffed up your sleeve.
- 5 Sound very ill when you call your boss.
- 6 Exaggerate your symptoms.
- 7 Get everything you need before you go to bed.
- 8 Don't confuse being ill and expecting a baby.

3 Match the highlighted words or expressions in the text to the definitions 1-7.

- 1 not go to work or school
- 2 toilet
- 3 a warm drink, often including alcohol
- 4 tender loving care
- 5 a machine for mixing food
- 6 a very high temperature
- 7 not give food to

4 Work in pairs. Discuss these questions.

- When did you last have a cold?
- Did you take time off work/school?
- How long did it take you to get over it?

# 8B | Bill of health

## SPEAKING & VOCABULARY: health idioms

- 1 Rearrange the phrases in the correct order to make a short story.

- ☐ I was feeling a bit under the
- ☐ *bill of health*. 'Hypochondria is your only problem,' he said.
- ☐ *door*. Once more, the doctor *gave me a clean*
- ☐ *down with something*. The doctor told me I was fine, but I got a splitting
- ☐ headache that afternoon. My back was also *killing me*, so I went back to the doctor's. But again, he told me I was *in good*
- ☐ *round*, so I thought I was *going*
- ☐ *shape*. The next day I was even worse and thought I was *at death's*
- ☐ weather and I knew *there was a bug going*

- 2 Replace the words in italics in exercise 1 with the phrases below.

- |                     |                      |
|---------------------|----------------------|
| 1 extremely ill     | 4 lots of people had |
| 2 extremely painful | the same illness     |
| 3 falling ill       | 5 said I was not ill |
|                     | 6 well               |

- 3 Work in pairs. Turn to page 143 and do the quiz.
- 4 For the quiz in exercise 3, what sort of people give (1) mostly (a) answers, (2) mostly (b) answers, (3) mostly (c) answers? Do you know anyone like this?

## LISTENING

- 1 Match the words in the box to the definitions 1–5.

compensation stroke diagnosis  
migraine consultation

- 1 a meeting with a professional person (eg a doctor) in order to get advice or discuss a problem
- 2 a serious medical condition that can make someone suddenly unable to speak or move
- 3 a statement about what disease someone has, based on examining them
- 4 a very severe headache
- 5 money that someone receives because something bad has happened to them

- 2 2.6 Listen to the recording and explain its connection with the words in exercise 1.

- 3 2.6 Listen again and complete the sentences.

- 1 Some American doctors do not want to \_\_\_\_\_ because they cannot afford the insurance policies.
- 2 The British government is putting aside nearly \_\_\_\_\_ in order to cover compensation claims.
- 3 Adrian Bowe will receive compensation which could be \_\_\_\_\_ of pounds.
- 4 Critics say that more \_\_\_\_\_ are inevitable.
- 5 It is \_\_\_\_\_ for doctors to make accurate diagnoses all the time.
- 6 Online databases of symptoms and diseases can cause healthy people to start \_\_\_\_\_ nothing.

- 4 Work in pairs. Discuss these questions.

Do you think that doctors should be punished if they make mistakes? Why or why not?

## GRAMMAR: modals of speculation

- 1 Look at examples 1–6 and answer the questions.

- 1 Insurance costs for doctors **could rise** further.
- 2 He **must be suffering** from a migraine attack.
- 3 The stroke **might have been** avoided.
- 4 The increase in compensation claims **cannot be** the result of more medical errors.
- 5 His symptoms **could have been** caused by a heavy cold.
- 6 A patient who is feeling under the weather **may be going down** with a virus.

- 1 In which sentences is the speaker speculating about (a) the future, (b) the present and (c) the past?
- 2 In which sentences is the speaker (a) sure and (b) less sure of what he or she is saying?

- 2 Read the story and then choose the best verb form to complete the sentences 1–8.

### Mystery Bug at the Royale

Twenty people were brought into the Heath Infirmary last night suffering from acute stomach problems. The health authorities have ruled out food poisoning. All the patients had been to the late show at the Royale Cinema but none of them had bought anything to eat at the cinema shop. Some of the patients claim they smelt gas, but no traces of gas were found. It was later discovered that all twenty patients had drunk from the water fountain using the plastic cups provided.

- 1 It *must* / *can't* have been food poisoning.
- 2 The cinema *might* / *must* be having problems with its air-conditioning.
- 3 The popcorn in the cinema kiosk *can't* / *could* be the source of the problem.
- 4 Their symptoms *can't* / *must* have been caused by a gas leak.
- 5 It *could* / *must* be either the water or the cups.
- 6 The cups *might* / *can't* have been dirty.
- 7 Or the water fountain itself *may* / *must* be in need of maintenance.
- 8 Whatever the answer, it *can't* / *must* have something to do with the water they drank.



- 3 Work in pairs. Look at the picture. Why do you think these people are sitting in a hospital waiting room?

- Use *must*, *may*, *might*, *could* and *can't* to speculate about events in the present, past or future.  
*You **may** come across as a bit too melodramatic.*
- Use modal verb + infinitive/be + -ing to speculate about the present or future.  
*He **must be suffering** from a migraine.*
- Use modal verb + *have* + past participle to speculate about the past.  
*Their doctor **may have made** a mistake.*
- Use *must* when you're very sure that something is true.
- Use *may*, *might* or *could* when you're less sure that something is true.
- Use *can't* when you are sure that something isn't true or didn't happen.

➤ SEE LANGUAGE REFERENCE PAGE 84

## PRONUNCIATION: weak forms & contractions

- 1 2.7 Listen to the conversation. Notice the pronunciation of the verbs in bold. What happens to the auxiliary verbs *have* and *been*?

- A: Where can he be?  
 B: I don't know! Anything **could have** happened to him!  
 C: Yes, he **might have** been *stopped by the police!*  
 A: Or he **could have** been *in a car accident!*  
 C: On the other hand, he **may have** got *caught in the traffic.*  
 A: No, it **can't have** been any of those things. He wasn't in his car.

- 2 Work in groups of three. Think of three alternatives to replace the phrases in italics. Read your alternative versions out loud, changing roles each time.

## DID YOU KNOW?

- 1 Work in pairs. Read the information and discuss these questions.

Australia is the sixth largest country in the world, but there are fewer than two million people living in the vast Australian outback, or bush, as it's called. Before the 1920s people in the bush had little or no access to doctors. The nearest one was often weeks away. Then, in 1928, John Flynn became the outback's first flying doctor and began the medical service, which still exists today. The Royal Flying Doctors Service (RFDS) supplies medical care to outback residents. It has 45 aircraft and offers 24-hour emergency service in very isolated communities.

Each aircraft carries a doctor, a nurse and their equipment. The pilots sometimes have to land on roads or unpaved tracks.



- Where are the remotest areas in your country? How far are they from a large town or hospital?
- Does everyone in your country receive good medical care?
- What is the reputation of doctors in your country?
- When you have needed treatment, were you well looked after?



## 8c | Alternative therapies



### READING

- 1 Work in pairs. Look at the box and discuss the questions.

acupuncture    aromatherapy  
colour therapy    hypnosis  
reflexology    Tai Chi

- What do you know about these therapies?
- Do you know anyone who has tried an alternative therapy?

- 2 You are going to read an article about alternative therapies in the workplace. Answer these questions.

- 1 Which therapies are mentioned?
- 2 What conditions are they treating?

- 3 Complete the text with the extracts a–g.

- a Colour wasn't her only concern
- b they obviously hadn't been decorated in a long time
- c These simple changes have made a world of difference to the office and to the staff
- d repetitive stress injuries and other workplace-related illnesses,
- e and one in five adults in the UK suffer from chronic back pain
- f and relieve the tensions on their backs.
- g 'and green, as well as fighting irritability, also has a healing effect on the body'

- 4 Work in pairs. Discuss these questions.

- Which changes sound like good ideas?
- Which changes do you think made the biggest difference? Why?

### The Office Doctors: an alternative approach to fighting stress

With stress-related illness on the increase, and workers starting to sue their companies for chronic back pain, (1) \_\_\_\_\_ more and more companies are turning to alternative therapies to help reduce the levels of stress in their workplace. The Office Doctors is one of a growing number of companies which claim they can reduce work related stress by making workplaces healthier and happier. They talked us through one of their makeovers.

A small accountancy firm had been experiencing problems with staff illness and low morale. When a new office manager was appointed she decided to call in the Office Doctors. The offices were housed in an old building, (2) \_\_\_\_\_ and there were a number of basic stress factors that needed immediate attention: the light, the colour scheme, the furniture.

'There was an enormous amount of work to do. But we had to make sure that we didn't disrupt the day to day work of the office.' The only solution was to work at weekends. 'It meant we had to work fast but it also meant we could work in peace and we didn't have to worry about getting in the way of the staff.'

The colour therapist, Liz, was the first in. She chose a range of calming blues and greens for the offices and reception area. 'Blue is a particularly calming colour and ideal in counterbalancing high levels of stress,' she explained. (3) \_\_\_\_\_. In the staff rest area she decided to use colours that stimulate and energize. 'Yellow heightens motivation and orange stimulates creativity. The rest area doesn't just provide a break from work, but helps the staff go back to their desks with renewed energy and enthusiasm.'

(4) \_\_\_\_\_. Being an old building the windows were small and let in very little natural light. As she couldn't install new windows, Liz installed full spectrum fluorescent lights instead. 'Full spectrum lights have all the colours and wavelengths of natural light and studies show that they have a very positive effect in fighting stress and depression.'

Next came the aromatherapist, Jules. 'Chosen with care, essential oils can reduce stress and boost immunity,' he explained. He chose a blend of lemon, bergamot and lavender for the central diffusion system. 'Recent tests have shown that the use of lemon can reduce typing errors by more than 50%, so we're not only fighting stress and promoting health, we're also increasing productivity.'

Finally Clara, our massage expert, came in and assessed the ergonomics of each work station. 'These people have to sit at their desks for up to eight hours a day. Very often they aren't allowed to get up except for short coffee breaks. So they really must make sure that they are looking after their backs as well as they possibly can.' Back pain is the second most common reason for visits to the doctor (5) \_\_\_\_\_. She helped each member of staff find the correct desk and chair height, and showed them the best position for their computer screen. She also persuaded the company to invest in ergonomic keyboards and cordless mice as well as cordless phones. The phones mean that staff don't have to take their phone calls at their desks. Now they can get up and stretch their legs (6) \_\_\_\_\_. In addition, each member of staff can request a massage at their desks once a week. 'Everybody should have regular massage sessions. Not only does it help ease back pains, it also relieves built up tensions and revitalizes.'

'The changes have made a huge difference,' said the Managing Director. (7) \_\_\_\_\_. Absenteeism has gone down by a staggering 30% and everyone seems to be much happier.'



- 3 2.8 Listen to a story about an alternative therapist. Make notes about (1) the main events of the story and (2) any key words. If necessary, listen a second time.
- 4 Work in groups of three and write the story.
- 5 Compare your version to the one in tapescript 2.8 on page 158. Did you use the same modal verbs and expressions?

#### Permission

- Use *can* or *is/are allowed to* in the present and *could* or *was/were allowed to* in the past.

#### Obligation

- Use *must* or *have to* in the present and *had to* in the past.

#### Lack of obligation

- Use *don't have to* or *don't need to* in the present and *didn't have to* or *didn't need to* in the past.

#### Prohibition

- Use *can't*, *mustn't* or *isn't/aren't allowed to* in the present and *couldn't* or *wasn't/weren't allowed to* in the past.

SEE LANGUAGE REFERENCE PAGE 84

### GRAMMAR: modals (permission, obligation & prohibition)

- 1 Rewrite the phrases in bold using an appropriate form of the verbs in the box.

be allowed to   can   could  
have to   must   need to

- 1 we **were obliged to** work fast
- 2 we **were allowed to** work in peace
- 3 we **didn't have to** worry about getting in the way of the staff
- 4 she **wasn't allowed to** install new windows
- 5 they **can't** get up except for short coffee breaks
- 6 they really **have to** make sure that they are looking after their backs
- 7 staff **don't need to** take their phone calls at their desks
- 8 staff **are allowed to** request a massage at their desks once a week

- 2 Match sentences 1–8 in exercise 1 to the uses a–d.

- |              |                       |
|--------------|-----------------------|
| a permission | c prohibition         |
| b obligation | d lack of prohibition |

### SPEAKING

- 1 Work in groups. Decide what changes you would make to your school to make it a healthier place to study in. Consider the factors in the box.

colour   aromas   furniture  
artwork   plants   music

- 2 Tell your class about your plans. Decide whose makeover is ...

- the most realistic.
- the most imaginative.

#### Useful language

*We need to do something about the (light) ...*  
*The main problem here is ...*  
*The only solution is to ...*  
*Another thing we could do is ...*  
*One idea would be to ...*

# 8D | Back pain

## LISTENING



1 Look at the photo and discuss these questions.

- What is the man's problem?
- What might have caused this problem?

2 2.9–2.13 Listen to the conversations 1–5. Who is Bob talking to each time? Write a number next to the person or people he's talking to a–e.

- |                           |               |
|---------------------------|---------------|
| a a friend                | d a colleague |
| b a group of friends      | e his wife    |
| c a doctor's receptionist |               |

3 2.9–2.13 Listen again and answer the questions.

- 1 What solutions do they suggest?
- 2 Whose advice does he decide to take? Why?

4 Work in pairs. Discuss these questions.

- Do you know anyone who suffers (or has suffered) from back pain?
- What do they do to ease or relieve it?

## FUNCTIONAL LANGUAGE: changing the subject

1 Work in pairs. Find the expressions 1–6 in tapescripts 2.9–2.13 on page 158 and answer the question.

- |                                |                           |
|--------------------------------|---------------------------|
| 1 that reminds me ...          | 4 come to think of it ... |
| 2 anyway, as I was saying, ... | 5 talking of ...          |
| 3 by the way, ...              | 6 as for ...              |

What expressions does the speaker use to ...

- a talk about something completely different?
- b pick up on a small detail?
- c return to what they were talking about earlier in the conversation?

2 Complete the dialogues with expressions from exercise 1.

- 1 A: I'm just going out to meet up with Ken.  
B: (a) \_\_\_\_\_, can you take this book with you, I've been meaning to give it back to him for ages? Thanks!
- 2 A: Then we went out for a drink at the Hare and Hounds. A quiet evening, but nice enough.  
B: (b) \_\_\_\_\_ the Hare and Hounds, did you know Ann's booked it for her 30th birthday party?
- 3 A: Meet you at the car then. At 4 o'clock.  
B: Yeah, fine. Oh, (c) \_\_\_\_\_, did I tell you your mother called?
- 4 A: And another thing, it's not urgent, but I think some of the figures may be wrong.  
B: OK, so we need to go back and look at them again then?  
A: Yes, I think so and (d) \_\_\_\_\_ there's no rush, we've got plenty of time to get it all done by the end of the month.
- 5 A: Did you get the tickets for the concert?  
B: Yeah, I did, they were pretty expensive, but it's worth it. Hey, (e) \_\_\_\_\_, Frank hasn't paid me back for the last time, yet.
- 6 Right John, it's time you were doing your homework. And (f) \_\_\_\_\_ you, young lady, you should be in bed by now!

2.14 Listen to compare your answers with the recording.

3 Work in groups of three. You are going to play a game.

A: Turn to page 143.

C: Turn to page 147.

B: Turn to page 145.

## VOCABULARY: phrasal verbs with objects

1 Match the phrasal verbs in bold in the sentences 1–6 to their meanings a–f.

- 1 I need to call him. I'd promised I'd **get back to** him today.
- 2 It'll **sort itself out**. It always does.
- 3 I don't know how Linda **puts up with** you!
- 4 How long are you going to keep **putting it off**?
- 5 So it was your idea was it? You **put him up to** it.
- 6 Even little Jo was **telling me off** the other day.

- a accept an annoying situation without complaining
- b avoid doing something you don't want to do
- c contact someone at a later time
- d criticize someone for doing something wrong
- e encourage someone to do something
- f find a solution for a problem

2 Underline the objects of the phrasal verbs in exercise 1. Then add these phrasal verbs to the categories of phrasal verbs 1–3 in the grammar box.

1 **Inseparable phrasal verbs:** the verb and the particle must always come together.

eg look after **your back**/look after **it**/  
(1) \_\_\_\_\_ / (2) \_\_\_\_\_

2 **Separable verbs:** the verb and particle can be separated by an object. If the object is a pronoun it must come between the verb and particle,

eg call **the Office Doctors** in/call **them** in/  
(3) \_\_\_\_\_ / (4) \_\_\_\_\_ (5) \_\_\_\_\_

3 **Phrasal verbs with two objects:** one of the objects goes after the verb and the other goes after the particle or particles,

eg talk **us** through **the makeover**/  
talk **us** through **it** / (6) \_\_\_\_\_

3 Insert the object in brackets in the correct position in the sentences.

- 1 You've only got one body, and I think it's important to look after properly. That's why I try to do some sort of exercise every day. (*it*)
  - 2 I smoke about 40 cigarettes a day. I know it's bad for me, but I have no intention of giving up. (*it*)
  - 3 I don't eat meat or dairy products. I order a box of fruit and vegetables from a local organic farm once a week. They drop off at my house every Friday. (*it*)
  - 4 I know I should do some sort of exercise, but I keep on putting off – I'd much prefer to be curled up on the sofa watching TV. (*it*)
  - 5 My mother was telling off the other day because I always eat fast food and microwave dinners. But I just haven't got time to cook! (*me*)
  - 6 I refuse to enter a room where someone's smoking. I really don't see why I should have to put up with. (*it*)
- 4 Do you know anyone like the people in exercise 3?

## SPEAKING

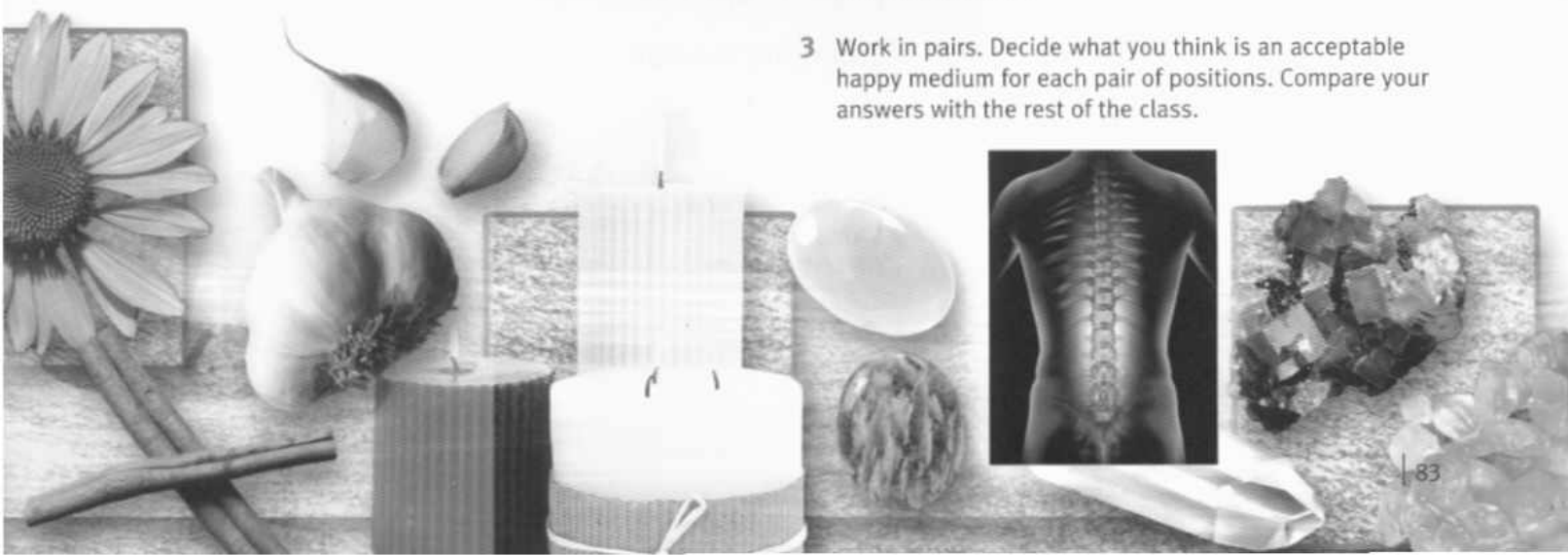
1 Work in pairs. Match the people 1–6 in Vocabulary exercise 3 to the labels a–f.

- |                   |                      |
|-------------------|----------------------|
| a an anti-smoker  | b a chain smoker     |
| c a fitness freak | d a couch potato     |
| e a vegan         | f a junk food addict |

2 Imagine a discussion between each pair in exercise 1. What would they say to defend their positions?

- 1 Make a list of the arguments that the people a, c and e in exercise 1 could use in order to persuade the people b, d and f to change their lifestyle.
- 2 Make a list of the counter-arguments that the people b, d and f could use.

3 Work in pairs. Decide what you think is an acceptable happy medium for each pair of positions. Compare your answers with the rest of the class.





# 8 | Language reference

## GRAMMAR

### Modals of speculation/ deduction

We use the modal verbs *must*, *may*, *might*, *could* and *can't* to speculate about events in the present, past or future. The choice of modal verb reflects your degree of certainty when speculating.

certain	less certain	certain
<i>must</i>	<i>may</i> <i>might</i> <i>could</i>	<i>can't</i>

We use a modal verb + infinitive or *be* + *-ing* to speculate about the present or future.  
*It could be dangerous.*  
*You must be joking.*

We use a modal verb + *have* + past participle to speculate about the past.  
*She can't have been very well.*  
*He may not have understood.*

We can also use a phrase instead of a modal verb:

*It's certain/sure*  
*likely/probable/possible that ...*  
*unlikely/improbable*  
*impossible*

*It's certain that she wasn't very well.*  
*It's possible that he didn't understand.*

### Modals of permission, obligation & prohibition

Modal verbs (*can*, *could*, *will*, *must*) are followed by an infinitive without *to*. Other modal expressions (*have to*, *are allowed to*, *are permitted to*) include *to*, and are also followed by an infinitive.

language function	present	past	future
<b>permission</b> This is permitted/ possible.	<i>can</i> <i>is/are allowed to</i>	<i>could</i> <i>was/were</i> <i>allowed to</i>	<i>can</i> <i>will be</i> <i>allowed to</i>
<b>obligation</b> This is necessary/ obligatory.	<i>must</i> <i>have to</i> <i>have got to</i> <i>need to</i>	<i>had to</i> <i>needed to</i>	<i>must</i> <i>will have to</i> <i>will need to</i>
<b>lack of obligation</b> This is permitted, but not necessary.	<i>don't have to</i> <i>don't need to</i> <i>needn't</i>	<i>didn't have to</i> <i>didn't need to</i>	<i>won't have to</i> <i>won't need to</i>
<b>prohibition</b> This is not permitted/ not possible.	<i>can't</i> <i>mustn't</i> <i>isn't/aren't</i> <i>allowed to</i>	<i>couldn't</i> <i>wasn't/weren't</i> <i>allowed to</i>	<i>can't</i> <i>won't be</i> <i>allowed to</i>

We can use *may/might* for permission when we want to be more formal.

*May I borrow your pen, please?*

*Have got to* is similar in meaning to *must* and *have to*, but it is more informal.

*Sorry, I've got to go.*

*Need not/needn't* is followed by an infinitive without *to*.

*You needn't worry.*

## FUNCTIONAL LANGUAGE

### Changing the subject

*Anyway, as I was saying, ...*

*As for ...*

*By the way, ...*

*Come to think of it, ...*

*Talking of ...*

*That reminds me ...*

## WORD LIST

## Symptoms

ache <i>v</i> *	/eɪk/
backache <i>n</i> C	/ˈbæk.eɪk/
hacking cough <i>n</i> C	/ˈhækɪŋ ˈkɒf/
high temperature <i>n</i> C	/haɪ ˈtemp.rɪtʃə/
rash <i>n</i> C	/ræʃ/
run-down <i>adj</i>	/ˈrʌnˈdaʊn/
runny nose <i>n</i> C	/ˈrʌni ˈnəʊz/
sore throat <i>n</i> C	/ˈsɔː θrəʊt/
stiff muscles <i>n</i> C	/ˈstɪf ˈmʌsəlz/
throbbing headache <i>n</i> C	/θrɒbɪŋ ˈhed.eɪk/
upset stomach <i>n</i> C	/ˈʌpset ˈstʌmək/

## Health idioms

at death's door	/ət ˈdeθs ˈdɔː/
there's a bug going around	/ðeəz ə ˈbʌg ɡəʊɪŋ ˈraʊnd/
give (sb) a clean bill of health	/ɡɪv ə ˈkliːn bɪl əv ˈhelθ/
go down with (sth)	/ɡəʊ ˈdaʊn wɪð/
in good shape	/ɪn ɡʊd ˈʃeɪp/
my back was killing me	/maɪ ˈbæk wəz ˈkɪlɪŋ miː/

## Phrasal verbs with objects

get back to (sb)	/get ˈbæk tə/
put up with (sb/sth)	/pʊt ˈʌp wɪð/
put (sth) off	/pʊt ˈɒf/
put (sb) up to (sth)	/pʊt ˈʌp tə/
sort (sth) out	/sɔːt ˈaʊt/
tell (sb) off	/tel ˈɒf/

## Other words &amp; phrases

absenteeism <i>n</i> U	/ˌæbsənˈtiːz(ə)m/
achiness <i>n</i> U	/ˈeɪkɪnəs/
acupuncture <i>n</i> U	/ˌækjʊˈpʌŋktʃə/
alarmed <i>adj</i>	/əˈlɑːmd/
anti-smoker <i>n</i> C	/ˌæntiˈsməʊkə/
aromatherapist <i>n</i> C	/ˌærəʊməˈθerəpɪst/
aromatherapy <i>n</i> U	/ˌærəʊməˈθerəpi/
bed rest <i>n</i> U	/bed rest/
bergamot <i>n</i> U	/ˈbɜːɡəmot/
blend <i>n</i> C	/blend/
blender <i>n</i> C	/ˈblendə/
boost <i>v</i>	/buːst/
calm <i>v</i> **	/kɑːm/
chain smoker <i>n</i> C	/tʃeɪn ˈsməʊkə/
chronic <i>adj</i> *	/ˈkrɒnɪk/
claim <i>n</i> C	/kleɪm/
clinical <i>adj</i>	/ˈklɪnɪkl/
collapse <i>v</i> **	/kəˈlæps/

colour	/ˈkʌlə ˈθerəpi/
therapy <i>n</i> U	
come across <i>v</i>	/kʌm əˈkrɒs/
concern <i>n</i> C	/kənˈsɜːn/
compensation <i>n</i> U **	/ˌkɒmpənˈseɪʃn/
consultation <i>n</i> C **	/ˌkɒnsəlˈteɪʃn/
cordless <i>adj</i>	/ˈkɔːdləs/
couch potato <i>n</i> C	/ˈkaʊtʃ ˈpəʊteɪtəʊ/
counter-argument <i>n</i> C	/ˈkaʊntə ˈɑːɡjʊmənt/
counterbalance <i>v</i>	/ˈkaʊntəˈbæləns/
cure <i>v</i> *	/kjʊə/
deathbed <i>n</i> C	/ˈdeθbed/
deliver a baby	/dɪˈlɪvə ə ˈbeɪbi/
diagnosis <i>n</i> C **	/ˌdaɪəɡˈnəʊsɪs/
disrupt <i>v</i> *	/dɪˈsɹʌpt/
ease <i>v</i>	/iːz/
energize <i>v</i>	/ˈenəˌdʒaɪz/
entitled <i>adj</i>	/ɪnˈtaɪtld/
ergonomics <i>n</i> pl	/ˌɜːɡənəmɪks/
essential oil <i>n</i> C	/ɪˈsenʃl ɔɪl/
fitness freak <i>n</i> C	/ˈfɪtnəs ˈfriːk/
flu <i>n</i> U *	/fluː/
fluorescent <i>adj</i>	/ˈflɒresnt/
fly off the handle	/flaɪ ɒf ðə ˈhændl/
go off (your) food	/ɡəʊ ɒf fuːd/
GP <i>n</i> C	/dʒiː ˈpiː/
grumble <i>v</i>	/ˈɡrʌmb/
happy medium <i>n</i> s	/ˈhæpi ˈmiːdiəm/
healing <i>adj</i>	/ˈhiːlɪŋ/
heighten <i>v</i>	/ˈhaɪtn/
hot toddy <i>n</i> C	/hɒt ˈtɒdi/
house <i>v</i>	/haʊz/
hypnosis <i>n</i> U	/ˈhɪpnəʊsɪs/
hypochondria <i>n</i> U	/ˌhaɪpəʊˈkɒndrɪə/
hypochondriac <i>n</i> C	/ˌhaɪpəʊˈkɒndrɪæk/
immunity <i>n</i> U	/ɪˈmjʊnəti/
insurance policy <i>n</i> C	/ɪnˈʃʊərəns ˈpɒləsi/
irritable <i>adj</i>	/ɪrɪtəbl/
junk food addict <i>n</i> C	/ˈdʒʌŋk fuːd ˌædɪkt/
lavatory <i>n</i> C	/ˈlævətri/
leftover <i>adj</i>	/ˈleftəʊvə/
melodramatic <i>adj</i>	/ˌmeləˈdrəˌmætɪk/
migraine <i>n</i> C	/ˈmiːɡreɪn/
moan <i>v</i> *	/məʊn/
moody <i>adj</i>	/ˈmuːdi/
morale <i>n</i> U *	/məˈrɑːl/
negligence <i>n</i> U	/ˈneglɪdʒəns/
osteopath <i>n</i> C	/ˈɒstɪəʊpæθ/
painkiller <i>n</i> C	/ˈpeɪnkɪlə/
pampering <i>n</i> U	/ˈpæmpərɪŋ/
paracetamol <i>n</i> C/U	/ˈpærəˈsɪtəməl/
physiotherapist <i>n</i> C	/ˌfɪziəʊˈθerəpɪst/
prescribe <i>v</i> **	/prɪˈskraɪb/
put aside <i>v</i>	/pʊt əˈsaɪd/
raging fever <i>n</i> U	/ˈreɪdʒɪŋ ˈfiːvə/
reflexology <i>n</i> U	/ˌrɪfleksˈɒlədʒi/
renewed <i>adj</i>	/rɪˈnjuːd/
repetitive stress injury <i>n</i> C	/ˌrɪpetətɪv stres ˈɪndʒəri/
revitalize <i>v</i>	/rɪˈvaɪtəˌlaɪz/

sickness <i>n</i> U **	/ˈsɪknəs/
skip <i>v</i> *	/skɪp/
snap <i>v</i> **	/sneɪp/
sneeze <i>v</i>	/sniːz/
sniff <i>v</i> *	/snɪf/
spectrum <i>n</i> C **	/ˈspektrəm/
spinal <i>adj</i>	/ˈspæɪn/
splitting headache <i>n</i> C	/ˈsplɪtɪŋ ˈhed.eɪk/
staggering <i>adj</i>	/ˈstæɡərɪŋ/
starve <i>v</i> *	/stɑːv/
stress-related <i>adj</i>	/ˈstresrɪˈleɪtɪd/
stroke <i>n</i> C **	/stroʊk/
Tai-chi <i>n</i> U	/ˈtaɪtʃiː/
tetchy <i>adj</i>	/ˈtetiʃi/
the bush <i>n</i> U	/ðə ˈbʊʃ/
the outback <i>n</i> U	/ðiː ˈaʊtˌbæk/
tissue <i>n</i> C	/ˈtɪʃjuː/
trace <i>n</i> C	/treɪs/
under-fire <i>adj</i>	/ˌʌndəˈfaɪə/
under the weather	/ˌʌndə ðə ˈweðə/
vegan <i>n</i> C	/ˈviːɡən/
wavelength <i>n</i> C	/ˈweɪvlengθ/
wheelchair <i>n</i> C	/ˈwiːltʃeə/
workload <i>n</i> U *	/ˈwɜːkləʊd/
work-related <i>adj</i>	/wɜːkˌrɪleɪtɪd/