

## 6A | Body care

### SPEAKING

- Rank the following activities from the one which would give you most pleasure if you could do it tomorrow (1) to the one which you would least like to do (8).
  - a day in a health spa
  - a few hours in a gym
  - a long walk in the countryside
  - a lazy day at home
  - a clothes-shopping expedition
  - a day on a hot, sunny beach
  - a competitive sporting activity
  - a meal in a posh restaurant
- Compare your list with your partner giving reasons for your choices. Is there any other activity you would add to the list?

### READING

- Work in pairs. Read the three texts A–C and discuss the questions.
  - Have you ever done any of the activities described?
  - Which, if any, of them would you enjoy doing? Why?
- Read the texts again and match the sentences 1–9 to the texts A–C.
  - You should not take what you read too seriously.
  - It can achieve two things at once.
  - You can wear what you like.
  - You can pass on your own ideas to others.
  - The nature of the location helps prevent potential embarrassment.
  - It is ideal for people who are pressed for time.
  - You will probably hurt yourself doing it.
  - It can be tailored to individual needs.
  - Low-cost alternatives can be used in place of more expensive equipment.
- Work in groups. Discuss the following questions.
  - What forms of exercise do you do?
  - Do you agree that we have become too obsessed with fitness? Why or why not?

## There's more than one way to stay in shape

*You don't always have to run on a treadmill if you want to do exercise. Allan Simpson looks at three alternative ways to get fit.*

### A Integrative Exercise

- When 58-year-old accountant John Willis travels to work on the underground, he gets off two stops early and walks the remaining distance at a brisk
- pace. Then, having arrived at his company's headquarters, he avoids the lift, taking the stairs instead to his office on the 8<sup>th</sup> floor. He does the same on the way home, covering an estimated total of two kilometres a day on foot; or as John is quick to point out, about 450 kilometres a year.
  - He's doing what fitness experts have dubbed 'integrative exercise', that is, incorporating physical activity into his normal daily life. It's a kill-two-birds-with-one-stone approach and can include anything from doing squats while you load the dishwasher to practising yoga in the shower, or for those with a
  - family, lifting children up during play sessions. There's no right or wrong way of doing it – each person has to work out their own strategy, depending on the kind of life they lead.

- So if you can't spare the time for the two-hour ordeal at the gym, this is the
- perfect solution, enabling you to fit regular workouts into a busy working week.

### B House Gymnastics

- House Gymnastics, we are told, is 'a crossbreed of
- yoga, break-dancing, climbing and gymnastics enacted in a domestic setting'. It's also great fun and a wonderful alternative to conventional forms of exercise. This



30 short but delightful book with its charming tongue-in-cheek humour shows how the home can be exploited in a variety of exciting new ways, becoming at once a playground, climbing frame and meeting place for fellow gymnasts.

Simple graphics and easy-to-follow explanations talk the reader  
35 through the 25 core moves bearing names such as 'armchair handstand', 'ceiling walk' and 'X-door'. In no time at all you'll be crouching in fridges, propping yourself up on furniture, wedging yourself between walls and hanging from door frames. You can also play an active part in the development of the artform by creating your  
40 own moves and submitting them to the established website, [www.housegymnastics.com](http://www.housegymnastics.com).

Be warned though: House Gymnastics is not for the faint-hearted. The authors, Harrison and Ford, point out that 'personal injury is a likely event' and the moves are not recommended for under-eighteens and  
45 over-84s.

## C Punk Rock Aerobics



Tired of conventional gyms and the usual workout options, thirtysomething Boston  
50 punks Maura Jasper and Hilken Mancini decided to run their own aerobics classes, set to music by groups such as The Ramones, Buzzcocks, Blondie and The Undertones. The emphasis is firmly on fun, but the workouts are as thorough as they are light-hearted. 'We want people to forget they're working out, even though they're working up a sweat,' says artist Jasper, now also a certified aerobics instructor.  
55

In the same way that many punk songs were written with just three chords, so too are there just three moves for each song in a typical PRA routine. These have names like Iggy's Pop (raising one knee high and punching out with the opposite arm), Skank (marching in place) or Pogo (jumping up and down). If you can't afford weights, bricks can be used for strength training and a cheap piece of foam serves as a mat. Classes take place in darkly lit rock clubs and mirrors are intentionally missing to prevent participants feeling intimidated or self-conscious. There is also no dress code, though you are more likely to see people working out in denim shorts and fishnet stockings than leotards and leggings. Check out the website [www.punkrockaerobics.com](http://www.punkrockaerobics.com).  
60  
65  
70

## VOCABULARY: nouns from phrasal verbs

A number of nouns are formed from phrasal verbs:

**Verb:** *We want people to forget they're working out.*

**Noun:** *The workouts are as thorough as they are light-hearted.*

- 1 Choose the correct alternative to complete the sentences. Use a dictionary to help you if necessary.
  - 1 Supermarkets often put sweets on display at their **checkouts** / **payouts** – and I often buy them.
  - 2 There was a **poor** **handout** / **turnout** for the last general election – less than half the electorate voted.
  - 3 We haven't had a **heavy** **downpour** / **downturn** of rain here for quite a long time.
  - 4 I had a very **strict** **uprising** / **upbringing** – my parents believed in firm discipline.
  - 5 The **outlook** / **outset** / **outbreak** for the economy is **bleak**, with rising unemployment likely.
  - 6 I quite often buy a **runaway** / **takeaway** / **getaway** but I never eat it in the street.
  - 7 I'm generally very calm but I do have the **occasional** **outburst** / **outcome** / **outfit** of **anger**.
  - 8 I think cloning is the most important **scientific** **breakdown** / **breakout** / **breakthrough** of recent times.
- 2 Work in pairs. Discuss the sentences in exercise 1, saying whether they are true or false for you or your country. Give details.
- 3 Write four sentences, each including one of the incorrect alternatives in exercise 2. Put gaps where the words should be:
 

*Eighty-seven convicts escaped in a mass \_\_\_\_\_ from Beeton Prison yesterday.*  
Answer: *breakout*
- 4 Show your sentences to your partner, who will try to guess the missing words.

# 6B | Medical care

## SPEAKING & VOCABULARY: body collocations

1 Work in pairs. Choose the word in each group which describes a health problem when used with the noun in bold.

- |                                      |                |
|--------------------------------------|----------------|
| 1 <i>pierced / blocked / hooked</i>  | <b>nose</b>    |
| 2 <i>wisdom / milk / rotten</i>      | <b>teeth</b>   |
| 3 <i>swollen / bare / wide</i>       | <b>feet</b>    |
| 4 <i>upset / full / empty</i>        | <b>stomach</b> |
| 5 <i>eye drops / test / strain</i>   |                |
| 6 <i>ear infection / wax / plugs</i> |                |

2 Work in pairs. Discuss these questions.

- What can cause each of the problems you chose in exercise 1?
- What, if anything, can be done to treat them?

3 Complete the sentences with a word from the appropriate group in exercise 1.

- I'd hate to have a \_\_\_\_\_ **nose**: I don't want a hole there!
- I've had two of my \_\_\_\_\_ **teeth** taken out: the other two seem OK.
- I love walking around in \_\_\_\_\_ **feet** in summer.
- I always have a big breakfast: I can't start the day on an \_\_\_\_\_ **stomach**.
- I've never been for an **eye** \_\_\_\_\_: I have 20-20 vision.
- I have to wear **ear** \_\_\_\_\_ to get to sleep: it's so noisy where I live.

4 Work in pairs. Discuss the sentences in exercise 3. How true are they for you?



## LISTENING

1 Work in small groups. Try to imagine a world without the items in the box and discuss the questions.

- What consequences would this have on health?
- What alternatives could be used?

toothbrushes   toothpaste   anaesthetics  
plaster casts   glasses   ambulances

2 2.14 Listen to the recording and decide whether the following are true or false. Correct the false statements.

- The title of Lee Evans's book reflects both its style and its content.
  - Modern toothpaste first appeared in the eighteenth century.
  - Ancient Egyptians used an early form of chewing gum to clean their teeth.
  - The Chinese used horsehair to make the first toothbrushes.
  - The earliest form of toothpaste included powdered stone.
  - Modern toothpaste shares some of the same ingredients as ancient Egyptian toothpaste.
  - Before anaesthetics, alcohol was a safe alternative.
  - The anaesthetic qualities of nitrous oxide were not realized until some time after its discovery.
  - Horace Wells made his discovery after he injured his leg.
  - Wells made the first painless tooth extraction using an anaesthetic.
- 3 Work in pairs, A and B. You are going to tell each other about the history of glasses and ambulances.

A: Turn to page 142. B: Turn to page 148.





## GRAMMAR: passives 1

- Complete the passive structures with one word in each gap.
  - It was 40 years before the full potential of nitrous oxide \_\_\_\_\_ **realized** by American dentist Horace Wells.
  - All three \_\_\_\_\_ been discovered long before their properties as anaesthetics \_\_\_\_\_ **recognized**.
  - Laughing gas did eventually go on to \_\_\_\_\_ **used** as an anaesthetic.
  - William Morton \_\_\_\_\_ widely **regarded** today as the father of anaesthetics.
  - Protective gowns, masks and gloves **must** \_\_\_\_\_ **worn** when examining patients.
- In exercise 1, the agent (the person who performs the action) is not mentioned in sentences 2–5. Match the explanations for this (a–d) to the passive structures 2–5 in exercise 1.
  - The agent is 'people in general'.
  - The agent is unknown or unimportant in this context.
  - It is obvious who the agent is.
  - To avoid the use of 'you' in official notices.

- Form the passive with *be* + past participle.  
*The first nylon toothbrush **was introduced** in 1938.*
- Use the passive to emphasize the action or the object of the action rather than the agent.
- The choice between passive and active is often influenced by context. 'Given' or previously mentioned information usually appears towards the beginning of a sentence, and new information comes later.  
*Humphrey Davy found that nitrous oxide killed the pain of his inflamed gum. But the full potential of **nitrous oxide** [Given] **was realized** by an American dentist called Horace Wells [New]. **He** [Given] **was attending** a demonstration [New] of the gas and ...*
- The Given/New rule conditions the use of the passive of *realize* and the active of *attend*.

➤ SEE LANGUAGE REFERENCE PAGE 64



- Rewrite the following paragraph so that the given information in **bold** appears towards the beginning of the sentence. Make any necessary changes to verb forms and decide whether to include the agent.

Prompt treatment of broken bones is important. Firstly, a doctor puts (1) **the bone ends** back into their correct position. After that, something has to hold (2) **the bones** together until the break heals. For many centuries they achieved (3) **this** with splints, long pieces of wood laid parallel to each other alongside the bone. The Ancient Egyptians made (4) **the first splints** from strips of tree bark which they wrapped in bandages to hold them in place. In Ancient Greece, medical practitioners used to harden (5) **the bandages** with waxes and resins. Since the mid-nineteenth century, however, hospital staff have soaked (6) **bandages** in gypsum to make plaster casts. They are gradually replacing (7) **these** now, though, with casts made of lightweight fibreglass plaster. The wearer is enabled to bathe or go swimming by (8) **fibreglass** as it is water-resistant.

## PRONUNCIATION: intrusive sounds

- Sometimes in connected speech an extra, 'intrusive' sound is added to link two vowel sounds. Look at these examples from the listening exercise, then listen and repeat.
 

hello and welcome /w/	bamboo or bone /w/	go on to be used /w/
three anaesthetics /j/	the operation /j/	silly idea /j/
for example /r/	finger or a chew stick /r/ /r/	saw an enormous gash /r/

Work in pairs. Look again at the examples above from the listening exercise and discuss when /w/, /j/ or /r/ are added in connected speech.
- Find two intrusive sounds in the sentences from the recording.
  - With me today is Lee Evans.
  - Spare a thought for the poor old Romans.
  - Your book contains information on other everyday aspects of healthcare.
  - I'd like to ask you about anaesthesia.
  - All three of these were already known to science.
  - Several people were invited up onto the stage to inhale some of the gas.
  - So anyway, Wells put two and two together.
  - William Morton is widely regarded today as the father of anaesthetics.
- 2.15 Listen to the sentences then practise saying them.



## 6c | Childcare



### SPEAKING

- 1 Work in small groups. Discuss the questions.
  - These people have all adopted foreign children. Who are they and what do you know about the adoptions?
  - Why do you think some people object to international adoptions?
  - What potential problems and benefits are there for the children of famous people?

### READING

- 1 Work in pairs. Read the blurb from the book *Welcome to Sarajevo* and discuss the question.



**Michael Nicholson's** nightly reports from Bosnia alerted Britain to the horrors of war in the former Yugoslavia. But when the TV war correspondent found 200 orphan children living unprotected in the outskirts of the shattered city of Sarajevo, he could no longer stand back and do nothing. Fired by anger and despair, he broke the rule of journalistic detachment and decided to smuggle a nine-year-old child back to Britain to live with his own family.

- What problems and dangers do you imagine Michael Nicholson and the girl might have faced?
- 2 Read the extracts and answer the questions.
    - 1 Are any of the problems and dangers you discussed in exercise 1 mentioned?
    - 2 How did Michael decide which child to take?

- 3 Read the extracts again and decide whether the following are true or false.

- 1 Michael had thought everything through before deciding to take a child from the orphanage.
- 2 Jacko did not think it was a sensible idea to return to the orphanage that evening.
- 3 Michael was inflexible in his decision to take Natasha.
- 4 Vera Zoric was reluctant to let any of the orphans out of her care.
- 5 According to Michael, the situation in Sarajevo was likely to get worse.
- 6 Michael says that some children's names were removed from the list of evacuees.
- 7 The children were confused about the reasons for what was happening to them.
- 8 It was only in the hotel that Michael began to have doubts about the wisdom of his decision.

- 4 Work in pairs, A and B. You are going to read what happened at the airport of departure and London Heathrow airport.

A: Turn to page 143. B: Turn to page 149.  
Summarize your extract to your partner.

- 5 Discuss the questions.
  - Do you think Michael Nicholson's illegal action was justified? Why or why not?
  - How easy or difficult might it have been for Natasha to adapt to life in England?

### VOCABULARY: care

- 1 Choose the correct alternative to complete the sentences.
  - 1 I **take good care** about / of / for my teeth.
  - 2 Most people in my country **couldn't care less** in / to / about the environment.
  - 3 Hospital patients are very **well cared** about / of / for in my country.
  - 4 I've been learning English for **longer than I care** I / to / can remember.
  - 5 I've been told to **take greater care** by / on / with my written English.
  - 6 I can honestly say that at the moment I don't **have a care** in / of / over the world.
- 2 Match the meanings in the box to the expressions in **bold** in the sentences 1–6 in exercise 1.

be more careful    look after well  
not be worried about anything    a very long time  
not be at all interested in    look after well

- 3 Work in pairs. How true are the sentences in exercise 1 for you?

# Natasha's Story

## Extract 1

Thursday, 16 July 1992

I had scribbled in my diary as if to make it irrevocable: 'I shall take a child out of Sarajevo when I leave. Check orphanage about little girl Natasha!' A decision had been made and that was that! But I had overlooked a rather crucial point; would the orphanage allow Natasha to leave and did she want to go with a complete stranger?

That evening I persuaded our interpreter, Jacko, against his better judgement, to take me back up to the Ljubica Ivezić orphanage, a dangerous journey at dusk through the hills, when the gunners began to adjust their sights on the city in readiness for their night's deadly employment. The streets were empty, the city's people already back in their attics or their cellars to hide the night away in darkness and much fear.

'Why Natasha?' Vera Zoric, the director, was not as surprised as I had expected. I explained there were other children in her care I could choose if she thought Natasha was not the right choice or if she felt another boy or girl had a greater priority. I would leave it to her to decide, assuming I had her agreement and support.

'But why Natasha?' she asked again. I shrugged. Why do you select one among so many? Why is one face remembered above the rest? 'She shines,' I said.

Mrs Zoric did not understand but Jacko explained and she laughed.

I went on: 'She doesn't seem to belong here.'

'None of them belong here.'

'She seems different to me.'

She came to me and held my hand in both of hers. 'You want to take this child out of Bosnia and in normal times you could not. But these are not normal times. My children are in danger and every day I am working to find a way to get them out ... anywhere, to anyone who will look after them. I do not care where they go as long as they are safe, where there are no shells and no bombing, away from Sarajevo.'

## Extract 2

Saturday, 18 July 1992

*(Nicholson secures a place for Natasha on a coach evacuating children from Sarajevo. He is able to travel with them covering the story for television.)*

The incessant shelling, the remorseless sniper fire and the prospect of a winter under siege, made the city despair; each day bleaker than the day before, with the prospect of tomorrow bleaker still. Getting the children out to safety had become everybody's imperative, even if it meant handing them to strangers who would take them to who knew where, for who knew how long. Sarajevo might be destroyed but a generation must be saved to rebuild it.

The coaches arrived at the stadium at first light and families immediately surrounded them, little groups huddled together, some fathers but mostly only mothers, fussing about their children, tying a belt tighter, pulling a sock higher, tidying a headscarf, rechecking the contents of little rucksacks and carrier bags ... leaving their goodbyes until the very last moment. And all the time looking to the mountains, to the gunners who were certainly watching them.

Soon it was time to go, time to hug and kiss and join the queue.

Names were ticked off the list and a dozen helping hands guided children to their seats, tearful children taken from tearful mothers who kissed the window that separated them, mothers who perhaps only then understood what it was they were doing, suddenly uncertain and afraid they would never see their child again. But they knew that to love their children was to save them and to save them was to lose them.

How the children of Sarajevo cried as we pulled out of the stadium, dazed by the abruptness of it all, wondering why, having survived so much for so long, they had been abandoned by the only people who had loved and protected them. At the back of the coach, in seat number 28, a little girl sat watching. She had seen the others kiss and cry their last goodbyes but she had no one to kiss and no reason to cry. Natasha was leaving Sarajevo and its war, and that morning she was happy.

## Extract 3

*(Nicholson and Natasha reach the safety of a neighbouring country and spend the night in a hotel.)*

Soon it would be Tuesday, 21 July, and at eleven o'clock that morning, flight 490 would take off for London. I intended both of us to be on it. It was our last, most difficult and perhaps insurmountable obstacle. But if we failed, what then? I would be arrested of course. Trying to smuggle a child out of any country, whatever the circumstances, was a criminal offence. Arrest meant jail for as long as it took the British Ambassador to arrange my release, assuming such was the Foreign Office's pleasure. Arrest would mean the authorities taking charge of Natasha, and she would be treated like any other illegal immigrant and sent to a transit hostel until somebody decided what to do with her. Not for the first time that past week, the night panicked me, as if only after dark were my foolish schemes exposed and all the reasons for not pursuing them explained.

On the writing table was my passport, number B 466188. I opened it and carefully wrote under my name in the columns provided: 'Accompanied by one child, Natasha. Daughter. Born 7.10.82.'

# 6D | Babysitting

## VOCABULARY & SPEAKING: babies & babysitting



- 1 Label the items in the picture with the words in the box.

nappy dummy feeding bottle  
rattle cot high chair bib  
teddy bear pushchair pram

- 2 Work in small groups. You are going to discuss some situations you might encounter as a babysitter.

Turn to page 145.

- 3 Discuss the questions in your groups.

- What qualities do you think are required to be a good babysitter?
- Are you/Would you be a good babysitter? Why or why not?



## LISTENING

- 1 2.16 Listen to the recording about a babysitting agency and complete the sentences with one or two words.

- 1 The agency has been operating for nearly \_\_\_\_\_.
- 2 John and Barbara have always aimed to offer clients a \_\_\_\_\_.
- 3 Nearly a third of the agency's sitters have worked in the \_\_\_\_\_.
- 4 John helps Barbara do some of the \_\_\_\_\_.
- 5 John ensures that sitters do not have a \_\_\_\_\_.
- 6 Each class on the babysitting course lasts \_\_\_\_\_.
- 7 Participants practise nappy changing skills on a \_\_\_\_\_.
- 8 When learning how to deal with older children participants do a lot of \_\_\_\_\_.
- 9 On weekdays the hourly rate for a sitter is \_\_\_\_\_.
- 10 On each visit sitters take a \_\_\_\_\_ which they leave with the children.

- 2 Complete the sentences from the recording with a noun from the box.

occasion references ice hand care  
books touch thought doubt

- 1 **Help is at** \_\_\_\_\_.
- 2 We haven't really **given it much** \_\_\_\_\_.
- 3 **No** \_\_\_\_\_ we'll be opening a bottle of champagne to **mark the** \_\_\_\_\_.
- 4 We **take great** \_\_\_\_\_ to ensure we have the right type of people working for us.
- 5 We even have a paediatric nurse **on the** \_\_\_\_\_.
- 6 I **take up the** \_\_\_\_\_ and I always do that by phone.
- 7 John **gets in** \_\_\_\_\_ with the CRB.
- 8 It helps to **break the** \_\_\_\_\_.

- 2.17 Listen and check.

- 3 Explain the meanings of the expressions in bold in exercise 2 in your own words.

## GRAMMAR: passives 2

- Use the gerund or passive infinitive after *need* when the meaning is passive.  
... *teaching students what to do if a nappy needs changing* or *a baby needs to be fed*.
- Use *have* + object + past participle: to show that the subject arranges for something to be done by someone else.  
*We have all our applicants checked out by the CRB.*  
to talk about events beyond the subject's control.  
*He had his wallet stolen on holiday.*  
*get* is an informal alternative to *have*.  
*We managed to get the car fixed.*
- Use the infinitive or perfect infinitive after the passive of *believe*, *discover*, *expect*, *know*, *report*, *say*, *think*, *understand* and *be rumoured* to give generalized facts or opinions.  
*If they are discovered to have a record, we may not employ them.*  
*She is thought to have left the country.*

➤ SEE LANGUAGE REFERENCE PAGE 64

- 1 Rewrite the sentences using an infinitive after a passive construction. Begin with the underlined words.

- They say that Michael Jackson has a fascination for Peter Pan.
- Everyone knows that Macauley Culkin, the Home Alone star, fell out with his ambitious father.
- Many believe that Judy Garland's \$500-a-week salary was lower than that of the other Wizard of Oz stars.
- We understand that Brooke Shields dated Michael Jackson for a time.
- There were rumours that Haley Joel Osment had been picked by Spielberg to play Harry Potter.
- It was once reported that the Olsen twins were worth over \$300 million.

- 2 Write three more sentences using the passive structure about these child stars and/or others from your country.

Read them to your partner who will try to guess who you have written about.

- 3 There are two mistakes in each sentence. Find and correct the mistakes.

- I ought to test my eyes at the optician's – I think my lenses need be changed.
  - I used to get my shirts ironing by my mum, but she said I needed learning to do it myself.
  - Our roof needs being fixed – we had several tiles blew off in the storm last week.
  - The car needed service so I took it to the garage this morning to have got it done.
  - I had stolen my keys yesterday so now all the locks need of changing.
- 4 Work in pairs. Tell your partner about four things of yours that need doing. Say which you will do yourself and which you will have done by someone else.

## DID YOU KNOW?

- 1 Work in pairs. Read the information about attitudes to children in the UK and discuss the questions.

Britons are often considered to have an intolerant attitude towards children. Fortunately, things have come a long way since Victorian times, when the cruel treatment of children was commonplace, if one is to believe the novels of Charles Dickens. But the proverb 'Children should be seen and not heard' is sometimes used to illustrate the current situation, and many British parents complain that they feel uncomfortable when they go out as a family. Indeed, there are still pubs which are more welcoming to dogs than they are to children.

However, attitudes are thought to be changing and many pubs, restaurants and other public places now cater specifically for families. In 2003 the National Family and Parenting Institute launched a ten-year Family Friendly Campaign, aiming to 'promote a culture of acceptance, tolerance and support for parents, children and young people'. As part of this it is campaigning to make local neighbourhoods more child-friendly, with speed restrictions for traffic and more play areas and youth facilities. It also supports the right of parents to have greater flexibility at work in order to enable them to balance their working lives with the task of bringing up children.



- How would you describe current attitudes towards children in your country?
- How child-friendly is your local area?
- How easy or difficult is it in your country for working parents to spend time with their children?



# 6

# Language reference

## GRAMMAR

### Passives

#### Form

The passive is formed with the appropriate tense or form of the verb *to be* and the past participle of the main verb:

*Over 50,000 workers **have been made** redundant.*

*A man **is being questioned** in connection with the theft. **make** is followed by *to* when used in the passive.*

*We always **make** our guests **feel** very welcome.*

*Our guests are always **made to feel** very welcome.*

*get* is often used in informal English instead of *be*.

*He **got stopped** by the police for drink driving.*

It can be used to avoid the awkward present perfect continuous passive.

*He's **been getting told off** a lot recently.* (Instead of *He's been being told off*.)

#### Use

The passive can be used:

- to create a more impersonal, objective style. It is characteristic of more formal English.
- to focus attention on the action or the object of the action, rather than on the agent, the person or thing that performs the action.

The use of either the active or passive is often determined by context. 'Given' or previously mentioned information generally comes towards the beginning of a clause or sentence and new information towards the end. In the second sentence of the following example, the given information is *This magnificent work of art*: it is mentioned in the first sentence (*a lifesize portrait*). As it is not the agent of the verb, the passive form, *was painted*, is required.

*In the next room one can observe a lifesize portrait of the writer as a young man. This magnificent work of art **was painted** by an unknown Flemish artist around 1650.*

### The agent

If we want to mention the agent, the doer of the action, the preposition *by* is used:

*First prize was won **by** Mr G Hunt of Worthing.*

The agent is not normally included in passive sentences:

- if it is obvious who the agent is.  
*He **was sentenced** to life imprisonment.*
- if the agent is unknown or unimportant.  
*The drink **is sold** in over 50 countries.*
- if the agent is 'people in general'.  
*Nitrous oxide **is also known** as 'laughing gas'.*
- in official notices, where the agent is the reader of the notice (ie 'you').  
*The completed form **should be** returned by March 5th.*

## Further structures

### Causative *have*

We can use *have* + object + past participle to say that we arrange for something to be done by other people.

*She **had her portrait painted** by a professional artist.*

*I'm seriously thinking of **having my nose pierced**.*

The same structure can be used to talk about unpleasant events which are outside of the subject's control.

*We **had our flat broken into** at the weekend.*

*get* can be used as an informal alternative to *have*. It is the preferred choice in imperatives.

*I **got my photos done** at the shop on the corner.*

***Get your hair cut!***

In some cases, *get* conveys the idea that some degree of difficulty is involved.

*It was several years before he managed to **get his first novel published**.*

### *need* + gerund

Both the gerund and the passive infinitive can be used after *need* to indicate that something should be done.

*The flat **needs painting/to be painted** again.*

### Passive constructions with the infinitive

Verbs such as *allege, believe, claim, consider, discover, estimate, expect, know, report, be rumoured, say, think* and *understand* are often used in the passive and followed by the present infinitive (*to do, to be doing, to be done*) or the perfect infinitive (*to have done, to have been doing, to have been done*). This structure is common in journalism, when reporters may wish to distance themselves from the facts or opinions expressed.

*She **is believed to be suffering** from heart disease.*

*He **is reported to have spoken** to the actress shortly before her death.*

*They **were said to be** 'delighted' at the news of their daughter's engagement.*

*He **was widely rumoured to have earned** his millions through dishonest means.*

## WORD LIST

## Nouns from phrasal verbs

breakdown <i>n</i> C **	/ˈbreɪk.daʊn/
breakout <i>n</i> C	/ˈbreɪk.aʊt/
breakthrough <i>n</i> C *	/ˈbreɪkθruː/
checkout <i>n</i> C	/ˈtʃeɪk.aʊt/
downpour <i>n</i> C	/ˈdaʊn.pɔː(r)/
downturn <i>n</i> C	/ˈdaʊn.tɜː(r)n/
getaway <i>n</i> C	/ˈɡet.ə.weɪ/
handout <i>n</i> C	/ˈhænd.aʊt/
outbreak <i>n</i> C *	/ˈaʊt.breɪk/
outburst <i>n</i> C	/ˈaʊt.bɜː(r)st/
outcome <i>n</i> C ***	/ˈaʊt.kʌm/
outfit <i>n</i> C *	/ˈaʊt.fɪt/
outlook <i>n</i> sing *	/ˈaʊt.lʊk/
outset <i>n</i> sing *	/ˈaʊt.set/
payout <i>n</i> C	/ˈpeɪ.aʊt/
runaway <i>n</i> C	/ˈrʌn.ə.weɪ/
takeaway <i>n</i> C	/ˈteɪk.ə.weɪ/
turnout <i>n</i> sing	/ˈtɜː(r)n.aʊt/
upbringing <i>n</i> sing *	/ˈʌp.brɪŋɪŋ/
uprising <i>n</i> C	/ˈʌp.raɪzɪŋ/
workout <i>n</i> C	/ˈwɜː(r)k.aʊt/
work out <i>v</i>	/ˌwɜː(r)k ˈaʊt/

## Body collocations

blocked nose	/ˌblɒkt ˈnəʊz/
ear infection <i>n</i> C	/ˈiə(r) ɪn.fekʃ(ə)n/
ear wax <i>n</i> U	/ˈiə(r) ˌwæks/
earplug <i>n</i> C	/ˈiə(r) ˌplʌɡ/
eye drops <i>n</i> pl	/ˈaɪ ˌdrɒps/
eye strain <i>n</i> U	/ˈaɪ ˌstreɪn/
eye test <i>n</i> C	/ˈaɪ ˌtest/
hooked nose	/ˈhʊkt ˌnəʊz/
in bare feet	/ɪn ˌbeə(r) ˈfi:t/
milk tooth <i>n</i> C	/ˈmɪlk ˌtuːθ/
on a full stomach	/ɒn ə ˈfʊl ˈstʌmək/
on an empty stomach	/ɒn ən ˈempti ˌstʌmək/
rotten <i>adj</i> *	/ˈrɒt(ə)n/
swollen <i>adj</i> *	/ˈswɒlən/
upset stomach	/ˌʌpset ˈstʌmək/
wisdom tooth <i>n</i> C	/ˈwɪzd(ə)m ˌtuːθ/

## Care

take good care of ( <i>sb/sth</i> )	/teɪk ˌɡʊd ˈkeə(r) əv/
couldn't care less	/kʊd(ə)nt ˌkeə(r) ˈles/
be well cared for	/bi ˌwel ˈkeə(r)d fɔː(r)/
longer than ( <i>sb</i> ) cares to remember	/lɒŋɡə(r) ðæn ˌkeə(r)z tə rɪˈmembə(r)/
take great care with ( <i>sth</i> )	/teɪk ˌɡreɪt ˈkeə(r) wɪð/
not have a care in the world	/nɒt hæv ə ˈkeə(r) ɪn ðə ˌwɜː(r)ld/

## Babies &amp; babysitting

bedtime <i>n</i> U	/ˈbed.taɪm/
bib <i>n</i> C	/bɪb/
bully <i>v</i> *	/ˈbʊli/
burp <i>v</i>	/bɜː(r)p/
burst into tears	/ˌbɜː(r)st ɪntə ˈtɪə(r)z/
cot <i>n</i> C	/kɒt/
crybaby <i>n</i> C	/ˈkraɪ.beɪbi/
cuddle <i>v</i>	/ˈkʌd(ə)l/
dummy <i>n</i> C	/ˈdʌmi/
feeding bottle <i>n</i> C	/ˈfiːdɪŋ ˌbɒt(ə)l/
high chair <i>n</i> C	/ˈhaɪ tʃeə(r)/
nappy <i>n</i> C	/ˈnæpi/
nosebleed <i>n</i> C	/ˈnəʊz.blɪːd/
nostril <i>n</i> C	/ˈnɒstrəl/
pick one's nose	/ˌpɪk wʌnz ˈnəʊz/
pram <i>n</i> C	/præm/
pushchair <i>n</i> C	/ˈpuʃ.tʃeə(r)/
rattle <i>n</i> C	/ˈræt(ə)l/
smack <i>v</i> *	/smæk/
squabble <i>v</i>	/ˈskwɒb(ə)l/
stay up <i>v</i>	/ˌsteɪ ˈʌp/
teddy bear <i>n</i> C	/ˈtedi ˌbeə(r)/
throw a temper tantrum	/θrəʊ ə ˈtempə(r) ˌtæntəm/

## Other words &amp; phrases

ammonia <i>n</i> U	/əˈmɒniə/
anaesthesia <i>n</i> U	/ˌænəsˈθiːziə/
anaesthetic <i>n</i> C/adj	/ˌænəsˈθetɪk/
bash <i>v</i>	/bæʃ/
bewildered <i>adj</i>	/biˈwɪldə(r)d/
bifocal <i>adj</i>	/baɪˈfəʊk(ə)l/
break the ice	/ˌbreɪk ði ˈaɪs/
brisk <i>adj</i>	/brɪsk/
canvas <i>n</i> U *	/ˈkænvəs/
childminder <i>n</i> C	/ˈtʃɪldˌmaɪndə(r)/
chloroform <i>n</i> U	/ˈklɒrəˌfɔː(r)m/
commonplace <i>adj</i>	/ˈkɒmənˌpleɪs/
concave <i>adj</i>	/ˈkɒŋkeɪv ˌkɒnˈkeɪv/
convex <i>adj</i>	/ˈkɒnveks ˌkɒnˈveks/
crossbreed <i>n</i> C	/ˈkrɒsˌbriːd/
cussed <i>adj</i>	/ˈkʌsɪd/
dazed <i>adj</i>	/deɪzd/
deaden <i>v</i>	/ˈded(ə)n/
déjà vu <i>n</i> U	/ˌdeɪʒəˈvuː/
dress code <i>n</i> C	/ˈdres ˌkəʊd/
dusk <i>n</i> U	/dʌsk/
emerald <i>n</i> C	/ˈem(ə)rəld/
ether <i>n</i> U	/ˈiːθə(r)/
evacuee <i>n</i> C	/ɪˈvækjuːiː/
faint-hearted <i>adj</i>	/ˌfeɪnt ˈhɑː(r)tɪd/
fiasco <i>n</i> C	/ˈfiːskəʊ/
fibreglass <i>n</i> U	/ˈfaɪbə(r)ˌɡlɑːs/
first aid <i>n</i> U	/ˌfɜː(r)st ˈeɪd/
flick <i>v</i> *	/flɪk/
foam <i>n</i> U	/fəʊm/
frayed <i>adj</i>	/freɪd/
gash <i>n</i> C	/ɡæʃ/
grubby <i>adj</i>	/ˈɡrʌbi/

gypsum <i>n</i> U	/ˈdʒɪps(ə)m/
help is at hand	/ˈhelp ɪz ət ˌhænd/
huddle together <i>v</i>	/ˈhʌd(ə)l təˌɡedə(r)/
inhale <i>v</i>	/ɪnˈheɪl/
irrevocable <i>adj</i>	/ɪˈrevəkəb(ə)l/
kill two birds with one stone	/kɪl ˈtuː bɜː(r)dz wɪð wʌn ˌstəʊn/
leggings <i>n</i> pl	/ˈlegɪŋz/
leotard <i>n</i> C	/ˈliːəˌtɑː(r)d/
lifelike <i>adj</i>	/ˈlaɪfˌlaɪk/
light-hearted <i>adj</i>	/ˌlaɪt ˈhɑː(r)tɪd/
mark an occasion	/ˌmɑː(r)k ən əˈkeɪʒ(ə)n/
nauseous <i>adj</i>	/ˈnəʊziəs ˌnɔːziəs/
nitrous oxide <i>n</i> U	/ˌnaɪtrəs ˈnɒksaɪd/
on the books	/ɒn ðɪ ˈbʊks/
paediatric nurse <i>n</i> C	/ˌpiːdiˈætrɪk nɜːs/
plaster cast <i>n</i> C	/ˈplɑːstə(r) ˌkɑːst/
pluck up courage	/ˌplʌk ʌp ˈkʌrɪdʒ/
posh <i>adj</i>	/pɒʃ/
pressed for time <i>adj</i>	/ˌprest fə ˈtaɪm/
prop oneself up on ( <i>sth</i> )	/ˌprɒp wʌnsɛlf ˈʌp ɒn/
pull out <i>v</i>	/ˌpʊl ˈaʊt/
pumice stone <i>n</i> C	/ˈpʌmɪs ˌstəʊn/
put two and two together	/pʊt ˌtuː ən(d) tuː təˌɡedə(r)/
remorseless <i>adj</i>	/rɪˈmɔː(r)sləs/
resin <i>n</i> C/U	/ˈrezɪn/
scribble <i>v</i>	/ˈskrɪb(ə)l/
shattered <i>adj</i>	/ˈʃætə(r)d/
shelling <i>n</i> U	/ˈʃelɪŋ/
short-sightedness <i>n</i> U	/ˌʃɔː(r)tˈsaɪtɪdnəs/
smuggle <i>v</i>	/ˈsmʌɡ(ə)l/
sniper <i>n</i> C	/ˈsnaɪpə(r)/
splint <i>n</i> C	/ˈsplɪnt/
squat <i>n</i> C	/ˈskwɒt/
stamp <i>v</i> **	/stæmp/
stay in shape	/ˌsteɪ ɪn ˈʃeɪp/
stretcher <i>n</i> C	/ˈstretʃə(r)/
strip <i>n</i> C **	/striːp/
take ( <i>sth</i> ) for granted	/teɪk fə ˈɡruːntɪd/
take up a reference	/teɪk ˈʌp ə ˌref(ə)rəns/
think ( <i>sth</i> ) through	/θɪŋk ˈθruː/
tongue-in-cheek <i>adj</i>	/ˌtʌŋ ɪn ˈtʃiːk/
treadmill <i>n</i> C	/ˈtredˌmɪl/
twig <i>n</i> C	/twɪɡ/
under siege	/ˌʌndə(r) ˈsiːdʒ/
urine <i>n</i> U	/ˈjʊərɪn/
usher <i>v</i>	/ˈʌʃə(r)/
vetting	/ˈvetɪŋ/
procedures <i>n</i> pl	/prəˈsiːdʒə(r)z/
wax <i>n</i> C/U	/wæks/
wedge oneself between ( <i>sth</i> )	/ˌwedʒ wʌnsɛlf bɪˈtwiːn/
weighty <i>adj</i>	/ˈweɪti/
wild boar <i>n</i> C	/ˌwaɪld ˈbɔː(r)/
wind up <i>v</i>	/ˌwaɪnd ˈʌp/
work up a sweat	/wɜː(r)k ˌʌp ə ˈswet/
writhe around <i>v</i>	/ˌraɪð əˈraʊnd/