

Incredibly short stories

Mini sagas

A mini saga is a story which must be told in exactly 50 words. The original idea came from science fiction writer Brian Aldiss and the British newspaper the *Daily Telegraph* has run several mini-saga competitions.

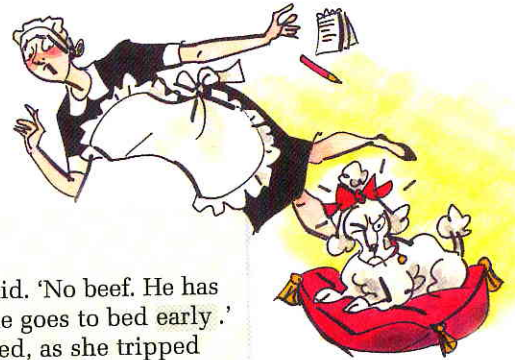


A

She recognized the writing on the envelope immediately. The Gypsy had warned her that she had no future with this man, yet here he was – five lonely years after their last meeting, begging her to join him in New York. She felt unbelievably happy as she stepped on board the *Titanic*.

B

He was worried. Unfortunately, since his wife's death his teenage daughter had become increasingly difficult. They had agreed 2.00 a.m. as the latest return time from nightclubs. It was now 3.30. He prepared himself for confrontation as the door opened. 'Dad!' she shouted angrily. 'I've been frantic. You're late again.'



C

'He always has dinner at six,' she told the maid. 'No beef. He has dessert in the garden. Fill the bath at eight – he goes to bed early.' 'When will I meet the master?' the maid asked, as she tripped over a sleeping poodle. 'You already have,' laughed the housekeeper.

D

My house looks as if it's been hit by a bomb. Since I'm hopeless at organizing, I bought a new book *Key to organizing your life*. I felt so proud. I started cleaning the bookcase. Five minutes later I couldn't believe my eyes. I'd bought the same book last year.

Glossary

- beg** ask sb very strongly or anxiously for sth
- confrontation** a situation where there is angry disagreement
- frantic** very worried
- maid** female servant
- master** man who has people working in his house as servants
- poodle** a dog with very curly hair
- housekeeper** woman employee in charge of a house and its servants
- hopeless** very bad

From *Mini Sagas*

1 GRAMMAR adverbs and adverbial phrases

a Read the four mini sagas and match them with the titles. You don't need to use one of the titles.

Generation gap **The last laugh** **Good intentions**
Written in the cards **Meeting the boss**

b Read the mini sagas again. Some of them are quite cryptic and the story is not immediately obvious. In pairs, explain each story in your own words. Which story do you like most / least?

c Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and notice their position in the sentence. Write them in the correct place in the chart.

Types of adverbs

Time (when things happen, e.g. *now*) *immediately* _____

Manner (how you do something, e.g. *slowly*) _____

Frequency (how often sth happens, e.g. *sometimes*) _____

Degree (describing / modifying an adjective, e.g. *very*) _____

Comment (giving an opinion about a phrase, e.g. *luckily*) _____

d Use your instinct. Where should the adverb go in these sentences?

- | | |
|--|----------------------|
| 1 He speaks three languages. | fluently |
| 2 I have breakfast during the week. | hardly ever |
| 3 My brother was in a car crash, but he wasn't hurt. | fortunately |
| 4 It's often hot in Greece in July and August. | extremely |
| 5 When I know the date, I'll call you. | straight away |

e **p.134 Grammar Bank 2C.** Read the rules and do the exercises.

f **2.8** Listen to some sound effects or short dialogues. Then use the adverb in **bold** to complete the sentence.

- | | |
|---|-------------------|
| 1 When he got to the bus stop, <i>the bus had just left.</i> | just |
| 2 They were having a party when... | suddenly |
| 3 He thought he had lost his boarding pass, but... | luckily |
| 4 The woman thought Andrea and Tom were friends, but in fact... | hardly |
| 5 The driver couldn't see where he was going because... | hard |
| 6 Alain couldn't understand the man because... | incredibly |

2 VOCABULARY confusing adverbs and adverbial phrases

a Match each pair of adverbs with a pair of sentences.

- | | | | |
|--------------------------|-------------------------------------|-------------------------|--------------------------|
| at the moment / actually | <input checked="" type="checkbox"/> | in the end / at the end | <input type="checkbox"/> |
| especially / specially | <input type="checkbox"/> | late / lately | <input type="checkbox"/> |
| ever / even | <input type="checkbox"/> | near / nearly | <input type="checkbox"/> |
| hard / hardly | <input type="checkbox"/> | still / yet | <input type="checkbox"/> |

Adverb

- | | |
|---|-------|
| 1 a Her French isn't very good. She can _____ say anything. | _____ |
| b He works very _____ – at least ten hours a day. | _____ |
| 2 a My boss always arrives _____ for meetings. | _____ |
| b We haven't seen Mary _____. She's been very busy. | _____ |
| 3 a _____ of the concert, everybody applauded. | _____ |
| b I didn't want to go, but _____ they persuaded me. | _____ |
| 4 a I love all sports, but _____ basketball. | _____ |
| b All her clothes are _____ made for her in Paris. | _____ |
| 5 a She looks younger than me, but _____ she's two years older. | _____ |
| b He's unemployed _____, but he's looking for a job. | _____ |
| 6 a It's _____ stopped raining. We'll be able to leave soon. | _____ |
| b Does your boyfriend live _____ here? | _____ |
| 7 a Have you found a flat _____? | _____ |
| b No, we're _____ looking. | _____ |
| 8 a Have you _____ been to Texas? | _____ |
| b I've been all over the USA – I've _____ been to Alaska! | _____ |

b Now decide which adverb goes where and write it in the adverb column. Compare with a partner, and say what you think the difference is between the two adverbs.

c Cover the adverb column and look only at sentences 1–8. Try to remember the adverbs.

3 PRONUNCIATION

word and sentence stress

a Underline the main stressed syllable in these adverbs.

absolutely actually almost apparently
definitely especially even fortunately
ideally incredibly luckily
unfortunately

b **2.9** Listen and check.

Remember adverbs, like other 'information' words, are normally stressed in a sentence.

c **2.10** Now underline the stressed words in each sentence. Listen and check. Practise saying the sentences.

- There was a lot of traffic, and unfortunately we arrived extremely late.
- We definitely want to go abroad this summer, ideally somewhere hot.
- It's incredibly easy – even a child could do it!
- I thought he was Portuguese, but actually he's Brazilian.
- You said they'd already gone, but apparently they're still here.
- I absolutely love Italian food, especially pizza.

4 WRITING

a You are going to write a mini saga.

Your story must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g. *I'd*) count as one word. First choose one of the titles below.

A holiday romance **Revenge is sweet**
The lie **Never again**

b Think of a plot. Then write a first draft without worrying about the number of words.

c Now count the words and then try to cut or add words until the story is the right length. Write your final version.

d Read two other students' stories. Which do you like best?

5 SPEAKING

Communication Reading habits p.117.

5 READING & LISTENING

Reading for pleasure

When you read a longer text, e.g. a short story, you normally don't read once quickly for gist and then re-read. You read, perhaps at a slightly slower speed, and keep going, focusing on following the story. It is also especially important to try to guess words from context. Only look up a word while you are reading if it's holding you up or you really want to know what it means. Frequently looking up words may get in the way of your enjoyment. However, it can help to pause from time to time and look back, just to check you are clear about what is happening.

a Read and listen to an American short story. Answer the questions 1–13 in pairs.

Little Brother™



by Bruce Holland Rodgers

Peter had wanted a Little Brother™ for three Christmases in a row. His favourite TV commercials were the ones that showed just how much fun he would have teaching Little Brother™ to do all the things that he could already do himself. But every year, Mommy had said that Peter wasn't ready for a Little Brother™. Until this year.

This year when Peter ran into the living room, there sat Little Brother™ among all the wrapped presents, babbling baby talk, smiling his happy smile, and patting one of the packages with his fat little hand. Peter was so excited that he ran up and gave Little Brother™ a big hug around the neck. That was how he found out about the button. Peter's hand pushed against something cold on Little Brother™'s neck, and suddenly Little Brother™ wasn't babbling any more, or even sitting up. Suddenly, Little Brother™ was limp on the floor, as lifeless as any ordinary doll.

2.11

- 1 What kind of toy is Little Brother™? What does the ™ mean?
- 2 What do you think 'babbling' means?
- 3 What happened when Peter hugged Little Brother™?



"Peter!" Mommy said.
"I didn't mean to!"

Mommy picked up Little Brother™, sat him in her lap, and pressed the black button at the back of his neck. Little Brother™'s face came alive, and it wrinkled up as if he were about to cry, but Mommy bounced him on her knee and told him what a good boy he was. He didn't cry after all.

"Little Brother™ isn't like your other toys, Peter," Mommy said. "You have to be extra careful with him, as if he were a real baby."

She put Little Brother™ down on the floor, and he took tottering baby steps toward Peter. "Why don't you let him help open your other presents?"

So that's what Peter did. He showed Little Brother™ how to tear the paper and open the boxes. The other toys were a fire engine, some talking books, a wagon, and lots and lots of wooden blocks. The fire engine was the second-best present. It had lights, a siren, and hoses just like the real thing. There weren't as many presents as last year, Mommy explained, because Little Brother™ was expensive. That was okay. Little Brother™ was the best present ever! Well, that's what Peter thought at first.

2.12

- 4 How did Peter's mother stop Little Brother™ from crying?
- 5 What do you think 'wrinkled up' means?
- 6 What does the last line make you think?

Glossary

- in a row** /ɪəʊ/ one after the other
- wrapped (up)** covered with paper
- pat** hit lightly with your hand
- limp** not firm or strong
- lap** the top part of your legs that forms a flat surface when you are sitting down
- bounce** move (sb or sth) up and down, e.g. a ball
- tottering** walking like a baby, nearly falling over
- tear** /teə/ (**tore**, **orn**) to break sth by pulling it apart, e.g. paper, material
- keep up pv** to move at the same speed as sb or sth
- stacked up** placed one on top of another
- swat** /swɒt/ hit, (esp an insect) using your hand
- howl** /haʊl/ make a long loud cry, like a dog or wolf
- calm down pv** become quiet and calm
- wad into balls** /wɒd/ make e.g. paper into tight balls
- let drop** allow sth to fall

At first, everything that Little Brother™ did was funny and wonderful. Peter put all the torn wrapping paper in the wagon, and Little Brother™ took it out again and threw it on the floor. Peter started to read a talking book, and Little Brother™ came and turned the pages too fast for the book to keep up.

But then, while Mommy went to the kitchen to cook breakfast, Peter tried to show Little Brother™ how to build a very tall tower out of blocks. Little Brother™ wasn't interested in seeing a really tall tower. Every time Peter had a few blocks stacked up, Little Brother™ swatted the tower with his hand and laughed. Peter laughed, too, for the first time, and the second. But then he said, "Now watch this time. I'm going to make it really big."

But Little Brother™ didn't watch. The tower was only a few blocks tall when he knocked it down.

"No!" Peter said. He grabbed hold of Little Brother™'s arm. "Don't!"

Little Brother™'s face wrinkled. He was getting ready to cry.

Peter looked toward the kitchen and let go. "Don't cry," he said. "Look, I'm building another one! Watch me build it!"

Little Brother™ watched. Then he knocked the tower down.

Peter had an idea.

2.13

- 7 What funny things did Little Brother™ do at first?
- 8 What do you think 'grabbed hold of' means?
- 9 What do you think Peter's idea was?

When Mommy came into the living room again, Peter had built a tower that was taller than he was, the best tower he had ever made. "Look!" he said.

But Mommy didn't even look at the tower. "Peter!" She picked up Little Brother™, put him on her lap, and pressed the button to turn him back on. As soon as he was on, Little Brother™ started to scream. His face turned red.

"I didn't mean to!"

"Peter, I told you! He's not like your other toys. When you turn him off, he can't move but he can still see and hear. He can still feel. And it scares him."

"He was knocking down my blocks."

"Babies do things like that," Mommy said. "That's what it's like to have a baby brother."

Little Brother™ howled.

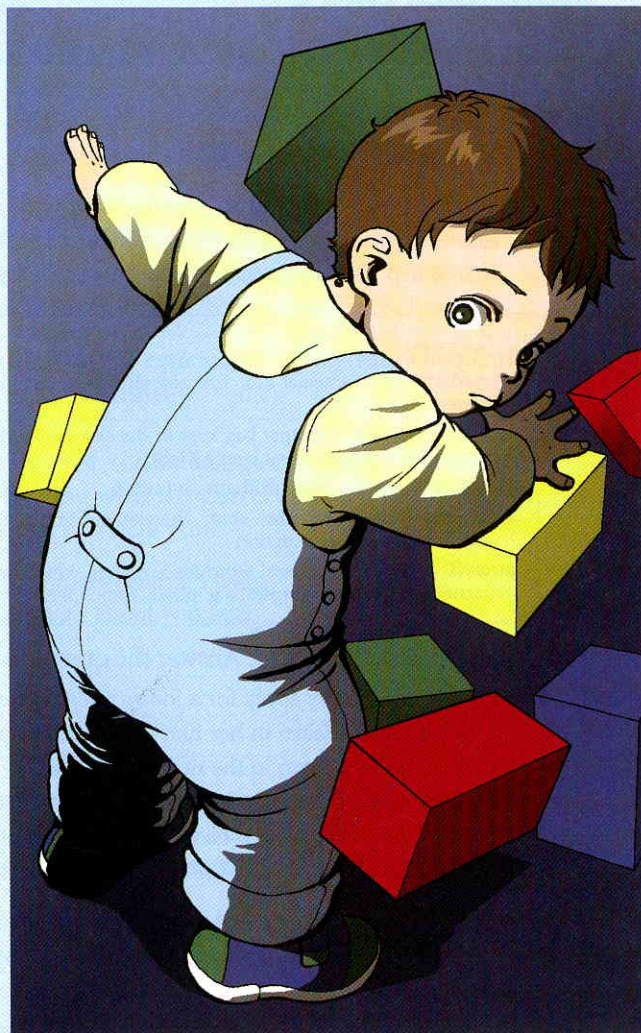
"He's mine," Peter said too quietly for Mommy to hear. But when Little Brother™ had calmed down, Mommy put him back on the floor and Peter let him toddle over and knock down the tower.

Mommy told Peter to clean up the wrapping paper, and she went back into the kitchen. Peter had already picked up the wrapping paper once, and she hadn't said thank you. She hadn't even noticed.

Peter wadded the paper into angry balls and threw them one at a time into the wagon until it was almost full. That's when Little Brother™ broke the fire engine. Peter turned just in time to see him lift the engine up over his head and let it drop.

2.14

- 10 Why didn't Peter's mother even look at the tower?
- 11 What makes Little Brother™ a different kind of toy?
- 12 Why did Peter feel annoyed with his mother?
- 13 What do you think is going to happen next?



b 2.15 Listen to the end of the story. In pairs, discuss what you think happened.

- 1 What did Peter do to Little Brother™ after he broke the fire engine?
- 2 How did his mother react?
- 3 What did Peter threaten to do?
- 4 How did Peter's mother punish him for his behaviour?

c Listen again with the tapescript on page 123. Were you right?

d Do you think Little Brother™ or Little Sister™ may exist in the future? Why might people want to have them?

➔ p.157 Phrasal verbs in context File 2.

2C Reading habits Students A + B

- a Answer the questions in the reading questionnaire with a partner.
- b How similar are your reading habits?

The press

national newspapers
local papers
sports papers
magazines
comics
academic journals

Books

novels
classics
short stories
non-fiction, e.g.
biographies, history
textbooks
manuals

Online

web pages
blogs
chats and forums
academic / work-
related texts
news websites
song lyrics



The reading questionnaire

General reading

- Which of the above do you read? How often?
Do you ever read any of them in English?
Do you read anything specifically to improve your English?
Do you enjoy reading on screen?
Do you read more or less than you used to?

If you read books...

- What was the last book you read?
Why did you choose to read it?
What are you reading at the moment?
Do you have a favourite author or authors?
What's the best book you've read recently?

If you don't read books...

- Why don't you read books?
If you had more time, would you read more?
Did you use to read books when you were younger?
What's your favourite way to relax?

3A There's only one place burglars won't look... Students A + B

Read and check your answers.

50 professional burglars described their working methods to researchers who visited them in jail. Their research revealed:

- 1** b An experienced burglar searches a house in 20 minutes, and usually takes £1,500 worth of goods.
- 2** a Favourite items to steal are expensive goods which are fairly easy to transport including digital cameras and flat screen TVs.
- 3** a The criminals unanimously considered a noisy dog more of a deterrent than a burglar alarm.
- 4** a, b, d However, ten of the fifty burglars said they actually preferred homes to be occupied, as there was less risk of being disturbed by returning residents.
- 5** b The burglar's favourite method was dismantling windows or patio doors.
- 6** 1 the main bedroom, 2 the living room, 3 the dining room, 4 the study, 5 the kitchen, 6 a child's bedroom.

So if you want a tip from the professionals, hide your jewellery in the children's bedroom and leave the dog at home when you go out!

4B Argument! Student A

Read the situations and roleplay the arguments.

- 1** It's your birthday today. Your husband (B) had promised to come home early. You have prepared a great dinner. You have been dropping hints for the past month that what you really want for your birthday is some jewellery as your partner is usually very unimaginative about choosing presents. Last Christmas he bought you some DVDs which you didn't particularly like. He arrives home late, and produces a box of chocolates (you're on a diet, and he knows this) which looks as if it was bought at a petrol station.

You start. B has just given you the chocolates.

- 2** You're in your first year of university, studying medicine. You haven't enjoyed it at all, and have just failed all your first year exams. In fact, you never really wanted to study medicine, but your parents are both doctors and you feel they pushed you into it. You would like to change courses and study journalism, which you think would suit you better. You want to try to convince your mother / father, although you know they're not very pleased with your exam results.

B will start

2A adjectives as nouns, adjective order

nationalities

- 1 **The English** are famous for drinking tea. **The Dutch** make wonderful cheeses. **The Chinese** invented paper.
- 2 **The Argentinians** invented the tango. **The Greeks** are very extrovert.
- 3 **The Turks** drink a lot of coffee. **The Poles** play a lot of basketball.

- 1 You can use *the* with the nationality adjectives which end in *-sh*, *-ch*, *-ss*, or *-ese*. Don't add *s* to these words, or use them without *the*.
- 2 Nationality words which end in *-an* and a few others, e.g. *Greek* and *Thai*, are both adjectives and nouns. To talk about the people from that country use a plural noun ending in *-s*.
- 3 Some nationalities have a special noun for the people which is different from the adjective, e.g. *Polish* = adjective, *Pole* = noun. To talk about the people you can either use *the* + adjective or *the* + plural noun, e.g. *the Polish* or *the Poles*.

▲ With any nationality, you can also use the adjective + *people*, e.g. *French people*.

▲ To talk about **one** person from a country you can't use *a* / *an* + adjective alone:

- 1 *a Japanese man / woman / person, an Englishman / Englishwoman / English person*, NOT *a Japanese, an English*, etc.
- 2 *an Italian, a Greek*, etc.
- 3 *a Turk, a Pole*, etc.

specific groups of people

The poor are getting poorer and **the rich** are getting richer. The government needs to create more jobs for **the unemployed**.

- You can use *the* + some adjectives to talk about specific groups in society, e.g. *the young, the blind, the homeless, the old, the elderly, the sick*. These expressions are always plural.

one, ones

A Which one would you like? **B** The red one, please. Two ice creams, please. **Big ones**.

- When we don't want to repeat a noun after an adjective because it is already clear what we are talking about, we use the adjective + *one* (singular) or + *ones* (plural).

adjective order

We've got a **lovely old cottage** just outside Bath.

She has **long fair hair**.

I bought a **beautiful Italian leather belt**.

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

| size | age | shape / style | colour / pattern | nationality | material | noun |
|------------|------------|---------------|----------------------|----------------|-------------|--------------|
| <i>big</i> | <i>new</i> | <i>long</i> | <i>pink, striped</i> | <i>Italian</i> | <i>silk</i> | <i>scarf</i> |

2B narrative tenses: past simple, past continuous, past perfect, past perfect continuous

narrative tenses

- 1 We **arrived** at the airport and **checked in**.
- 2 We **were having dinner** when the plane hit some turbulence.
- 3 When we arrived at the airport, we suddenly realized that we **had left** one of the suitcases in the taxi.
- 4 We'd **been flying** for about two hours when the captain told us to fasten our seat belts because we were flying into some very bad weather.

- 1 Use the **past simple** to talk about consecutive actions in the past, i.e. for the main events in a story.
- 2 Use the **past continuous** (*was / were* + verb + *-ing*) to describe a longer continuous past action, which was in progress when another action happened.
- 3 Use the **past perfect** (*had* + past participle) to talk about the 'earlier past', i.e. things which happened before the main event(s).
- 4 Use the **past perfect continuous** (*had been* + verb + *-ing*) to talk about a longer continuous action that was going on before the main events happened. Non-action verbs are not normally used in the past continuous.

past perfect simple or continuous?

She was crying because **she'd been reading** a very sad book. She didn't want to see the film, because **she'd read the book**.

The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

2C adverbs and adverbial phrases

- 1 I don't understand you when you speak **quickly**. The driver was **seriously** injured.
- 2 I **never** have breakfast. He's **always** late.
- 3 They'll be here **soon**. It rained **all day yesterday**.
- 4 I've **nearly** finished. We're **incredibly** tired. He works **a lot**.
- 5 **Unfortunately**, we arrived half an hour late. **Ideally**, we should leave at 10.00.

• Adverbs can describe an action (*he walked slowly*) or modify adjectives or other adverbs (*it's incredibly expensive, he works very hard*). They can either be one word (*often*) or a phrase (*once a week*).

1 **Adverbs of manner** (how somebody does something) usually go after the verb or phrase. However, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

2 **Adverbs of frequency** go before the main verb but after the verb *to be*.

▲ *sometimes / usually / normally* can go at the beginning of a sentence too.

3 **Adverbs of time** usually go at the end of a sentence or clause.

4 **Adverbs of degree** (which describe how much something is done or to modify an adjective).

- *extremely, incredibly, very*, etc. are used with adjectives and adverbs and go before them.
- *much* and *a lot* are often used with verbs and go after the verb or verb phrase.

• *a little / a bit* can be used with adjectives or verbs, e.g. *I'm a bit tired. She sleeps a bit in the afternoon*.

5 **Comment adverbs** (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adjectives are *luckily, clearly, obviously, apparently*, etc.

▲ Most other adverbs go in mid-position, e.g. *I just need ten more minutes. She didn't even say goodbye*.

2A

a Rewrite the underlined phrase using *the* + an adjective.

The people who live in Spain go to bed very late. *the Spanish*

- The people from the Netherlands are very good at languages.
- The people who had injuries were taken to hospital.
- The system of reading for people who can't see is called Braille.
- The people from France enjoy eating good food.
- A nurse's job is to look after the people who aren't well.
- I think the people from Switzerland are very punctual.
- The worst season for people without a home is winter.
- There is a discount for students and people without a job.

b Write the adjectives in brackets in the right place.

- a big car park (empty) *a big empty car park*
- an attractive man (young)
 - dirty shoes (old)
 - a leather jacket (purple / stylish)
 - a tall woman (thin)
 - a sandy beach (long)
 - a new floor (lovely / wooden)
 - a smart suit (Italian)
 - beautiful eyes (big / dark)
 - an old dog (black / friendly)

2B

a Put the verb in brackets in the past perfect simple (*had done*) or continuous (*had been doing*). If you think both are possible, use the continuous form.

His English was very good. He 'd been learning it for five years. (learn)

- My feet were aching. We _____ for hours. (queue)
- She went to the police, because someone _____ her bag. (steal)
- The streets were wet. It _____ all morning. (rain).
- She got to work late because she _____ an accident on the way. (have)
- I almost didn't recognize him. He _____ a lot since I last saw him. (change)
- They were very red. They _____ all morning but they _____ any sun cream. (sunbathe, not put on)
- I could see from their faces that my parents _____. (argue)
- Jess had a bandage on her arm. She _____ off her bike the day before. (fall)

b Circle the correct verb form.

Meg and Liam McGowan (got) / *were getting* a nasty surprise when they ¹*had checked in / were checking in* at Heathrow airport yesterday with their baby Shaun. They ²*had won / won* three free plane tickets to Rome in a competition and they ³*were looking forward to / had been looking forward to* their trip for months. But, unfortunately, they ⁴*had been forgetting / had forgotten* to get a passport for their son and so Shaun couldn't fly. Luckily they ⁵*had arrived / were arriving* very early for their flight so they still had time to do something about it. They ⁶*had run / ran* to the police station in the airport to apply for an emergency passport. Meg ⁷*was going / went* with Shaun to the photo machine while Liam ⁸*had filled in / was filling in* the forms. The passport was ready in an hour, so they ⁹*hurried / were hurrying* back to check-in and finally ¹⁰*caught / had caught* their flight.

2C

a Underline the adverb(s) or adverbial phrase(s) and correct the sentences which are wrong.

We're going to be unfortunately late. ✗ *Unfortunately, we're going to be late.*

We rarely go to bed before 11.30. ✓

- She likes very much the theatre.
- Dave was late for work yesterday.
- Immediately the ambulance arrived.
- They go usually jogging after work.
- I was extremely tired last night.
- They won easily the match because they played brilliantly.
- I forgot your birthday almost.
- We luckily had taken an umbrella.
- She always eats healthily.
- He's been apparently sacked.

b Put the adverbs in brackets in the normal position in these sentences.

Sadly *very*
I don't speak good English. (sadly, very)

- The building was damaged in the fire. (badly, last week)
- We need to do something. (obviously, quickly)
- Ben is at his friend's house. (often, in the evening)
- She walked out and she didn't say goodbye. (just, even)
- He drives fast. (always, extremely)
- She danced at the ballet. (beautifully, last night)
- She wasn't injured when she fell. (luckily, seriously)
- He broke his leg when he was skiing. (apparently, nearly)
- My father sleeps in the afternoon. (usually, a bit)

Phrasal verbs in context

FILE 1

Complete the phrasal verbs from File 1 with the correct particle.

back down (x2) up (x3)

- 1 My brother and his girlfriend **broke** _____ last month.
- 2 I can't talk now, I'm driving. I'll **call** you _____ in fifteen minutes.
- 3 This club isn't a very good place to **chat** _____ girls. The music is too loud.
- 4 The doctor said that I had to **cut** _____ to one cup of coffee a day.
- 5 Don't **give** _____. If you keep trying, I'm sure find a good job soon.
- 6 **Slow** _____! There are speed cameras on this road.

FILE 2

Complete the phrasal verbs from File 2 with a verb in the correct form.

burst knock leave put turn

- 1 Everyone _____ **out** laughing when Jimmy arrived wearing a large, white hat.
- 2 Can you _____ the TV **up**? I can't hear it with the children shouting in the kitchen.
- 3 Don't _____ anything **behind** when you get off the plane.
- 4 What a pity! They're going to _____ **down** our local cinema and build a car park.
- 5 If you take any of my things, please _____ them **back** when you've finished with them.

FILE 3

Match the phrasal verbs from File 3 with a definition A–E.

- | | | |
|--|--------------------------|------------------------|
| 1 Watch out , there are often pickpockets on this station. | <input type="checkbox"/> | A continue |
| 2 The company has been going through a bad period recently. | <input type="checkbox"/> | B leave |
| 3 The police told us to get out because the building wasn't safe. | <input type="checkbox"/> | C stop operating |
| 4 If we carry on polluting the planet, we're going to destroy it. | <input type="checkbox"/> | D be careful |
| 5 The restaurant wasn't popular and it closed down last year | <input type="checkbox"/> | E experience or suffer |

FILE 4

Complete the phrasal verbs from File 4 with the correct particle.

down off (x2) on out

- 1 If there is an emergency, all passengers must **get** _____ of the plane as fast as they can.
- 2 It was an eight-hour journey so we **set** _____ early in the morning
- 3 Jessica was getting really angry with Tom so I told her to **calm** _____.
- 4 **Hold** _____ to me. It's very slippery and you might fall.
- 5 The teacher **told** me _____ because I hadn't done my homework.

FILE 5

Complete the phrasal verbs from File 5 with the correct particle.

catch eat fall fill lie put

- 1 I'm exhausted. I'm going to _____ **down** for half an hour.
- 2 I'm not very good at ice skating. I always _____ **over** at least twenty times!
- 3 We stopped at a petrol station to _____ **up** with petrol.
- 4 Let's meet for lunch next week and we can _____ **up on** all our news.
- 5 It's very easy to _____ **on** weight if you _____ **out** several times a week.

FILE 6

Match the phrasal verbs from File 6 with a definition A–E.

- | | | |
|--|--------------------------|--|
| 1 The teacher hurried through the last part of the class. | <input type="checkbox"/> | A collide with |
| 2 I'll only call you if something interesting comes up in the meeting | <input type="checkbox"/> | B hit and knocked to the ground by a vehicle |
| 3 James has thought up a brilliant new idea for our new product. | <input type="checkbox"/> | C invent |
| 4 An old man was run over on the pedestrian crossing. | <input type="checkbox"/> | D complete quickly |
| 5 A lorry crashed into my car when it was parked outside my house. | <input type="checkbox"/> | E occurs or appears unexpectedly |

FILE 7

Complete the phrasal verbs with the correct form of the verb.

end go pick take

- 1 I don't know what's _____ **on**. Can anyone tell me what's happening?
- 2 We got completely lost and we _____ **up** miles away from where we wanted to go.
- 3 I'll _____ you **up** at the station if you tell me what time your train arrives.
- 4 I've decided to _____ **up** a new hobby – I'm going to learn to dance salsa.