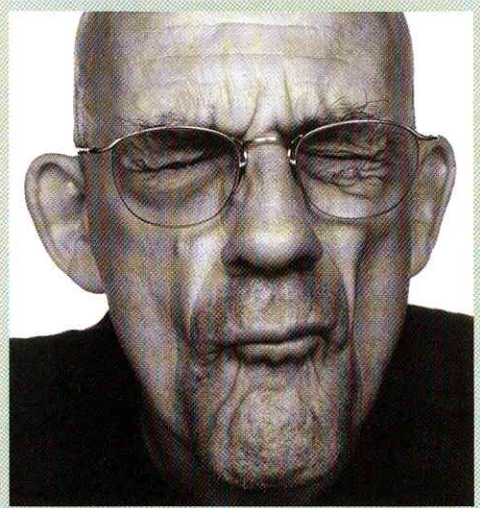


Let your body do the talking



1 GRAMMAR verbs of the senses

a Look at the photo. In pairs, choose the best description of the man.

- 1 He looks...
 - a angry. b in pain. c depressed.
- 2 He looks like...
 - a a teacher. b a bank manager. c a builder.
- 3 He looks as if...
 - a he has just eaten something nasty.
 - b he has just been told some bad news.
 - c he is listening to something that sounds awful.

b Now read about a book called *In character: actors acting* and check your answers.

- 1 Who is the man in the photo? 2 What's he doing?

In character: actors acting

The photographer Howard Schatz had a very unusual idea for a book. He invited actors into his studio, and asked them to 'be' certain characters in certain situations, and he then photographed them. For example, he told the actor Christopher Lloyd to be 'a violin teacher who is listening to his pupil massacre a Mozart piece'.

c p.138 Grammar Bank 4C. Read the rules and do the exercises.

d Look at the photos of Alan Cumming and Michael Cumpsty from the book and describe the actors. Use *looks*, *looks like*, and *looks as if*.

e Match the faces A–D with situations 1–4, and the faces E–H with situations 5–8.

- 1 You realize you have been betrayed by your best friend.
- 2 You are a four-year-old letting the family's pet parrot out of its cage.
- 3 You are a man begging your partner to come with you to visit your parents.
- 4 You are a young child trying not to listen as your mother tells you off.
- 5 You are a young driver telling a police officer that you haven't had anything to drink.
- 6 You are a police officer leaning on the door waiting for a driver to show his license.
- 7 You are a young driver admitting that you've had maybe a small beer.
- 8 You are a police officer looking into a car filled with teenagers.



- f **4.16** Listen to these sounds. What do you think is happening? Use *It sounds as if...* or *It sounds like...*
- g Make pairs of opposites from the adjectives in the list. Do they usually describe how something feels or how something tastes / smells?

hard loose rough /rʌf/ smooth /smu:ð/ soft sour / bitter strong sweet tight weak

- h Use *feels*, *smells*, or *tastes* + an adjective or + *like* + noun, etc. to describe one of the objects below for your partner to guess. Then swap.

a full ashtray

hair which has just been washed

cigar smoke

cheap wine

cabbage being cooked

a marble statue

a silk scarf

a lemon

a baby after its bath

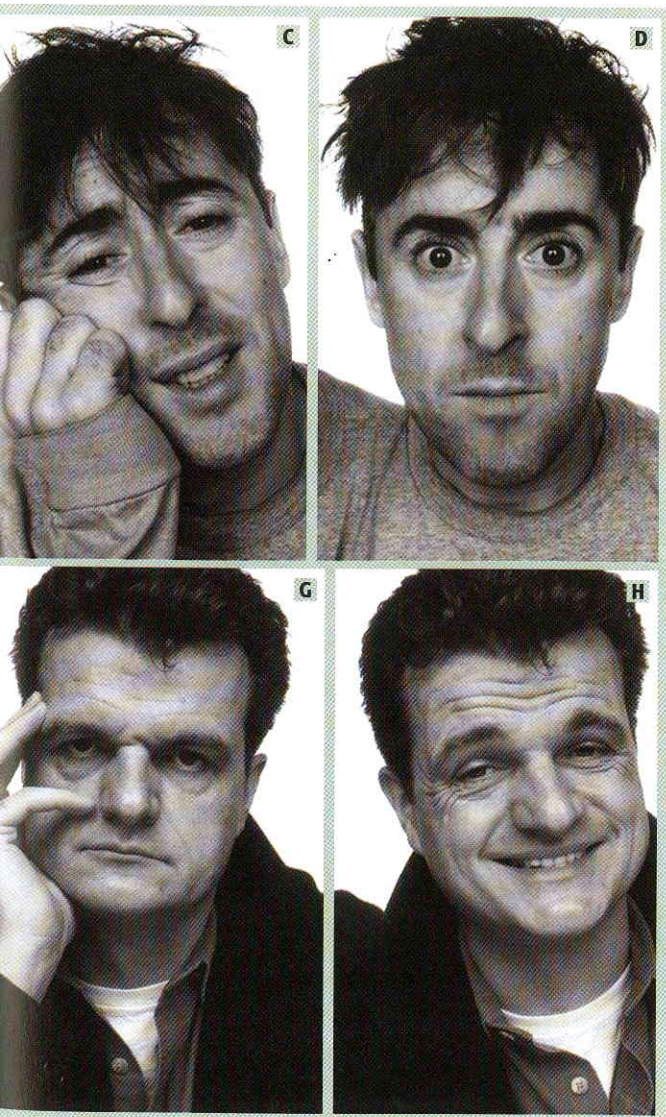
a cat's tongue

espresso coffee without sugar

a two-day beard

Mexican food

jeans which are too small for you



2 LISTENING

- a **4.17** You are going to listen to a radio quiz show *Use your senses*, where contestants have to identify the mystery food and the mystery drink, a mystery object, and a mystery sound. Listen once and write what you think the answers are.

1 _____
2 _____
3 _____
4 _____

- b Listen again and complete the phrases.

Mystery drink

It smells _____.

It smells a bit _____.

Mystery food

It tastes a bit _____.

It tastes quite _____.

Mystery object

It feels like _____.

It definitely feels _____.

Mystery sound

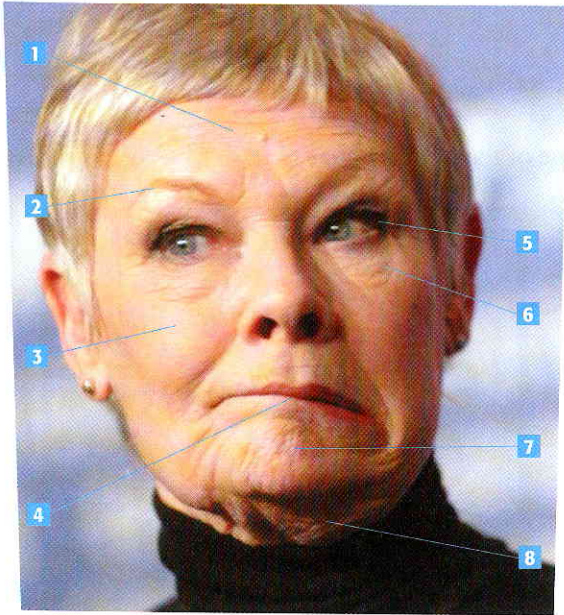
It sounds like _____.

It sounds _____.

- c Discuss your answers to a with a partner.

- d **4.18** Now listen to the answers. Were you right?

3 VOCABULARY the body



a Look at a photograph of the actress Judi Dench. Match the words in the list with 1–8 in the photo.

cheek chin eyebrows eyelashes
forehead /'fɔːhed/ lips neck wrinkles /'rɪŋklz/

b p.152 Vocabulary Bank *The body*.

c Do the *Body quiz* with a partner.

BODY QUIZ

A Which part of the body?

- The place where you wear a watch.
- The two places where you might wear a belt.
- You can easily twist this when doing sport.
- These are often red after you've been out in the cold or if you're embarrassed.
- You use these to breathe.
- Doctors sometimes listen to this to see if you have a breathing problem.

B Which idiom do you use...?

- when you are very nervous (stomach)
- when you can't quite remember something (tongue)
- when you can't stop thinking about something e.g. a particular song (head)
- when you think a friend is telling you something which isn't true as a joke (leg)
- when you memorize something (heart)
- when you have said something which you shouldn't have said because it is a secret or may cause embarrassment (foot)

d 4.19 Listen and mime the action.

4 PRONUNCIATION silent letters

a Cross out the 'silent consonant' in these words.

calf wrist palms wrinkles comb kneel thumb

b 4.20 Listen and check.

c Look at some more common words with silent consonants. In pairs, decide which they are and cross them out. Use the phonetics to help you.

asthma /'æsmə/ castle /'kɑːsl/ cupboard /'kʌbəd/ sign /saɪn/
doubt /daʊt/ half /hɑːf/ honest /'ɒnɪst/ island /'aɪlənd/ knock /nɒk/
psychologist /saɪ'kɒlədʒɪst/ receipt /rɪ'siːt/ whole /həʊl/

d 4.21 Listen and check.

e 4.22 Dictation. Listen and write down six sentences.

5 READING

a What do you understand by the phrase 'body language'?

b In pairs, look at the drawings and try to match the body language with the feelings.

- | | |
|---|---|
| A saying something important <input type="checkbox"/> | E feeling superior <input type="checkbox"/> |
| B feeling attracted <input type="checkbox"/> | F being honest <input type="checkbox"/> |
| C feeling defensive <input type="checkbox"/> | G lying <input type="checkbox"/> |
| D feeling nervous <input type="checkbox"/> | H thinking hard <input type="checkbox"/> |



c Read *Let your body do the talking* and check your answers.

Let your body do the talking

One of the areas of our body which conveys most about how we feel is how we move our hands and arms. Hand and arm gestures are sometimes deliberate, but most often they occur unconsciously and naturally.

Saying something important Open hands and arms, especially extended, and with palms up in front of the body at chest height, indicate that what you're saying is important, and, especially when people are speaking in public, a pointing finger or a hand waving above the shoulders emphasizes an individual point. However, research shows that people often find speakers who point their fingers a lot rather annoying.

Openness or honesty When people want to be open or honest they will often hold one or both of their palms out to the other person. Footballers who have just committed a foul often use this gesture to try to convince the referee that they didn't do it.

Nervousness If a person puts his hand to his mouth, this either indicates that he is hiding something, or that he is nervous. Fidgeting with your hands, for example tapping the table with your fingers also shows nervousness, and so does holding a bag or briefcase very tightly in front of the body.

Superiority People who feel superior to you often appear relaxed, with their hands clasped behind their heads. The chin and head is often held high. This gesture is typical of lawyers, accountants, and other professionals who feel they know more than you do. Another gesture of superiority is to put your hands in your pockets with the thumbs protruding.

Feeling defensive Arms folded tightly over the chest is a classic gesture of defensiveness and indicates that you are protecting yourself. It is often seen among strangers in queues or in lifts or anywhere where people feel a bit insecure. People also sometimes use this gesture when they are listening to someone, to show that they disagree with what is being said. However, this gesture can simply mean that the person is cold!

Thinking hard A hand-to-cheek gesture, where someone brings a hand to his face and extends his index finger along his cheek, with the remaining fingers positioned below the mouth, often shows that someone is thinking deeply. When someone strokes his chin, he is probably thinking about something important, or making a decision.

Attraction If men are attracted to someone, they sometimes play with one of their ear lobes, whereas women will play with a lock of hair or continually tuck their hair behind their ears.

Lying There are many gestures that indicate that someone is lying and in order to be sure you would expect a person to show more than one. Gestures include putting your hand in front of your mouth, touching your nose, rubbing your eyes, touching your ear, scratching your neck, pulling at your collar, or putting your finger or fingers in your mouth.

- d Focus on the highlighted words which describe more parts of the body or gestures and, in pairs, try to work out what they mean.
- e In pairs, read the article again paragraph by paragraph and try to do each of the gestures described. Do you use any of these gestures a lot?

6 SPEAKING

GET IT RIGHT describing pictures



When you are describing the pictures, use these expressions to explain precisely what / who you are referring to.

The woman...on the right / left / in the centre of the picture; ...in the background / foreground...

Remember you can also use *might be / may be / could be* for speculating, as well as *looks, looks as if*, etc.



Cape Cod Morning (1950) Edward Hopper

- a In pairs, look at the painting. Talk about where the woman is, how she is feeling, and what is happening or has happened. Use her body language to help you.
- b  **Communication** *Two paintings A p.118 B p.120*. Describe your painting for your partner to visualize.
-  **p.157 Phrasal verbs in context File 4.**

Communication

4C Two paintings Student A



The Hotel Lobby (1943) Edward Hopper

- Look carefully at your painting. Then describe it in detail to B, focusing especially on the people and their body language. Say who you think they are and what you think they're doing.
- Show your picture to B and see if he / she agrees with you.
- Listen to B describe another painting. Try to visualize it.
- B will now show you the picture to see if you agree with his / her description and interpretation.

5B Sleep Students A + B

Read the results of the questionnaire and calculate your score. The higher your score the more sleep deprived you are. The maximum is 14.

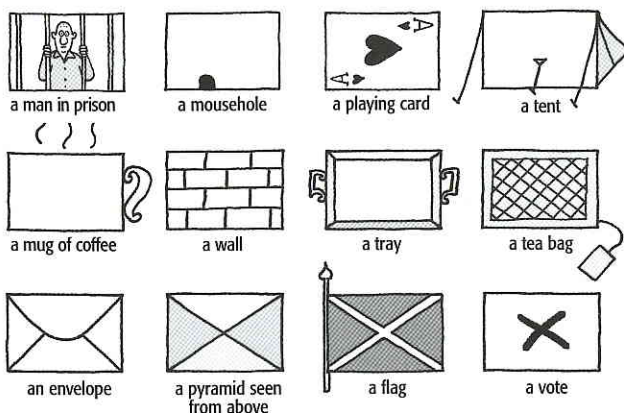
- a 0 b 1
- a 1 b 0 c 0
- a 1 b 0 c 0
- a 0 b 1 c 2
- a 0 b 1 c 2 d 2
- a 0 b 1 c 2
- a 0 b 1 c 0 d 1
- 1 point for each one you circle

6C Are you a creative thinker? Students A + B

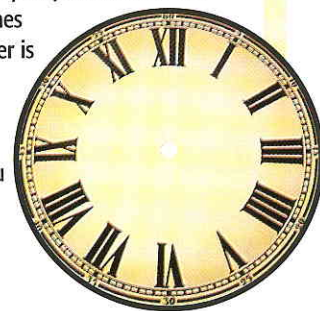
Check your answers to the test.

Are you a creative thinker?

- The more times you have circled false, the more creative you are and the higher your 'eureka potential'.
- The vast majority of people choose either 35 or 37. However, truly creative people usually come up with a different number, e.g. 17 or 31.
- The more boxes you were able to fill, the more creative you are. The following are some of the more creative ideas that people have come up with:



- The important question concerns how you represented the number 4. In Roman numerals the number 4 is always represented as 'IV'. However, on almost all clocks and watches except for Big Ben in London, the number is represented as 'IIII'. If you filled it in as 'IV', that means that although you have probably seen clocks and watches with Roman numerals hundreds of times, you have not really seen or remembered what is right in front of your eyes.



7C What's the word? Student A

- Check that you know what your list of words below mean. Then define them to B, saying which language they come from.
 - caravan /'kærəvæn/ (Persian)
 - blanket /'blæŋkɪt/ (Dutch)
 - embarrassed /ɪm'bærəst/ (French)
 - tsunami /tsu:'nɑ:mi/ (Japanese)
 - soprano /sə'prɑ:nəʊ/ (Italian)
 - massage /'mæsɑ:ʒ/ (Portuguese)
 - mosquito /mɒs'ki:təʊ/ (Spanish)
 - fog /fɒg/ (Danish)
- Listen to B's definitions and say what the word is.
- Has your language 'borrowed' any of these words?

Communication

4B Argument! Student B

Read the situations and roleplay the arguments.

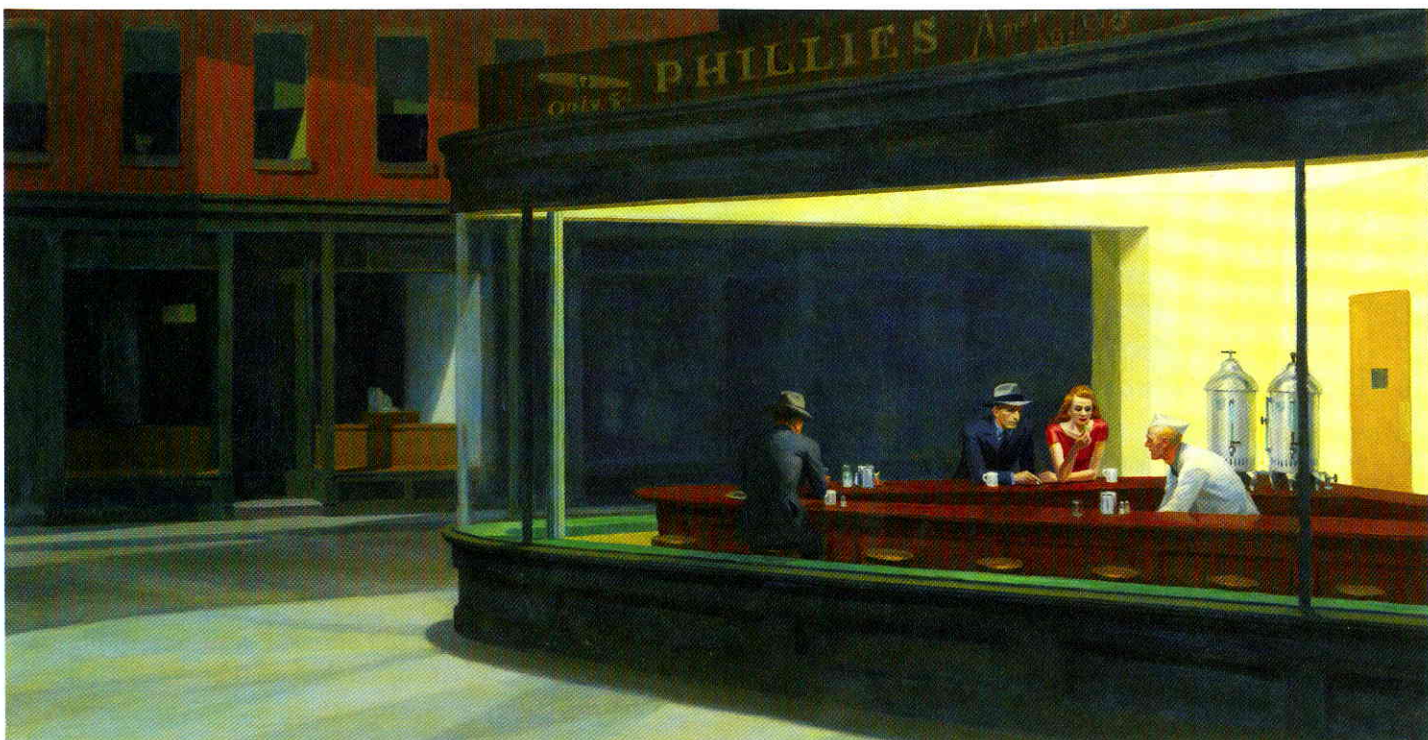
1 It's your partner's birthday today. You know that she wants some jewellery, but you have been very busy at work and haven't had time to go shopping. You had intended to finish work early and go shopping today, but you couldn't, so you stopped at a petrol station on the way home and bought some chocolates which you know she usually likes.

A is your partner. He / She will start.

2 Your son / daughter is in his / her first year of university studying medicine. You yourself are a doctor and you really encouraged your child to follow in your footsteps. He / She was good at science at school, and you think he / she would make an excellent doctor. He / She was quite keen on studying journalism, but you think that this is a 'lazy option' and that it's very difficult to get a good job in journalism nowadays, so you were very relieved when he / she agreed to study medicine. Although he / she worked hard at school, this year at university he / she seems to be out with friends all the time and spends a lot less time studying than you did at the same age. You have just discovered that he / she has failed all the first-year exams.

You start.

4C Two paintings Student B



Nighthawks (1942) Edward Hopper Photography © The Art Institute of Chicago

- Look carefully at your painting, which you're going to describe to A.
- Listen to A describe another painting. Try to visualize it. A will now show you the picture to see if you agree with his / her description and interpretation.
- Now describe your painting to A. Focus especially on the people and their body language. Say who you think they are and what you think they're doing.
- Show your picture to A and see if he / she agrees with you.

7C What's the word? Student B

- Check that you know what your list of words below mean. You're going to define them to A.
 - bungalow** /'bʌŋɡələʊ/ (Hindi)
 - monsoon** /mɒn'suːn/ (Arabic)
 - lottery** /'lɒtəri/ (Dutch)
 - poodle** /'puːdl/ (German)
 - bonsai** /'bɒnsaɪ/ (Japanese)
 - parasol** /'pærəsɒl/ (Italian)
 - kidnap** /'kɪdnæp/ (Danish)
 - iceberg** /'aɪsbɜːg/ (Norwegian)
- Listen to A's definitions and say what each word is.
- Now define your words to A, saying which language they come from.
- Has your language 'borrowed' any of these words?

1A unreal conditionals

second conditional sentences: *if* + past simple, *would* / *wouldn't* + infinitive

- 1 **If** there **was** a fire in this hotel, it **would be** very difficult to escape.
I **wouldn't** live in the country **if** I **didn't** have a car.
- 2 **If** you **weren't** making so much noise, I **could** concentrate better.
- 3 **If** I **were** you, I'd **make** Jimmy wear a helmet when he's cycling.

- 1 Use second conditional sentences to talk about hypothetical or improbable situations in the present / future.
- 2 In the *if* clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*, e.g. *If you weren't making so much noise, I could concentrate better.*
- 3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if* clause, e.g. *If he was / were here, he would know what to do.* However, in conditionals beginning *If I were you...* to give advice, always use *were*.

third conditional sentences: *if* + past perfect, *would* / *wouldn't* have + past participle

- 1 **If** you **had studied** more, you **would have done** better in the exams.
I **wouldn't** have been late **if** I **hadn't** overslept.
- 2 He **would have** died **if** he **hadn't** been wearing a helmet.
If they **had known** you were coming, they **might have** stayed longer.

- 1 We use third conditional sentences to talk about a hypothetical past situation and its consequence.
- 2 You can also use the past perfect continuous in the *if* clause. You can use *could have* or *might have* instead of *would have* in the other clause.

second or third conditional?

- 1 If you **studied** more, you **would** probably **pass** the exam.
- 2 If you **had studied** more, you **would** probably **have passed** the exam.

- Compare the two conditionals. 1 = You don't study enough. You need to study more. 2 = You didn't study enough, so you failed.

⚠ We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *He wouldn't be so relaxed if he hadn't finished his exams.*

1B past modals

must / *might* / *can't*, etc. + *have* + past participle

- 1 I **must have** passed the exam. I'm sure I got all the answers right.
You **must have** seen something. You were there when the robbery happened.
- 2 Somebody **might have** stolen your wallet when you were getting off the train.
He still hasn't arrived. I **might not have** given him the right directions.
- 3 They **can't have** gone to bed yet. It's only ten o'clock.
They **can't have** seen us. It was too dark.

- Use *must* / *may* / *might* / *can't* / *couldn't* + *have* + past participle to make deductions or speculate about past actions.

- 1 Use *must have* when you are almost sure that something happened or was true.

⚠ The opposite of *must have* is *can't have* NOT *mustn't have*.

- 2 Use *might* / *may have* when you think it's possible that something happened or was true. You can also use *could have* with this meaning, e.g. *They could have stolen your wallet when you were getting off the train.*
- 3 Use *can't have* when you are almost sure something didn't happen or that it is impossible. You can also use *couldn't have*.

should + *have* + past participle

It's my fault. I **should have** told you earlier that she was coming.
We've gone the wrong way. We **shouldn't have** turned left at the traffic lights.

- Use *should* + *have* + past participle to say that somebody didn't do the right thing.
- You can use *ought to have* as an alternative to *should have*, e.g. *I ought to have told you earlier.*

1C verbs of the senses

look / *feel* / *smell* / *sound* / *taste*

- 1 She **looks** tired. That **smells** good! These jeans don't **feel** comfortable.
- 2 He **looks** like his father. This material **feels** like silk. This **tastes** like tea, not coffee.
- 3 She **looks** as if she's been crying. It **smells** as if something's burning. It **sounds** as if it's raining.

- 1 Use *look*, *feel*, etc. + adjective.
- 2 Use *look*, *feel*, etc. + *like* + noun.

⚠ *feel like* can also mean 'want / would like', e.g. *I don't feel like going out* = I don't want to go out.

- 3 Use *look*, *feel*, etc. + *as if* + clause.
- You can use *like* or *as though* instead of *as if*, e.g. *It sounds like / as though it's raining.*

4A

a Complete with a suitable form of the verb in brackets.

If he **hadn't broken** his leg, he would have played. (not break)

- I _____ you a present if I'd known it was your birthday. (buy)
- If you _____ to bed earlier, you wouldn't have been so tired. (go)
- I _____ you some money if I had any. (lend)
- If I _____ someone's wallet, I'd keep it. (find)
- Joe wouldn't have crashed if he _____ so fast. (not drive)
- We would have a dog if we _____ in the country. (live)
- If you'd looked after the plants, they _____ (not die)
- You _____ the news if you'd been watching the TV. (hear)
- They wouldn't have bought the flat if they _____ what the neighbours were like. (know)
- If she _____ more sociable, she'd have more friends. (be)

b Complete using a second or third conditional.

I didn't wait another minute. I didn't see you.

If I'd waited another minute, *I would have seen you.*

- Luke missed the train. He was late for the interview.
If Luke hadn't missed the train, ...
- Rebecca drinks too much coffee. She sleeps badly at night.
If Rebecca didn't drink so much coffee, ...
- It started snowing. We didn't reach the top of the mountain.
If it hadn't started snowing, ...
- Millie didn't buy the jacket. She didn't have enough money.
Millie would have bought the jacket if...
- I don't drive to work. There's so much traffic.
I'd drive to work if...
- Matt doesn't speak German fluently. He won't get the job.
If Matt spoke German fluently, ...

4B

a Rewrite the **bold sentence** sentence with *must / might (not) / can't + have + verb*.

I'm sure I left my umbrella at home. I don't have it now.
I must have left my umbrella at home.

- I'm sure Ben has read my email.** I sent it yesterday.
- Holly's crying. **Perhaps she's had an argument with her boyfriend.**
- I'm sure Sam and Ginny haven't got lost.** They had a map.
- You saw Ellie yesterday?** That's impossible. She was in bed with flu.
- Perhaps John didn't hear you.** You know he's a bit deaf.
- I'm sure Lucy has bought a new car.** I saw her driving a Mercedes!
- I'm sure Alex wasn't very ill.** He was only off for one day.
- They didn't come to our party. **Maybe they didn't receive the invitation.**

b Respond to the first sentence using *should / shouldn't have + a verb in the list*.

buy eat go (x 2) invite learn save

- A Sue is in bed with a stomach ache.
B She **shouldn't have eaten** so much chocolate cake.
- A We couldn't understand anybody in Paris.
B You _____ some French before you went.
- A Tom told me his phone number but I've forgotten it.
B You _____ it on your mobile phone.
- A Rob was late because there was so much traffic.
B He _____ by car. The train is much faster.
- A Amanda was rude to everyone at my party.
B You _____ her. She's always like that.
- A I haven't got any money left after going shopping yesterday.
B You _____ so many shoes. Did you need three pairs?
- A You look really tired.
B I know. I _____ to bed earlier.

4C

a Circle the correct form.

Your boyfriend *looks / (looks like)* a rugby player.

- You've gone completely white. You *look / look as if* you've seen a ghost!
- What's for dinner? It *smells / smells like* delicious!
- I think John and Megan have arrived. That *sounds / sounds like* their car.
- Have you ever tried frogs' legs? Apparently they *taste like / taste as if* chicken.
- Are you OK? You *sound / sound as if* you've got a cold.
- Can you put the heating on? It *feels / feels like* really cold in here.
- You *look / look like* really happy. Does that mean you got the job?
- Your new bag *feels / feels like* real leather.
- Let's throw this milk away. It *tastes / tastes like* a bit strange.
- Can you close the window? It *smells / smells as if* someone is having a barbecue.

b Match the two halves of the sentence.

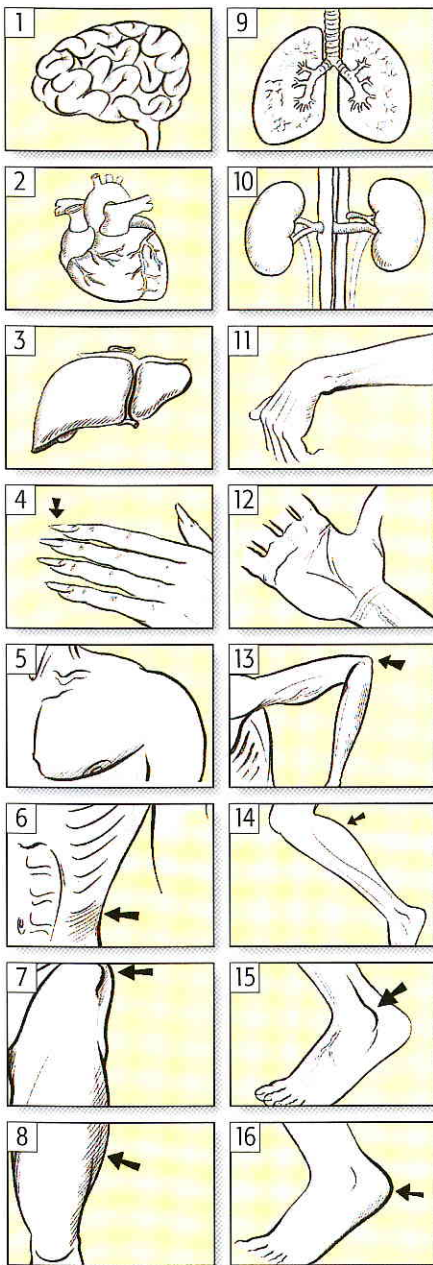
- | | | |
|-----------------------------|---------------------------------------|-------------------------------------|
| 1 That group sounds like | <input checked="" type="checkbox"/> F | A her mother. |
| 2 Those boys look | <input type="checkbox"/> | B completely out of tune. |
| 3 She looks like | <input type="checkbox"/> | C very soft. |
| 4 That guitar sounds | <input type="checkbox"/> | D someone has been smoking in here. |
| 5 He looks as if | <input type="checkbox"/> | E really sweet. |
| 6 Your car sounds as if | <input type="checkbox"/> | F REM. |
| 7 Your new jacket feels | <input type="checkbox"/> | G too young to be drinking beer. |
| 8 This apple tastes | <input type="checkbox"/> | H it's been overcooked. |
| 9 It smells as if | <input type="checkbox"/> | I roses. |
| 10 Your perfume smells like | <input type="checkbox"/> | J it's going to break down. |
| 11 This rice tastes as if | <input type="checkbox"/> | K he's run a marathon. |

The body

1 Parts of the body and organs

Match the words and pictures.

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> ankle | <input type="checkbox"/> chest |
| <input type="checkbox"/> calf /kɑ:f/
(pl calves) | <input type="checkbox"/> waist |
| <input type="checkbox"/> heel | <input type="checkbox"/> hip |
| | <input type="checkbox"/> thigh /θaɪ/ |
| <input type="checkbox"/> elbow /'elbəʊ/ | <input type="checkbox"/> brain |
| <input type="checkbox"/> wrist | <input type="checkbox"/> heart /hɑ:t/ |
| <input type="checkbox"/> nails | <input type="checkbox"/> kidneys |
| <input type="checkbox"/> palm /pɑ:m/ | <input type="checkbox"/> liver |
| | <input type="checkbox"/> lungs |



2 Verbs and verb phrases

a Match the verbs with the parts of the body.

arms eyebrows /'aɪbrəʊz/ hair (x2) hand hands (x2)
head (x2) nails nose shoulders teeth

- | | |
|----------------------------|--|
| 1 bite your <u>nails</u> | 7 hold somebody's _____ |
| 2 blow your _____ | 8 nod your _____ |
| 3 brush your _____ / _____ | 9 shake your _____ (to say no) |
| 4 clap your _____ | 10 raise your _____ (to show surprise) |
| 5 comb your _____ | 11 shake _____ (with someone) |
| 6 fold your _____ | 12 shrug your _____ |

b Read the sentences. Write the part of the body related to the **bold** verb.

- | | |
|--|---------------|
| 1 He winked at me to show that he was only joking. | <u>eye</u> |
| 2 The steak was tough and difficult to chew . | _____ |
| 3 When we met, we were so happy we hugged each other. | _____ |
| 4 Don't scratch the mosquito bite. You'll only make it worse. | _____ |
| 5 She waved goodbye sadly to her boyfriend as the train left the station. | _____ |
| 6 Some women think a man should kneel down when he proposes marriage. | _____ |
| 7 The teacher frowned /fraʊnd/ when she saw all the mistakes I had made. | _____ |
| 8 The painting was so strange I stared /steəd/ at it for a long time. | _____ |
| 9 She got out of bed, and yawned /jɔ:nd/ and stretched . | _____ / _____ |
| 10 If you don't know the word for something, just point at what you want. | _____ |

3 Idioms

a Complete the sentences with a part of the body.

chest foot feet hand head heart (x2) leg stomach tongue /tʌŋ/

- | | |
|---|-------|
| 1 Could you give me a _____ with my homework? It's really difficult. | _____ |
| 2 You really put your _____ in it when you told Mark that Jane had been married before. | _____ |
| 3 You can't be serious. You must be pulling my _____ ! | _____ |
| 4 I can't remember her name but it's on the tip of my _____ . | _____ |
| 5 I'm not sure I want to go climbing now. I'm starting to get cold _____ . | _____ |
| 6 The test is on Friday. I've got butterflies in my _____ ! | _____ |
| 7 When Miriam left David, she broke his _____ . | _____ |
| 8 I can't get that song out of my _____ . I keep whistling it. | _____ |
| 9 You need to learn the irregular past tenses by _____ . | _____ |
| 10 I need to tell somebody about it and get it off my _____ . | _____ |

Can you remember the words on this page? Test yourself or a partner. p.62

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.