

1 GRAMMAR relative clauses

a English has borrowed many words and phrases from other languages. In pairs, try to match the words with the languages they come from. Do you use any of these words (or very similar ones) in your language?

- | | | |
|------------------------|--------------------------|------------|
| 1 muesli /'mjuzli/ | <input type="checkbox"/> | A Arabic |
| 2 igloo /'ɪgluː/ | <input type="checkbox"/> | B Czech |
| 3 chauffeur /'ʃəʊfə/ | <input type="checkbox"/> | C French |
| 4 shampoo /'ʃæmpuː/ | <input type="checkbox"/> | D German |
| 5 algebra /'ældʒɪbrə/ | <input type="checkbox"/> | E Hindi |
| 6 robot /'rəʊbɒt/ | <input type="checkbox"/> | F Inuit |
| 7 macho /'mætʃəʊ/ | <input type="checkbox"/> | G Italian |
| 8 tycoon /taɪ'kuːn/ | <input type="checkbox"/> | H Japanese |
| 9 graffiti /grə'fiːti/ | <input type="checkbox"/> | I Spanish |
| 10 yogurt /'jɒgət/ | <input type="checkbox"/> | J Turkish |

b Check what you know. Complete definitions 1–6 with *which*, *who*, or *whose* and write the correct word from a.

- 1 **robot** a machine which can perform a complicated series of tasks automatically
- 2 _____ a house _____ walls and ceilings are made of hard snow
- 3 _____ a mixture of grains, nuts and dried fruits _____ is usually eaten for breakfast
- 4 _____ a person _____ is successful in business or industry
- 5 _____ a person _____ job is to drive a car, especially for somebody rich or important
- 6 _____ writing or drawings _____ people do on a wall or building

c What word could you use instead of *who* / *which*?

d How would you define the other four words in a?

Any problems? ➔ **Workbook p.70**

e New grammar. Read about the book **THE MEANING OF Tingo**. Do you have words for any of these concepts in your language?

f Now complete the definitions with *which* (x4), *who* (x5), *whose* (x2), *whom*, or *what* (x2).

g Look at the completed definitions in f. Answer the questions with a partner.

- 1 Which two sentences contain non-defining relative clauses (ones which add extra information to a sentence)?
- 2 In which sentences could you also use *that*?
- 3 In which sentences can you leave the relative pronoun out altogether?
- 4 Look at the definitions for *Puntare* and *Rujuk*. How does the position of the preposition affect the relative pronoun?

h ➔ **p.144 Grammar Bank 7C**. Read the rules and do the exercises.

i ➔ **Communication What's the word? A p.118 B p.120**. Define more foreign words that English has borrowed for your partner to guess.

2 SPEAKING

GET IT RIGHT giving examples

If you want to give examples when you are speaking English, you can use these phrases: *for example*, *for instance*, or *such as*.

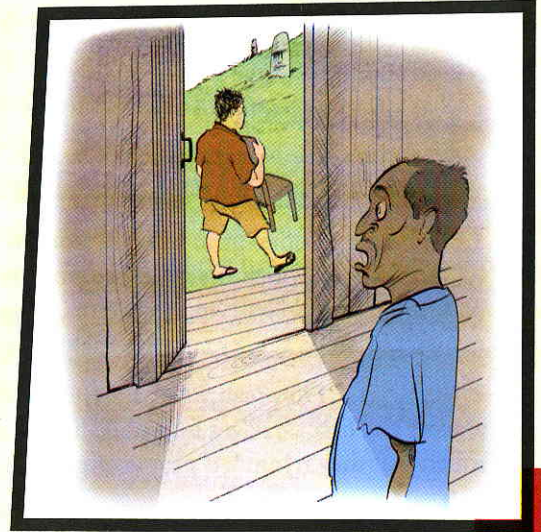
English has borrowed many words from other languages, such as 'shampoo' and 'yogurt'.

Work in groups of three or four. Discuss the questions, giving as many examples as you can.

- Which *three* of the twelve words in **1d** would you choose to add to your language? Why?
- Think of *five* words or phrases that your language has borrowed from English? Have these words been borrowed because there wasn't an existing word for this concept in your language? If not, why do you think this word or phrase is being used in your language?
- How do you feel about these borrowed English words?
- Can you think of any words / phrases which have been borrowed from other languages?
- Can you think of *two* English words or phrases that don't have an exact translation in your language? Why do you think that is?
- Do you know any words in your language that don't have an exact translation in English?
- Do you have any favourite words in English? Why do you like them?

THE MEANING OF Tingo

In this book, Adam Jacot de Boinod, ¹ _____ works as a researcher for BBC quiz programmes, has collected words from all over the world which do not exist in English, but which he thinks that perhaps English ought to incorporate into the language. The title of the book comes from one of his favourites. 'Tingo', ² _____ is a word from the language spoken on Easter Island in the Pacific Ocean, means to borrow things from a neighbour's house one by one until there is nothing left!



Bakkushan (Japanese) A woman ³ _____ you think is pretty when you see her from behind, but is not when you see her from the front.

Drachenfutter (German) The presents ⁴ _____ guilty husbands give their wives (literally 'dragon's food').

Fucha (Polish) A job ⁵ _____ you do in your free time without paying any tax.

Lampadato (Italian) An adjective to describe a person ⁶ _____ skin has been tanned too much by a sun lamp.

Neko neko (Indonesian) To have a creative idea ⁷ _____ only makes thing worse.

Puntare (Italian) To stare intensely at a person ⁸ _____ you are attracted to.

Rujuk (Indonesian) To remarry a woman to ⁹ _____ you had been married before.

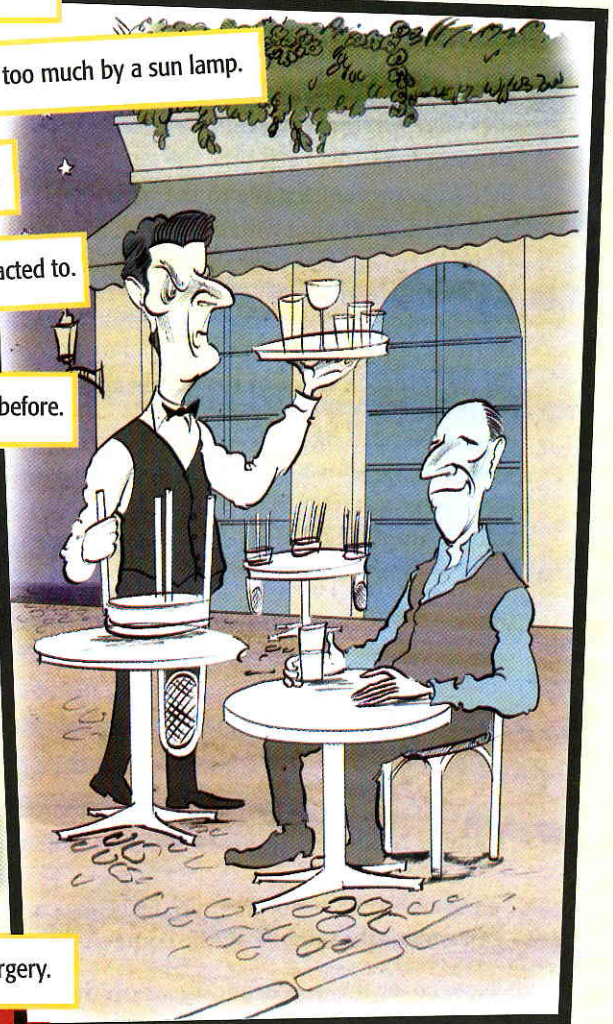
Seigneur-terrasse (French) A person ¹⁰ _____ spends a lot of time but very little money in a café.

Sunasorpok (Inuit) To eat ¹¹ _____ other people have left.

Termangu-mangu (Indonesian) Sad and not sure ¹² _____ you should do.

Zechpreller (German) Someone ¹³ _____ leaves without paying the bill.

Zhengron (Chinese) A person ¹⁴ _____ looks have been improved by plastic surgery.



3 READING & LISTENING

- a Read about the origin of ten English words. Can you guess what any of them are? Use the pictures to help you.

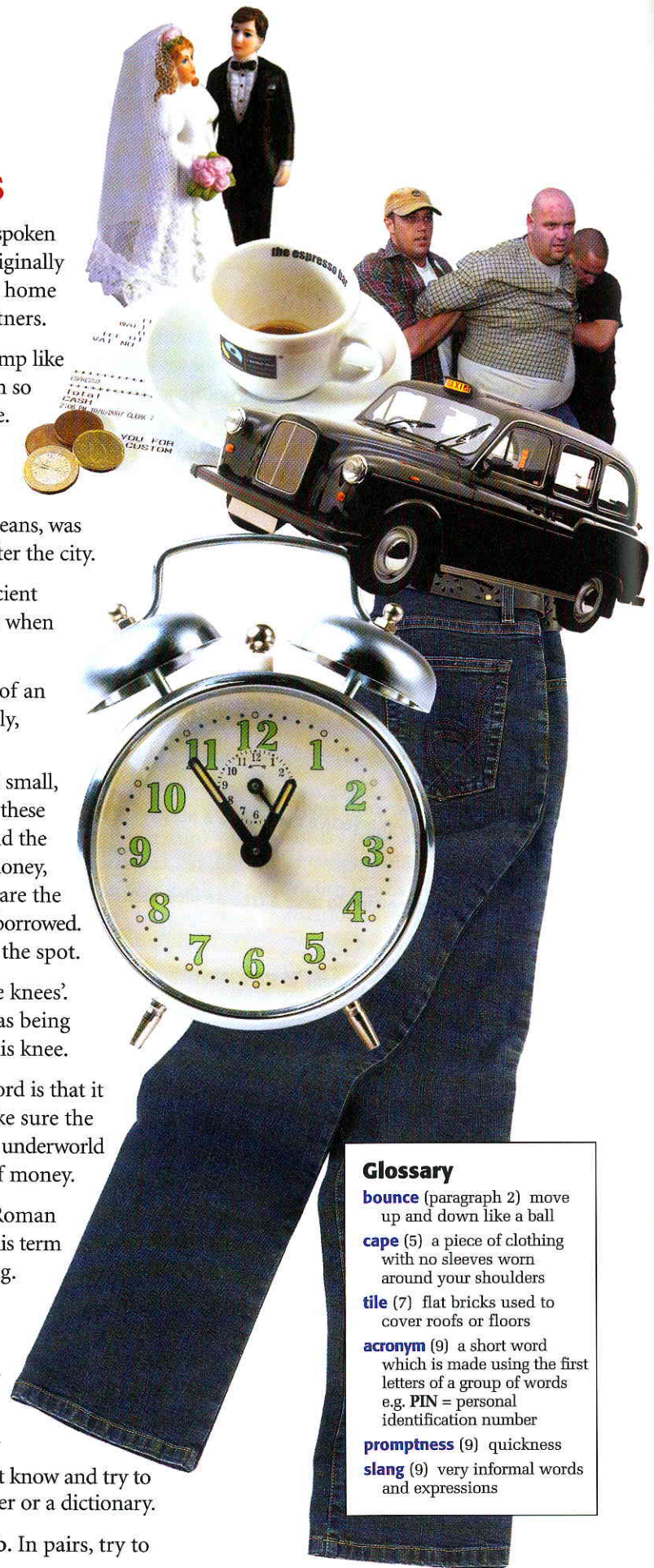
The story behind the words

- 1 _____ Comes from two Old Norse words (the language spoken by the Vikings) which mean 'house' and 'owner'. The word originally had nothing to do with marital status, except for the fact that home ownership made these men extremely desirable marriage partners.
- 2 _____ From 'cabrioler', a French word which means 'jump like a goat'. The first carriages for public hire bounced up and down so much that they reminded people of goats jumping on a hillside.
- 3 _____ From the Italian 'To arms!', which was what soldiers shouted when they saw that the enemy was attacking.
- 4 _____ Genoa, called 'Gene' by sixteenth-century Europeans, was the first city to make denim cloth. The trousers were named after the city.
- 5 _____ In Latin, this means 'without your cape'. The ancient Romans would often avoid capture by throwing off their capes when fleeing so that they could run more quickly.
- 6 _____ It is believed that this term originated because of an Irishman called Patrick with this surname who, with his family, terrorized a section of London in the 1890s.
- 7 _____ Many banks in post-Renaissance Europe issued small, porcelain 'borrower's tiles' to their customers. Like credit cards, these tiles were imprinted with the owner's name, his credit limit, and the name of the bank. Each time the customer wanted to borrow money, he had to present the tile to the bank clerk, who would compare the imprinted credit limit with how much the customer had already borrowed. If the borrower was over the limit, the clerk broke the tile on the spot.
- 8 _____ From the Latin, originally meant 'placed on the knees'. In Ancient Rome, a father legally claimed his newborn child as being his by sitting in front of his family and placing the child on his knee.
- 9 _____ The popular explanation of the origin of this word is that it is an acronym meaning 'To Insure Promptness', that is to make sure the service in e.g. a restaurant is fast. This is incorrect. The word was underworld slang from the early 1600s meaning to pass on a small sum of money.
- 10 _____ This was the Latin name for a slave given to Roman soldiers to reward them for performance in battle. Eventually, this term was applied to anyone who was a slave to anything, e.g. a drug.

- b Now complete 1–10 with the words below. Did you guess any of them?

addict alarm broke (adj) = having no money cab (= taxi)
escape genuine jeans hooligan husband tip

- c Read the article again carefully. Underline any words you don't know and try to guess their meaning from the context. Check with your teacher or a dictionary.
- d Now cover the article and focus on the words in the list in b. In pairs, try to remember the origin of each word.



Glossary

- bounce** (paragraph 2) move up and down like a ball
- cape** (5) a piece of clothing with no sleeves worn around your shoulders
- tile** (7) flat bricks used to cover roofs or floors
- acronym** (9) a short word which is made using the first letters of a group of words e.g. PIN = personal identification number
- promptness** (9) quickness
- slang** (9) very informal words and expressions

e **7.7** You're going to listen to a dictionary expert talking on the radio about the origin of the words below.

• ketchup • orange • tennis

- 1 Which word's origin is related to a legend?
- 2 Which word changed its form because the original word was hard for the English to say?
- 3 Which word originated from the way the English pronounced a foreign word?

f Listen again and complete the summaries with one or more words.

Ketchup

The original sauce was invented by

1 _____ . It was made from

2 _____ . British explorers first tried

it in the 3 _____ century, and really

liked it. Later some colonists from

4 _____ mixed 5 _____ into

it, and it became the sauce it is today.

Orange

This word, and also the word for orange

in 6 _____ and 7 _____ ,

doesn't come from 8 _____ , it comes

from ancient Sanskrit. The Sanskrit word,

'narangah', may come from 'naga ranga' which

means 9 _____ . The story is that an

10 _____ once ate so many that he

11 _____ , and some orange trees grew

from his 12 _____ .

Tennis

The sport started in 13 _____ .

It was 14 _____ called 'tenez' which

means 15 _____ . The sport

16 _____ there and became popular

in 17 _____ . But the 'tenez' sounded

more like 'tennis' when it was said with an

18 _____ .

4 VOCABULARY & PRONUNCIATION

prefixes and word stress

One way of making new words is by adding a prefix at the beginning of a word, e.g. *over-*, *under-*, *mis-*, etc. These prefixes change the meaning of a word. They are usually used without a hyphen, but sometimes need one.

a Look at the words in the list. Then match the **bold** prefixes with their meanings.

antisocial **autograph** **ex-husband** **biannual** **misspell** **microscopic**
monosyllable **multinational** **overworked** **postgraduate** **preconceived**
 rewind **semi-final** **underpaid**

- | | | | |
|-------------------|-------|---------------------|-------|
| 1 after | _____ | 8 many | _____ |
| 2 again or back | _____ | 9 not enough | _____ |
| 3 against | _____ | 10 of or by oneself | _____ |
| 4 badly / wrongly | _____ | 11 one | _____ |
| 5 before | _____ | 12 small | _____ |
| 6 former | _____ | 13 too much | _____ |
| 7 half | _____ | 14 twice | _____ |

⚠ Unlike suffixes (which aren't stressed), prefixes are often stressed, so a word with a prefix may have two stressed syllables, the main stress on the base word and secondary stress on the prefix, e.g. *antisocial*).

b **7.8** Listen and underline two stressed syllables in the words in a (except *autograph* and *monosyllable*, which just have one).

c Which prefix(es) could you add to the words in the list to describe...?

circle cook Impressionist pilot sleep understand

- 1 food that tastes a bit raw in places
- 2 when you wake up later than you had planned to
- 3 the instrument that controls a plane without the need of a person
- 4 the artists who came after Monet, Van Gogh, etc.
- 5 what happens if you don't understand something correctly
- 6 the shape of a half moon

d Ask and answer the questions with a partner. Ask for more information.

- Are there any professions which you think are **overpaid**?
- How often do you take **antibiotics**?
- Do you like reading **autobiographies**?
- Do you know any **ex-smokers**?
- Do you know any people who are **bilingual**?
- Are there any English words you sometimes **mispronounce**?
- Who do you think are better at **multitasking**, men or women?
- How often do you buy **pre-cooked** meals?
- When was the last time you **redecorated** your room or flat?

➡ p.157 Phrasal verbs in context File 7.



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.

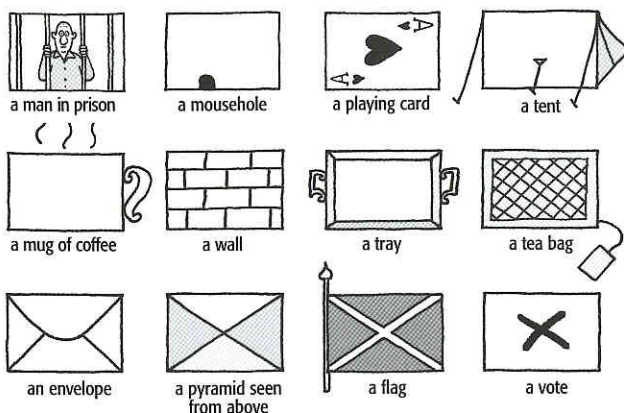
- a 0 b 1
- a 1 b 0 c 0
- a 1 b 0 c 0
- a 0 b 1 c 2
- a 0 b 1 c 2 d 2
- a 0 b 1 c 2
- a 0 b 1 c 0 d 1
- 1 point for each one you circle

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

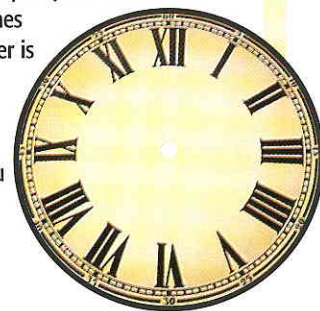
Check your answers to the test.

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.

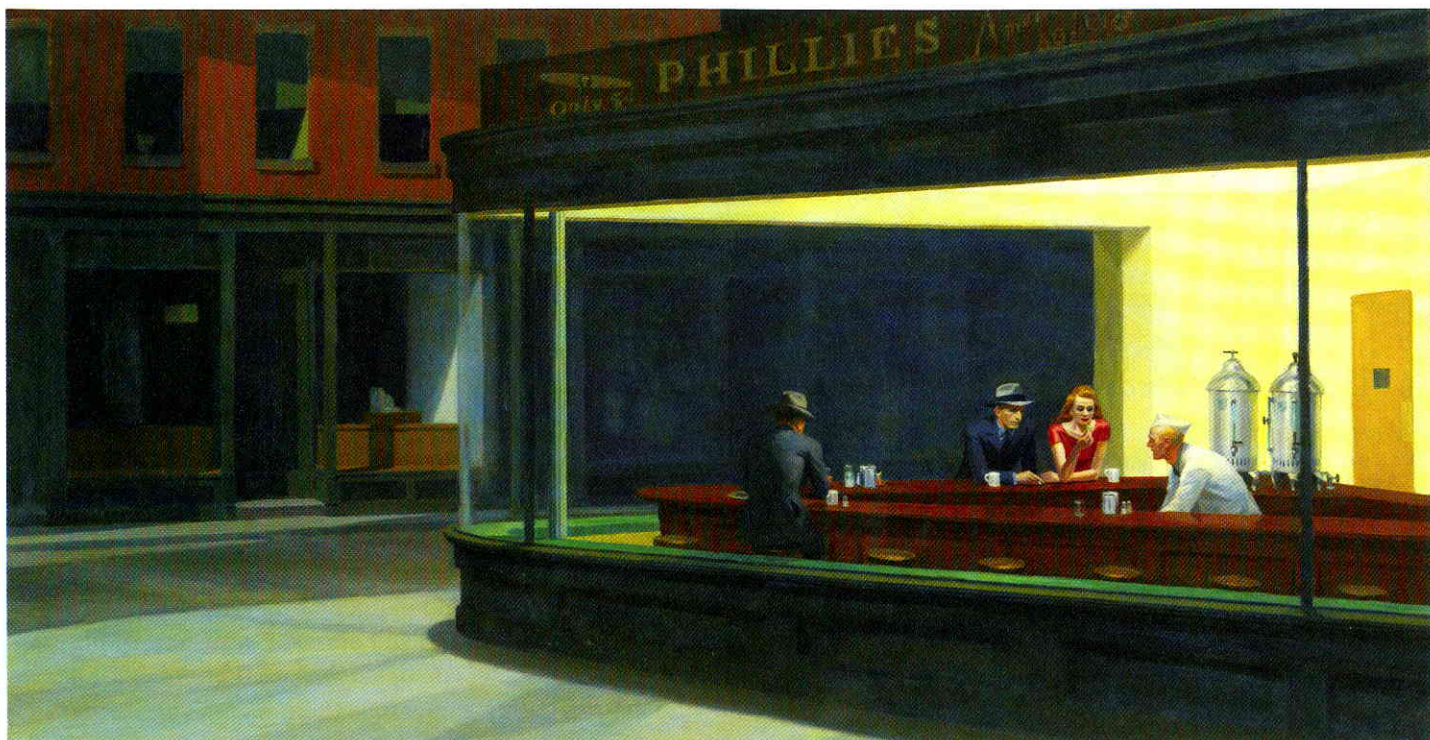
1 It's your partner's birthday today. You know that she wants some jewellery, but you have been very busy at work and haven't had time to go shopping. You had intended to finish work early and go shopping today, but you couldn't, so you stopped at a petrol station on the way home and bought some chocolates 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'su:ən/ (Arabic)
 - lottery** /'lɒtəri/ (Dutch)
 - poodle** /'pu:dl/ (German)
 - bonsai** /'bɒnsaɪ/ (Japanese)
 - parasol** /'pærəsɒl/ (Italian)
 - kidnap** /'kɪdnæp/ (Danish)
 - iceberg** /'aɪsbɜ:ɡ/ (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?

7A structures after *wish**wish* + past simple, *wish* + *would* / *wouldn't*

- 1 I wish **I was** taller!
My brother wishes **he could** speak English better.
- 2 I wish the bus **would come**. I'm freezing.
I wish you **wouldn't leave** your shoes there. I almost fell over them.

- 1 Use *wish* + past simple to talk about things you would like to be different in the present / future (but which are impossible or unlikely).
 - After *wish* you can use *was* or *were* with *I*, *he*, *she*, and *it*, e.g. *I wish I were taller*.
- 2 Use *wish* + person / thing + *would* to talk about things we want to happen, or stop happening because they annoy us.

⚠ You can't use *would* for a wish about yourself, e.g. NOT *I wish I would...*

wish + past perfect

- I wish **you had told** me the truth.
I wish **I hadn't bought** those shoes.

Use *wish* + past perfect to talk about things that happened or didn't happen in the past and which you now regret.

⚠ You can also use *If only* instead of *I wish* with these tenses, e.g. *If only the bus would come. If only I hadn't bought those shoes.*

7B clauses of contrast and purpose

clauses of contrast

- 1 **Although** the weather was terrible, we had a good time.
I went to work **even though** I was ill.
I like Ann **though** she sometimes annoys me.
- 2 **In spite of / Despite** his age, he is still very active.
being 85, he is still very active.
the fact that he's 85, he is still very active.

- 1 Use *although*, *though*, *even though* + a clause.
- *Although* and *even though* can be used at the beginning or in the middle of a sentence.
- *Even though* is stronger than *although* and is used to express a big or surprising contrast.
- *Though* is more informal than *although*. It can only be used in the middle of a sentence.
- 2 After *in spite of* or *despite*, use a noun, a verb in the *-ing* form, or *the fact that* + subject + verb.

⚠ Don't use *of* with *despite* NOT *Despite of the rain...*

clauses of purpose

- 1 I went to the bank **to**
in order to talk to my bank manager.
so as to
- 2 I went to the bank **for** a meeting with my bank manager.
- 3 I went to the bank **so that** I could take out some money.
- 4 I wrote it down **so as not to** forget it.

- Use *to*, *in order to*, *so as to*, *for* and *so that* to express purpose.
- 1 After *to*, *in order to*, and *so as to* use an infinitive.
- 2 Use *for* + a noun, e.g. *for a meeting*.

⚠ You can also use *for* + gerund to describe the exact purpose of a thing, e.g. *This liquid is for cleaning metal.*

- 3 After *so that*, use a subject + modal verb (*can*, *could*, *would*, etc.).
- 4 To express a negative purpose use *so as not to* or *in order not to* NOT *not to*. You can also use *so that* + subject + *wouldn't*, e.g. *I wrote it down so that I wouldn't forget it.*

7C relative clauses

defining relative clauses

- 1 She's the woman **who / that lives next door**. That's the book **which / that won a prize**.
- 2 That's my neighbour **whose dog never stops barking**.
- 3 James is the man (**who**) I met at the party. That's the shop (**which**) I told you about.
- 4 My sister's the only person **to whom I can talk**. My sister's the only person (**who**) I can talk to.
That's the drawer **in which** I keep my keys.
- 5 She told me **what she had seen**. **What I like best about London** is the parks.

- Use *who*, *which*, *whose*, *whom*, and *what* to introduce a defining relative clause, i.e. a clause which gives essential information about somebody or something.
- 1 You can use *that* instead of *who* / *which*.
- 2 Use *whose* to mean 'of who' or 'of which'.
- 3 When *who* or *which* are the object of the verb in the relative clause, you can leave them out.
- 4 After a preposition, use *whom* for a person and *which* for a thing.
In informal English, it is more common to leave out the relative pronoun and put the preposition after the verb.
- 5 Use *what* as a relative pronoun to mean 'the thing' or 'things which'.

non-defining relative clauses

- 1 My aunt, **who doesn't like cats**, was given a kitten for Christmas.
The palace, **which was built in the 12th century**, is visited by thousands of tourists.
- 2 Adriana hasn't come to class for two weeks, **which is a bit worrying**.

- 1 A non-defining relative clause gives extra, non-essential information about a person or thing.
- In written English, this kind of clause is separated by commas, or between a comma and a full stop.
- You can't use *that* instead of *who* / *which*.
- 2 *Which* can also be used to refer to the whole of the preceding clause.

7A

a Circle the correct form.

I wish I was / *would be* thinner! My clothes don't fit me!

- I wish I *had* / *would have* blonde hair!
- She wishes her parents *lived* / *would live* nearer.
- You're driving too fast. I wish you *would drive* / *drove* more slowly.
- I wish it *stopped* / *would stop* raining. I want to go out for a walk!
- Ben's been wearing the same clothes for years. I wish he *bought* / *would buy* some new clothes.
- Chloe wishes she *knew* / *would know* how to play the guitar.
- I'm cold. I wish my flat *had* / *would have* central heating.
- Their TV is really loud. I wish they *turned* / *would turn* it down.

b Write a sentence with *I wish* + past perfect.

I spent all my money last night and now I'm broke.

I wish I hadn't spent all my money last night

- I left my camera in the car and someone stole it.
- I didn't set my alarm clock, so I was late for work.
- I bought a house in the country, but I really miss the city centre.
- I dropped my phone in the bath and now it doesn't work.
- Unfortunately, I couldn't go to your party.
- I didn't have a holiday last year and now I'm really stressed.

7B

a Complete the sentences with *one* word.

We're happy in our new house, though there's a lot to do.

- We enjoyed our holiday _____ the weather.
- Carl doesn't like spending money _____ though he's very rich.
- They went to the airport _____ catch a plane.
- Sandy made a note of his number so _____ not to forget it.
- My mother called the doctor's in _____ to make an appointment.
- Guy passed the exam in _____ of the fact that he hadn't studied much.
- Angela took a jacket so _____ she wouldn't get cold.
- _____ the service was poor, the meal was delicious.
- I went home _____ a shower before I went out.
- _____ being late, he stopped for a coffee.

b Rewrite the sentences.

Despite playing badly, they won the match.

Even though *they played badly*, *they won the match*.

- We took a taxi so as not to arrive late.
We took a taxi so that...
- Despite earning a fortune, she drives a very old car.
Although...
- Everyone saw the film even though the reviews were terrible.
Everyone saw the film in spite of...
- The plane managed to land despite the very thick fog.
The plane managed to land even though...
- I told her I liked her jacket so that I wouldn't offend her.
I told her I liked her jacket so as...
- The manager called a meeting so as to explain the new policy.
The manager called a meeting in order...

7C

a Right (✓) or wrong (✗)? Correct the wrong sentences.

That's the man I met on the bus. ✓

She's the woman who her daughter works with me. ✗
whose daughter works

- This is the programme I was telling you about.
- Is this the train that it goes to the mountains?
- She told her boss she'd overslept, that was absolutely true.
- My son, that is very tall, enjoys playing basketball.
- The employee to who I spoke gave me some incorrect information.
- Everyone in my family always eats that I cook.
- The Canary Islands, which are situated off the coast of Africa, are a popular tourist destination.
- The woman who suitcase disappeared is a friend of mine.
- Did you hear I just said?
- The bag what I bought last week is already broken!

b Join the sentences with a relative pronoun. Be careful with the punctuation.

I've just failed my driving test. It's a pity.

I've just failed my driving test, which is a pity.

- His girlfriend is very intelligent. She's an architect.
His girlfriend...
- They gave us a present. This was a complete surprise.
They...
- He was saying something. I didn't understand it.
I didn't understand...
- A car crashed into mine. It was a Mini.
The car...
- I spoke to a police officer. She was working on the reception desk.
The police officer...
- We bought our computer two months ago. It keeps on crashing.
Our computer...
- I left some things on the table. They aren't there any more.
The things...
- It's too hot in my flat. This makes it impossible to sleep.
It's...

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.