IELTS VOCABULARY MASTERCLASS 8.5

Master Phrasal Verbs, Essay Vocabulary, Graph Vocabulary and Speaking Vocabulary

MARC ROCHE

IELTS 8.5

IELTS Vocabulary Masterclass. Phrasal Verbs, Essay Vocabulary, Graph Vocabulary & Speaking Vocabulary

IELTS Vocabulary Book

Marc Roche

Copyright © 2018 by Marc Roche. All Right Reserved.

No part of this IELTS book publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, or by any information storage and retrieval system without the prior written permission of the publisher, except in the case of very brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

Topics covered in this book-

IELTS, IELTS Vocabulary, IELTS academic vocabulary, vocabulary IELTS, IELTS book, IELTS General

Table of Contents

About The Author

Other Books By Marc Roche

Why I Wrote this IELTS Book

Why You Should Read This IELTS Book

WRITING VOCABULARY

Chapter 1 IELTS Vocabulary for Graph Descriptions (IELTS Academic)

Chapter 2 IELTS Vocabulary for Bar Charts (IELTS Academic)

Chapter 3. IELTS Vocabulary for Pie Charts (IELTS Academic)

Chapter 4. IELTS Vocabulary for Tables (IELTS Academic)

Chapter 5. IELTS Vocabulary for Processes (IELTS Academic)

Chapter 6. IELTS Vocabulary for Maps (IELTS Academic)

Chapter 7. IELTS Vocabulary for Essays (IELTS Academic IELTS General Training)

Chapter 8. IELTS Vocabulary for Letters & Emails (IELTS General Training)

PHRASAL VERBS FOR SPEAKING, READING & LISTENING VOCABULARY (ACADEMIC & GENERAL TRAINING)

Chapter 9. Important Phrasal Verbs for IELTS

Chapter 10. Types of Phrasal Verbs

Chapter 11. Types of Phrasal Verbs (Part 2)

Chapter 12. Socialising

Sex, Dating & Relationships

Chapter 13. Phrasal Verbs with ‘Take'

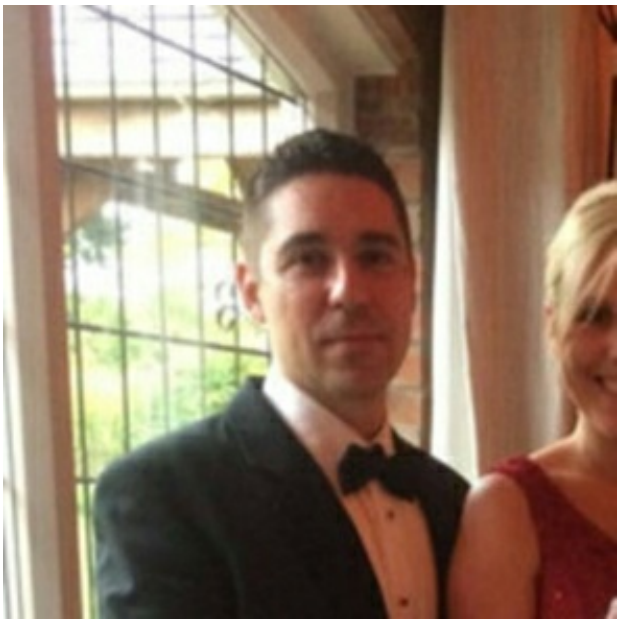
Chapter 14. Phrasal Verbs with ‘Put’

Chapter 15. Phrasal Verbs with ‘Get’

Chapter 16. Phrasal Verbs with ‘Come’

Chapter 17. Bonus Chapter: Formal Vs Informal Language
Chapter 18. Bonus Chapter: 101 IELTS Grammar Rules
Bonus: Free Websites for IELTS Practice
IELTS Speaking Phrases (Bands 8.0 – 9.0)
Chapter 19. How to Learn Thousands of Words in English in Only 6 Months

About The Author



Marc Roche is the #1 Amazon best-selling author of *Legal English: Contract Law and IELTS Writing Masterclass*, among others.

Marc is originally from Manchester and currently lives in Madrid. He is a teacher, trainer, writer and business manager. He has collaborated with organisations such as the British Council, the Royal Melbourne Institute of Technology and University of Technology Sydney among others. Marc has also worked with multinationals such as Nike, GlaxoSmithKline or Bolsas y Mercados. In his free time, he likes to travel, cook, write, play sports, watch football (Manchester City and Real Madrid) and spend time with friends and family.

Learn more about Marc's Training Company at https://www.idmadrid.es/

OTHER BOOKS BY MARC ROCHE

IELTS WRITING: ADVANCED WRITING MASTERCLASS (IELTS TASKS 1 & 2): IELTS ACADEMIC WRITING BOOK BAND 7.0 - 8.5

TOEFL Writing Masterclass: Advanced Writing Course for TOEFL Tasks 1 & 2

Legal English: Contract Law: Basic to Advanced TOLES (Legal English and TOLES Preparation Book 1)

WHY I WROTE THIS IELTS BOOK

Vocabulary is essential in order to achieve your desired IELTS band score. It vastly improves your written English and speaking skills, as well as your listening comprehension and grammar for the exam. Master English Vocabulary quickly with "***IELTS 8.5.* IELTS Vocabulary Masterclass**" is packed full of IELTS vocabulary, including phrasal verbs exercises and explanations. "***IELTS 8.5: IELTS Vocabulary Masterclass. Phrasal Verbs, Essay Vocabulary, Graph Vocabulary & Speaking Vocabulary***" is the best-selling new IELTS vocabulary book by Marc Roche, containing essential IELTS vocabulary, an IELTS phrasal verbs dictionary, vocabulary exercises for IELTS and IELTS speaking vocabulary.

"***IELTS 8.5: IELTS Vocabulary Masterclass. Phrasal Verbs, Essay Vocabulary, Graph Vocabulary & Speaking Vocabulary*"** is ideal for anyone who has problems understanding, remembering and using vocabulary for the IELTS test and for anyone who wants to speak English fluently and confidently. Don´t waste hours upon hours researching vocabulary and trying to understand its meaning. This book will make your learning more efficient with less of your own effort, which means more spare time to review other concepts.

WHY YOU SHOULD READ THIS IELTS BOOK

IELTS 8.5: IELTS Vocabulary Masterclass. Phrasal Verbs, Essay Vocabulary, Graph Vocabulary & Speaking Vocabulary will give you the skills, tools, knowledge and practice needed to feel confident when tackling questions in all parts of the IELTS exam, and when speaking and understanding in English. This IELTS vocabulary book is a self-study step-by-step manual on how to use and understand IELTS terminology. Knowing this vocabulary will help prepare you for all the types of questions that you might have to answer in the exam.

The vocabulary included is essential for:

IELTS General

IELTS academic vocabulary

CHAPTER 1.

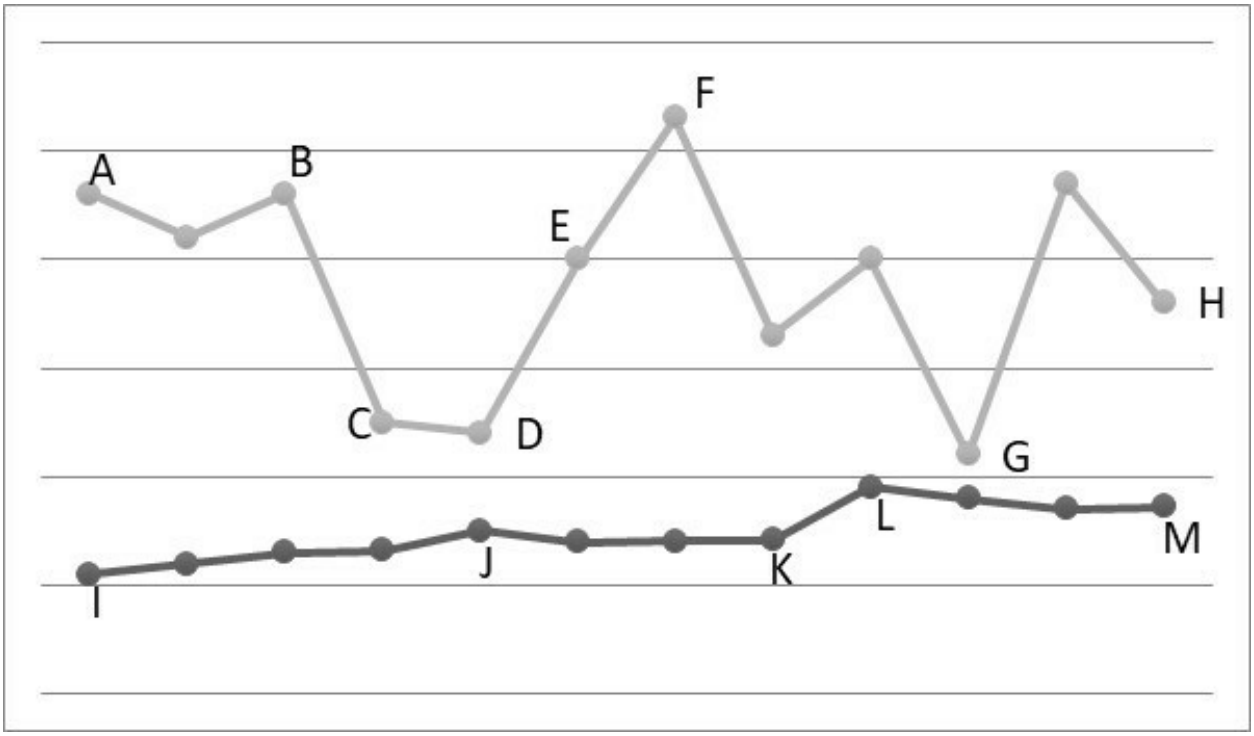
IELTS VOCABULARY FOR GRAPH DESCRIPTIONS (IELTS ACADEMIC)

When you write about a graph in Task 1 of the IELTS Academic test, you will most likely be using the language of change and / or the language of comparing and contrasting.

In this first part we'll look at expanding your range of vocabulary and grammar structures for describing changes.

Exercise 1

Connect the vocabulary of change with the parts of the graph. More than one option is possible in some cases.



Rose/increased steadily	Rose/increased dramatically	Rose/increased gradually
Plummeted to/Plunged to…	Hit a peak /Peaked at/reached a high of…	Fluctuated
Fell/dropped/shrank drastically/ dramatically / sharply	Remained flat/constant/unchanged/stable at	Dropped and then levelled off/evened out at
Hit a low of… / bottomed out at	Fell and then quickly recovered	Dipped
Soared	Rocketed	Was erratic
Fell gradually / steadily		

A-B ……..

B-C ……..

B-D …….

D-F …….

F …….

F-H …….

G ……..

I-J ……..

J-K ……..

L-M ……..

Definitions for some difficult words

Word	Explanation
Plunged	a very quick and large drop or reduction
Peaked at / reached a high of	The highest point on the graph
Hit a low of / bottomed out	The lowest point on the graph
Remained constant/unchanged/stable at... ./Levelled off/evened out at...	a 'flat' part of the graph where there is no change
Fluctuated/was erratic	Increases and decreases randomly, irregularly or unpredictably
Rose/increased dramatically/Soared/ Rocketed	Increased very quickly and drastically
Dipped	Fell slightly but recovered quickly

Answers

A-B *Fell and then quickly recovered / Dipped*

B-C Fell/dropped/shrank drastically/ dramatically / sharply/ Plummeted to/Plunged to

B-D *Dropped and then levelled off/evened out at*

D-F *Rose/increased dramatically/Soared/ Rocketed*

F *Hit a peak / Peaked at/reached a high of*

F-H *Fluctuated/ was erratic*

G *Hit a low of …*

I-J *Rose/increased steadily/ Rose/increased gradually*

J-K Remained flat/constant/unchanged/stable at

L-M Fell gradually / steadily

CHAPTER 2.

IELTS VOCABULARY FOR BAR CHARTS (IELTS ACADEMIC)

Bar Chart Language

In order to write a well-organized and structured answer for task 1 in the Academic exam, you need to show how things relate to each other i.e. by comparing and contrasting the information presented where necessary.

In most cases, you will not be using language of change to describe bar charts, so your focus will be on comparing and contrasting the information.

	Example Word	Comparative	Superlative
Words with one syllable	**High**	Higher	the highest
	Low	Lower	the lowest
Words with three syllables or more	**effective**	more productive	the most productive
	productive	more effective	the most effective
	popular	more popular	the most popular
		less productive	
		less effective	the least productive
		less popular	the least effective
			the least popular
Words ending in –y	**Wealthy**	wealthier	the wealthiest
Short words ending with a consonant/vowel/consonant	**Hot**	Hotter	the hottest
	cold	colder	the coldest
Irregular	**Good**	Better	the best
	Bad	Worse	the worst

2 Important Grammar Rules for this part:

1. Comparatives are made with *more* or *-er*, but NEVER both.

*The weather is getting **warmer**. (NOT ~~… more warmer.~~)*

*The game is getting **more popular**. (NOT ~~… more popularer.~~)*

2. Use superlatives to compare people and things with the groups or categories that they belong to.

Mary is the tallest of the five girls. (NOT ~~Mary is the taller of the five girls.~~)

James is the oldest person in the class.

Other Important Language

Comparatives and superlatives are useful to compare and contrast information, but they won't be enough in the exam.

Here are some other useful words and structures that look at differences between data:

Transitions

1. The UK consumes nearly 120 million tonnes of chocolate per year; however, it produces only 2% of the chocolate sold in Europe.

2. Spain produces large amounts of olive oil. In comparison, Italy produces very little.

3. China consumes more than a quarter of the world´s meat. On the other hand, Germany consumes just 1.2% each year.

Subordinating Conjunctions

1. China consumes more than a quarter of the world´s meat, while/whereas Germany consumes just 1.2% each year.

2. While Germany consumes nearly 80 million tonnes of rice per year, it produces none.

3. Although Italy produced over 6 million tonnes of olives, Spain produced almost double during the same period.

Here are some structures for discussing similarities:

Transitions

India consumes almost 100 million tonnes of rice per year; Likewise/ Similarly, China consumes 118.8 million.

Other Structures

1. Both the UK and Spain produce medium levels of carbon emissions.
2. Austria produced the same amount of butter as Switzerland.
3. Wind power accounts for the same total energy production as solar power does.
4. Like Thailand, Malaysia produces 30,000 bottles.

CHAPTER 3.

IELTS VOCABULARY FOR PIE CHARTS (IELTS ACADEMIC)

You must demonstrate a variety of language in the IELTS Academic Writing exam. When describing pie charts, a variety of fractions and percentages are good. You should also use phrases to show when a number is not exact, such as ‘roughly’, ‘just under’ or ‘just over’ for example.

Here are some language examples to increase your flexibility when describing pie charts:

Percentage/Fraction

80% / four-fifths

75% / three-quarters

70% / seven in ten

5% 65% / two-thirds

60% / three-fifths

55% / more than half

50% / half

45% / more than two fifths

40% / two-fifths

35% / more than a third

30% / less than a third

25% / a quarter

20% / one fifth (a fifth)

15% / less than a/one fifth

10% / one in ten

5% / one in twenty

Percentage	Qualifier
77%	just over three quarters
77%	approximately three quarters
49%	just under a half
49%	nearly a half
32%	almost a third

Percentage	proportion / number / amount / majority / minority
75% - 85%	a very large majority
65% - 75%	a significant proportion
10% - 15%	a minority
5%	a very small number

Exercise: Pie Charts which Compare Past and Future

Use the lists of words above and the prompts below (1-3) to write your own sentences. Add the relevant data in brackets and change the verb tenses accordingly.

1. High-speed transport account for (20%) traffic volume in 2015 while in 2050 forecast represent (45%).
2. Estimate proportion success rate 2025 (35%) in contrast to (63%) 2015.
3. in 2006 laptops make up bulk devices (94%) used but 2020 this forecast drop to (20%)

1. ……
2. ……
3. ……

Answers:

1. High-speed transport accounted for 20% of traffic volume in 2015 while in 2050 it is forecast to represent 55%.

2. It is estimated that the proportion of success rate will fall to 35% in 2025 in contrast to 63% in 2015.

3. In 2006 laptops made up the bulk of devices used (94%), but by 2025, this is forecast to drop to 20%.

CHAPTER 4.

IELTS VOCABULARY FOR TABLES (IELTS ACADEMIC)

Tables can look scary if you don´t know where to start, but the description of a table is exactly the same as a line graph if the table is measured over time. If the table is not measured over time, then we would use exactly the same description as with a bar chart that is not over time.

It’s easier to appreciate the trends and patterns in the line graph, but if you can see the changes in the table, then the description is exactly the same.

When you start the task, you must look for data that you can group together, as you would do in any other description.

You should always start with the most interesting information (often the biggest things) and leave the least interesting data until the end of the description.

Exercise 1

Re-phrase sentences a-i using the vocabulary in the list below. You can make any necessary changes. There are four expressions you won´t need to use.

The bulk of

the lowest percentages

was noticeably higher

a smaller proportion of

was significantly higher

had the lowest percentages

had slightly higher figures

a third of the number of

40% of

Over 75%

Three times the number of

the largest proportion of

One in four

a. The Oasis concert was attended by three times as many

people as the Blur concert.

b. More than four out of ten people chose to use trains.

c. The largest proportion of purchases came from Germany as opposed to the Spain.

d. A quarter of customers ordered print rather than digital products.

e. The website lost just under three quarters of its visitors when compared to last year.

f. Consumers in all countries spent more on toys than on any other product category.

g. Consumers spent the least on leisure/education in all countries.

h. Consumers in Turkey and Ireland spent quite a lot more on food, drinks and tobacco than consumers in the other countries.

i. Spending on clothing and footwear was a lot higher in Portugal, at 10%, than in the rest of the countries.

a. .
……

b. .
……

c. .
……

d. .
……

e. .

……

f. .

……

g. ……

h. .

……

i. .

……

Suggested Answers;

a. The Oasis concert was attended by **three times the number of** many people as the Blur concert.

b. More than **40% of** people chose to use trains.

c. **The bulk of** purchases came from Germany as opposed to the Spain.

d. **One in four** customers ordered print rather than digital products.

e. The social media website lost just **under 75%** of its visitors when compared to last year.

f. **The largest proportion** of spending in all countries was on toys.

g. The leisure/education category has **the lowest percentages** in the table.

h. Consumer spending on food, drinks and tobacco **was noticeably higher** in Turkey and Ireland than in the other countries.

i. Spending on clothing and footwear **was significantly higher** in Portugal, at 10%, than in the rest of the countries.

CHAPTER 5.

IELTS VOCABULARY FOR PROCESSES (IELTS ACADEMIC)

Describing Sequences

The following linking words and phrases in the box **can** be used to describe a sequence.

initially	before	first - firstly
then	after that	next
immediately after	as soon as	once
after	before	following that- after that
when	where	At the same time- simultaneously
finally	prior to	in turn

Exercise 1:

Highlight or underline the linking words in A-G and decide which one is the first step in the sequence. Once you have done this, decide what is being described and put the sentences in order.

A. If it is the latter, the broken or faulty components of the device are repaired

B. and the tablet is then sent back for sale as a refurbished product.

C. Once the device breaks, it is either discarded or recycled at a specialist recycling point.

D. These are then transported to a different factory for assembly

E. First, the internal components for the processor are manufactured in an outsourced factory.

F. After that they are sent to the central warehouse for distribution around the country

G. At the same time, the exterior and the memory chip are produced

Exercise 2:

Match 1 to 6 below with a sentence or phrase A-F to complete sequence descriptions. Please note that each full sentence belongs to a different description.

1. As soon as the bricks have been cut with the wire-cutter
2. After fermentation,
3. Once the oranges are ripe they are collected,
4. The water then flows into a narrow chamber called a penstock,
5. When the plant reaches a certain width, the leaves are picked.
6. In the early stages of milk production, cows graze in the field and subsequently (then-afterwards) taken to a milking machine twice a day.

A. the chocolate is placed into moulds and left to cool down.

B. The raw product is then heated to a high temperature to kill bacteria and make it safe for human consumption. Following this, it is put into refrigeration storage.

C. they are then spread (laid) out on a large (industrial sized) tray to enable them to dry under the sun.

D. they are put in an oven to dry for 24 – 48 hours.

E. They are then dried, sorted, blended and packaged ready for distribution to retailers.

F. where the resulting high pressure turns the turbine, which is in turn connected to a generator in the powerhouse above.

Answers:

Exercise 1

Linking words: if, and , then, once, then, first, after that, at the same time.

The lifecycle of a tablet computer is being described.

E, G, D, F, C, A, B

Exercise 2

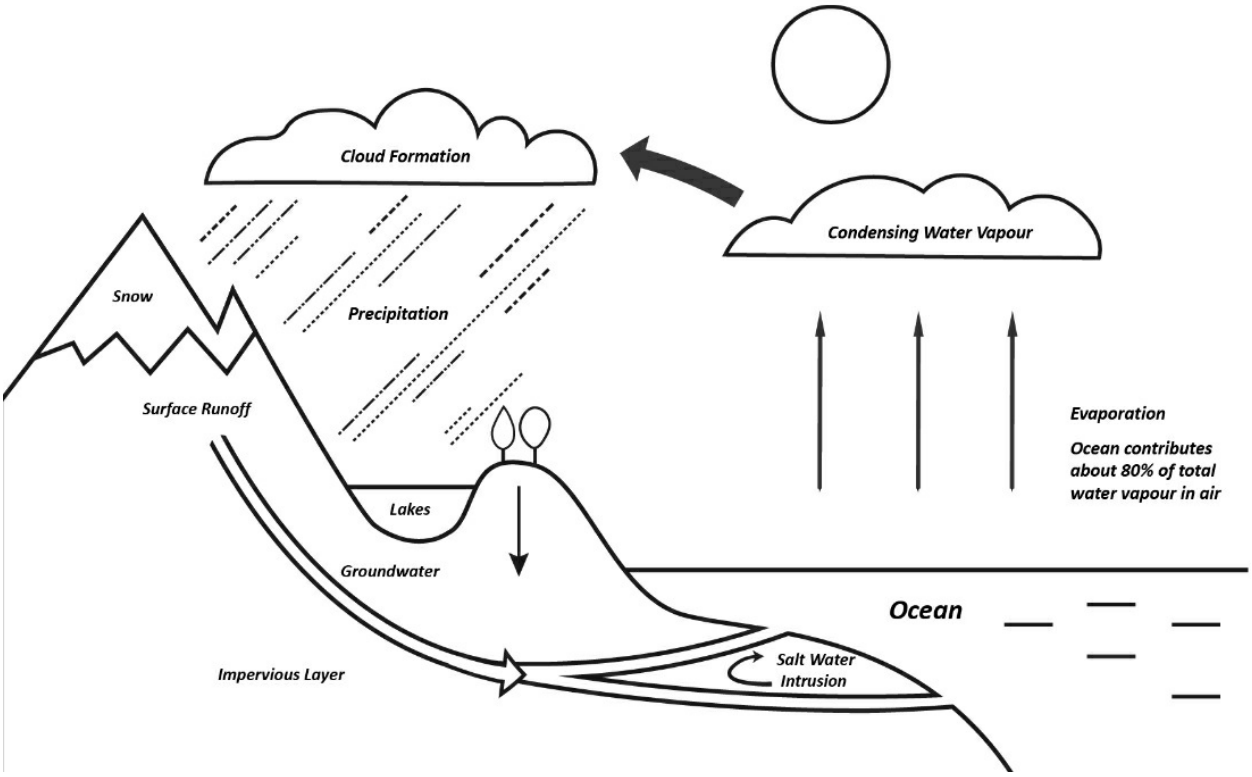
1d, 2a, 3c, 4f, 5e, 6b

Some Essential Vocabulary for Process Descriptions:

Noun	**Verb**
Storage	Store
Pasteurisation	Pasteurise
Harvest – harvesting	Harvest
Delivery	Deliver
Assembly	Assemble
Packing -Packaging	Pack - Package

Exercise 3:

Read the process description on the next page and fill in the blanks with the missing word or phrase.



The diagram **……** the water cycle. Firstly, water **……** from the **……**, rises into the atmosphere, cools and condenses into rain or snow in clouds, and falls again to the surface in the form of rain and snow (precipitation). The next stage shows the water‘s journey after falling to the ground, **……** ends with **…….. (3 words)**

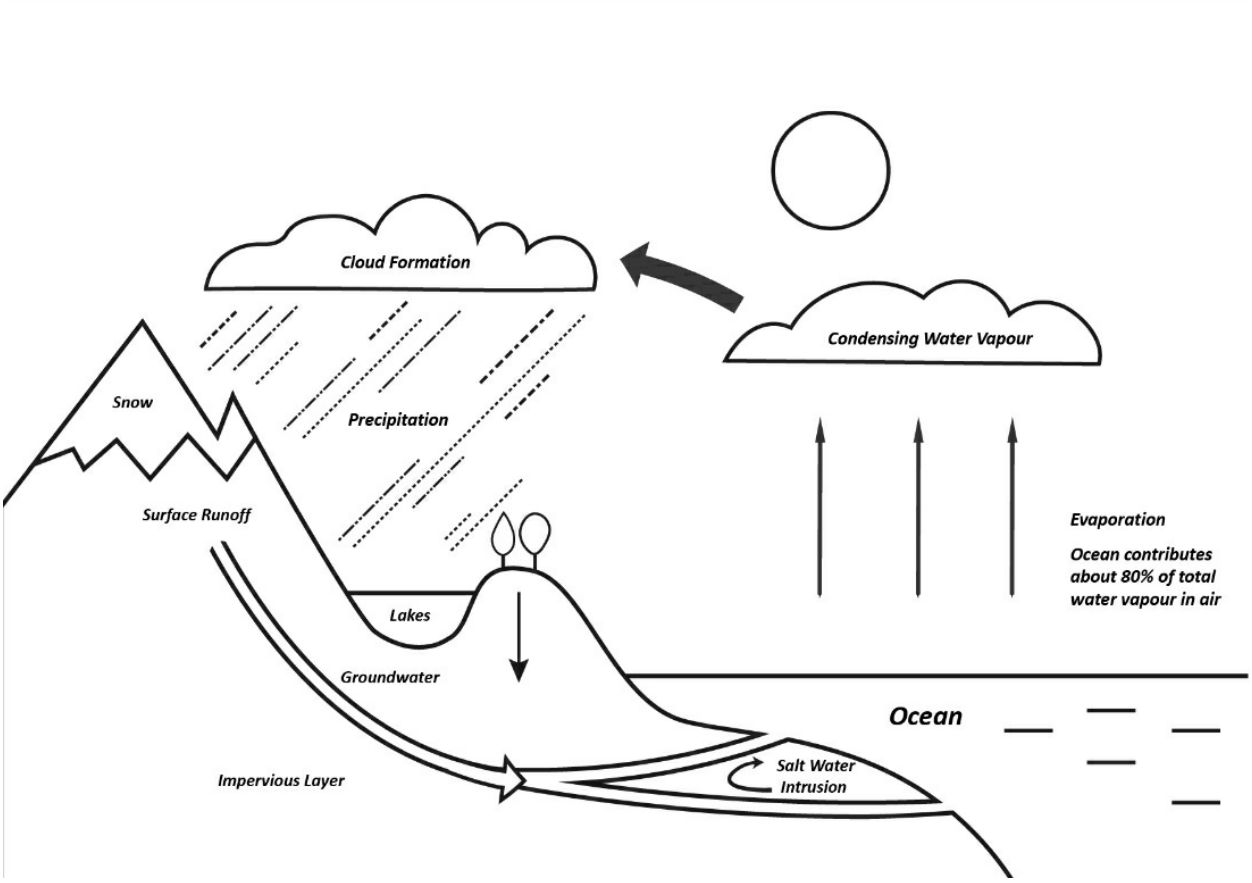
In the first stage of the **process**, water, approximately 80% of which comes from Oceans, **……** into the air as a result

of the heat of the sun. After **……**, the water vapour condenses to form clouds. An **……** 80% of the water vapour comes from Oceans.

In the next **……**, as clouds accumulate condensation they produce precipitation in the form of rain and snow. A large part of the water from the precipitation falls into lakes or is **……** by the earth.

Part of the groundwater then **……** back to the ocean without reaching the impervious layer through surface runoff.

……, Ocean water flows (seeps) through to the freshwater aquifers during the process is saltwater intrusion.



Answers:

The diagram **illustrates** the water cycle. Firstly, water **evaporates** from the **Ocean**, rises into the atmosphere, cools and condenses into rain or snow in clouds, and falls again to the surface in the form of rain and snow (precipitation). The next stage shows the water‘s journey after falling to the ground, **which** ends with **salt water intrusion**.

In the first stage of the **process**, water, approximately 80% of which comes from Oceans, **evaporates** into the air as a result of the heat of the sun. After **this**, the water vapour condenses to form clouds. An **estimated** 80% of the water vapour comes from Oceans.

In the next **stage**, as clouds accumulate condensation they produce precipitation in the form of rain and snow. A large part of the water from the precipitation falls into lakes or is **absorbed** by the earth.

Part of the groundwater then **flows** back to the ocean without reaching the impervious layer through surface runoff.

Finally, Ocean water flows (seeps) through to the freshwater aquifers during the process is saltwater intrusion.

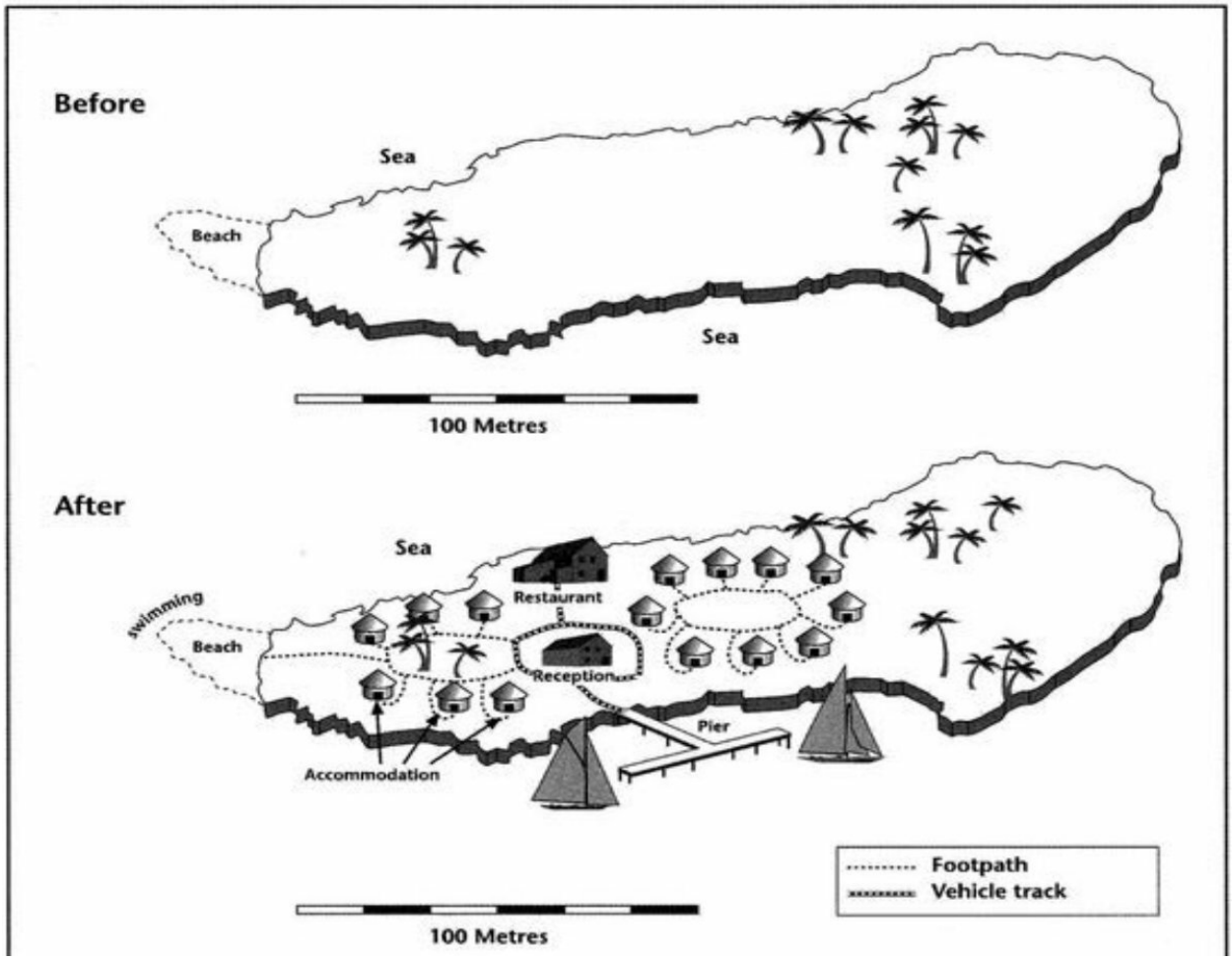
CHAPTER 6.

IELTS VOCABULARY FOR MAPS (IELTS ACADEMIC)

The two maps below show an island, before and after the construction of some tourist facilities.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Verbs to describe changes in maps

Exercise 1

Match each beginning of a sentence 1-7 with an ending A-G. More than one option may be possible.

Notice the verb phrases underlined in A-G (we will look at these later).

1. The centre of the village
2. Several old houses
3. A new hospital
4. The old factories
5. Some old mills
6. Some of the trees around the old park
7. The fire station

A. replaced the old run-down sports centre *
B. were knocked down to make way for a new park.
C. were pulled down, with a new hotel taking their place
D. were demolished to create more space which was turned into a campsite
E. were chopped down in order to increase the size of path.
F. was converted into a gym and the car park torn down.
G. was totally transformed over the fifteen year period.

* run-down is an adjective which means decaying, dirty old and not taken care of

Useful change phrases for map descriptions:

Replaced	took the place of
were knocked down to make way for	when a building or wall is deliberately destroyed to create space for something else
were pulled down	building or wall was destroyed especially because it was very old or dangerous
were demolished to create	when a building or wall is deliberately destroyed to create space for something else
was turned into	were transformed or changed into something else
were chopped down	the action of cutting trees until they fall
to increase the size of	generic term for: to make bigger or wider
to reduce the size of	generic term for: to make smaller or narrower
taking their place	occupying the place where the other thing used to be
was converted into	was transformed or changed into
was torn down	was knocked down

Exercise 2

Underline the most appropriate verb in bold in sentences 1-8 and put it into the right form to suit the sentence.

1. The abandoned car-park near the woodlands **develop/become** into a museum.
2. The area round the city centre **turn into/become** less accessible with the construction of the new theatre.
3. As the city **extend/expand**, more bus stations were built.
4. A bus station **construct/ become** after the old warehouses were knocked down.
5. The downtown area of the city completely **change/demolish** with the introduction of the new shopping centre.
6. A number of important developments **take place/ convert**, which totally **alter/expand** the character of the premises.
7. The area **turn into/become** more family-friendly with the **introduce/ knock down** of new parks and open spaces.
8. The road was **extend/expand** to the town centre, and a new bus service was introduced to carry passengers to and from the airport.

Exercise 3:

Look at the following map task from an IELTS test. Read the sample answer on the next page and fill in the blanks with the missing word or phrase.

> ***The two maps below show an island, before and after the construction of some tourist facilities.***
>
> ***Summarise the information by selecting and reporting the main features, and make comparisons where relevant.***

Write at least 150 words.

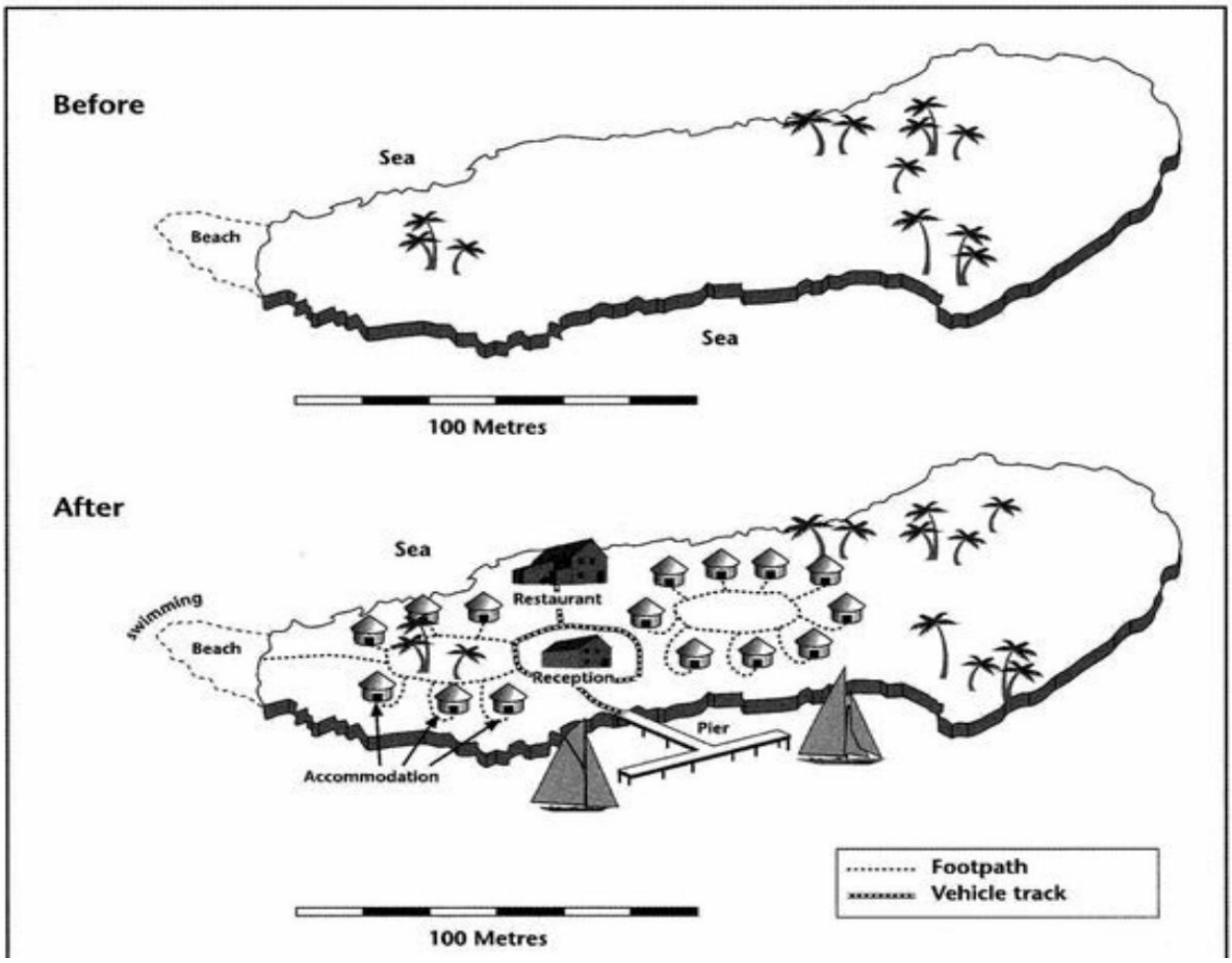


Image Source: Cambridge English Practice Tests.

Sample Answer:

The two maps illustrate the changes which have ……..

(2 words) on a small island, before and after it was developed (its development) for tourism.

It is clear from the diagram that the island has ……. considerably with the ……... of tourism, and several new developments can be seen in the second diagram. The most important changes are that the island now has ample accommodation for tourists and there is a peer to enable visitors to access the island.

One of the most striking changes are the accommodation huts which are connected by footpaths and which have been ……. around the reception and restaurant area. A total of 6 huts, have been constructed in the west of the island and another 9 have been built around the centre of the island.

A pier has also been developed on the south coast of the island to make the island ……. to tourists and there is a short road linking it with the reception and restaurant. The trees which were scattered around the island have been left untouched, and a swimming area has been ……. just off the beach.

Answers:

Exercise 1

1. G
2. B/C/D
3. A
4. B/C/D
5. B/C/D
6. E
7. A/F

Exercise 2

1. developed / was developed
2. became
3. expanded
4. was constructed
5. was completely changed / completely changed
6. took place, altered
7. became , introduction
8. was extended

Exercise 3

The two maps illustrate the changes which have taken place on a small island, before and after it was developed (its development) for tourism.

It is clear from the diagram that the island has changed considerably with the introduction of tourism, and several new developments can be seen in the second diagram. The most important changes are that the island now has ample accommodation for tourists and there is a peer to enable visitors to access the island.

One of the most striking changes are the accommodation huts which are connected by footpaths and which have been built around the reception and restaurant area. A total of 6 huts, have been constructed in the west of the island and another 9 have been built around the centre of the island.

A pier has also been developed on the south coast of the island to make the island accessible to tourists and there is a short road linking it with the reception and restaurant. The trees which were scattered around the island have been left untouched, and a swimming area has been designated just off the beach.

CHAPTER 7.

IELTS VOCABULARY FOR ESSAYS (IELTS ACADEMIC IELTS GENERAL TRAINING)

Connecting words and set phrases

Putting your reasons in order	Firstly/Secondly. Thirdly/Finally
Expressing an opinion	I hold the view that ... In my view… It is probably true to say that…. There can be no doubt that …
Mentioning what other people think	It has been suggested that…. There are those who believe that.. There are those who argue that… Opponents/ supporters of (e.g. hunting) … argue that…. Most people hold firmly to the belief that… It is often claimed that…
Common opinions in society	It is widely believed/thought that Few people would contest that…. Nobody would dispute the fact that …. It is generally agreed that…
Referring to evidence and facts	Research suggests that… All the evidence suggests that … Recent evidence indicates that …..
Changing direction	However/Nevertheless

Giving examples	For example for instance such as
Concluding	In conclusion / Overall,

Exercise 1

Fill the gaps with an appropriate word or phrase from the box:

To conclude	**I hold the view that**	**however.**	**Firstly, research suggests that**
may	**which can lead to**	**For instance,**	**when people**
they are more likely to	**Secondly, few people would contest that**	**Therefore**	**it is likely that**
Finally,	**such as**	**However, there are those who argue that**	**nobody would contest the fact that**
In addition, it is often claimed that	**Nobody would dispute the fact that**	**there can be no doubt that**	**Hence,**

Model Essay

…….. many programs on television include violent scenes, especially action and horror movies. …… they should not be allowed, …… many people disagree with this opinion. In this essay, I will discuss both sides and give reasons for my opinion.

……., …….. people who watch violent programs and play violent computer games ……. worry more about their own safety, …… problems in society. ……., …… are worried about their safety, …… react aggressively towards strangers. …….. some children copy what they see on television and in computer games. …… if they are watching and interacting with violence on a daily basis …… they will copy this type of behavior. ……., there are more beneficial activities that children could be participating in, …….. playing a sport or reading a book.

…….. violence is not something we learn from television and computer games. For example, …….. there were murders before television and videogames were invented. ……., …….. children

cannot watch violent programs and play inappropriate videogames easily. For instance, there are restrictions for some programmes and games, and many parents do not allow their children to watch television after a certain time.

……. , although there are some reasonable arguments against higher restrictions on violent videogames and programmes for children, ……. the potential disadvantages of children copying what they see and hear in these programmes and games far outweigh the advantages of having free access to them. Furthermore, current restrictions are ineffective and easy to ignore. ……. , governments and local institutions should do more to promote alternative activities and to engage young people in their local communities from an early age.

Answers:

Nobody would dispute the fact that many programs on television include violent scenes, especially action and horror movies. **I hold the view that** they should not be allowed, **however** many people disagree with this opinion. In this essay, I will discuss both sides and give reasons for my opinion.

Firstly, **research suggests that** people who watch violent programs and play violent computer games **may** worry more about their own safety, **which can lead to** problems in society. **For instance**, **when people** are worried about their safety, **they are more likely to** react aggressively towards strangers. **Secondly**, **few people would contest that** some children copy what they see on television and in computer games. **Hence**, if they are watching and interacting with violence on a daily basis **it is likely that** they will copy this type of behavior. **Finally**, there are more beneficial activities that children could be participating in **such as** playing a sport or reading a book.

However, there are those who argue that violence is not something we learn from television and computer games. For example, **nobody would contest the fact that** there were murders before television and videogames were invented. **In addition**, **it is often claimed that** children cannot watch violent programs and play inappropriate videogames easily. For instance, there are restrictions for some programmes and games, and many parents do not allow their children to watch television after a certain time.

To conclude, although there are some reasonable arguments against higher restrictions on violent videogames and programmes for children, **there can be no doubt that** the potential disadvantages of children copying what they see and hear in these

programmes and games far outweigh the advantages of having free access to them. Furthermore, current restrictions are ineffective and easy to ignore. **Therefore**, governments and local institutions should do more to promote alternative activities and to engage young people in their local communities from an early age.

Synonyms of "Argument"

The words in the box below are all useful examples of words like 'argument', which you can use with the word 'this' (or 'these' in plural) to specify more information.

analysis	approach	concept	context
data	definition	environment	evidence
factor	function	interpretation	issue
measure	method	period	policy
principle	procedure	process	research
response	sector	structure	Theory

Here is an example of how we can use this structure in an essay.

There is no doubt that corruption is the most important point to focus on, because it originates from positions of power. Corruption can take many shapes and forms, such as political, which involves crimes in a country's legal system and within the police, and economic, for example by misusing tax money. All the evidence suggests that countries with corrupt governments are not able to develop as fast as countries where there is less corruption.

These factors [...].

OR

This negative environment [...].

The first sentence of a paragraph is vital, as it shows how it connects with the overall structure, and can signal what will happen next.

When you practice writing, always check that your essay is logical by underlining the most important sentences in each paragraph. You should be able to understand the whole essay only

by reading those sentences. If you can’t, you need to make changes.

CHAPTER 8.

IELTS VOCABULARY FOR LETTERS & EMAILS (IELTS GENERAL TRAINING)

8.1 LETTER OF REFERENCE

In this type of formal letter, you're asked to provide a reference for a colleague or friend to a prospective employer or educational institution.

You may find it helpful to note down useful expressions which you can include,

Some Useful Language for this type of letter or email

I have known X for ….

I am confident that ….

I have no hesitation in recommending him ….

X is sociable, reliable, self-confident, outgoing

X possesses a thorough grounding in …

stand him in good stead

as is shown by the fact that …

Exercise 1:

Look at the gaps in sample answer below:

Where could you use these linking words and discourse markers to complete the text? You will not need to sue all of them.

Firstly, in addition, for instance, moreover, furthermore or by way of example.

<u>Sample Answer (Letter of Reference):</u>

To whom it may concern,

Mary and I worked together at J&J Retail for 10 years.

It is my pleasure to recommend her for the position of shop assistant.

1……., Mary is a self-confident and outgoing person, who finds it easy to relate to people from all kinds of backgrounds.

During her time at J&J Retail, Mary proved to be friendly, communicative, hard-working and excellent at managing her time. 2……., Mary is the kind of person who works well with others, as she displays great sensitivity and sympathy. She was always willing to contribute and help her colleagues. 3……. at J&J Retail she was popular and fully committed to the organisation's objectives.

4…….. at J&J Retail, Mary demonstrated excellent English language skills dealing with English-speaking customers on a daily basis. She passed her English exams around 6 months ago and has a keen interest in fashion, which I am sure will stand her in good stead when she is helping customers in English.

I recommend Mary without reservation — she would be an excellent asset to

your company.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Your name and Surname

Now you can check your answers by reading “Sample Answer (Letter of Reference)” on the next page…

Sample Answer (Letter of Reference):

To whom it may concern,

Mary and I worked together at J&J Retail for 10 years.

It is my pleasure to recommend her for the position of shop assistant.

Firstly, Mary is a self-confident and outgoing person, who finds it easy to relate to people from all kinds of backgrounds.

During her time at J&J Retail, Mary proved to be friendly, communicative, hard-working and excellent at managing her time. In addition, Mary is the kind of person who works well with others, as she displays great sensitivity and sympathy. She was always willing to contribute and help her colleagues. Moreover, (Furthermore) at J&J Retail she was popular and fully committed to the organisation's objectives.

By way of example, (For instance) at J&J Retail, Mary demonstrated excellent English language skills dealing with English-speaking customers on a daily basis. She passed her English exams around 6 months ago and has a keen interest in fashion, which I am sure will stand her in good stead when she is helping customers in English.

I recommend Mary without reservation — she would be an excellent asset to your company.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Your name and Surname

(Word count: 197)

Reference pronouns:

Reference pronouns like this, that, they or it are commonly used to refer back to something or someone recently mentioned.

Relative clauses:

Relative clauses can be used to give added information to a statement and they allow you to link ideas together in well-formed sentences.

Substitution:

Other forms of cohesive devices include things like substitution. This is where you use a synonym for example to refer backwards or forwards to a connected point in the text.

E.g. Replacing a verb phrase:

The management team at J & J Retails were very happy with Mary, and so were the rest of the staff (and the rest of the staff were also very happy with her).

Using paragraphs and a variety of cohesive devices effectively will help you score well in the “Coherence and Cohesion” and “Task achievement” parts of the assessment criteria. **Tip:** When you're reading, make a point of looking out for cohesive devices like the ones we've looked at in this section.

8.2 LETTER OF COMPLAINT:

I am writing to complain about…

I would like to express my dissatisfaction with …

I am writing to express my concern about the.…

I must complain in writing about…

I feel I must complain to you about…

I wish to complain in the strongest terms about…

I am writing to inform you of an apparent error in your records…

Paraphrasing exercise:

Example:

0) Basic Problem: *"I want to complain about the bad service in the restaurant. "*

ii. Key Language: *I would like to express my dissatisfaction with …*

iii, Key Word you must use: POOR (Bad is too informal, so we can use *poor* instead)

iv. Final Product: *"I would like to express my dissatisfaction with the poor standard of service in the restaurant. "*

Now try to complete the process using the following language:

1)

i. Basic problem: *"The cinema is really far away from everything"*

ii. Key Phrase: *I wish to complain in the strongest terms about…*

iii, Key Word: ACCESSIBILITY

iv. Final Product:

……

2)

i. Basic problem: *“During my course, there were too many students in the class”*

ii. Key Phrase: *I am writing to express my concern about the..…*

iii, Key Word: NUMBER

iv. Final Product:

……

Answers:

1) I wish to complain in the strongest terms about the accessibility of the cinema.

2) I am writing to express my concern about the number of students in the class during my course

Topic specific phrases

• *Poor standard of service/slow service*

• *I am asking for/I would like to request a replacement*

• *No accommodation/Travel delays/Rather rude staff*

• *Badly scratched/dented wrapping/packaging*

• *To claim/demand for a refund*

• *I am returning … to you for correction of the fault/for inspection/repair/servicing*

• *Defective/faulty goods/defective item/machine*

• *The… may need replacing*

• *To restore an item to full working order…*

• *I am enclosing the broken radio in this package; please send me a replacement..*

• *You said that … I feel sure there must be some mistake as I am sure that…*

Ending the letter

• *I do not usually complain, but, as an old customer, I hope you will be interested in my comments.*

• *We look forward to dealing with this matter without delay.*

• *I feel that your company should consider an appropriate refund.*

• *I would be grateful if you would send me a complete refund as soon as possible*

•*We feel there must be some explanation for (this delay) and expect your prompt reply.*

• *Will you please look into this matter and let us know the reason for …*

• *Thank you for your assistance.*

• *I look forward to hearing from you at your earliest convenience.*

• *I am returning the damaged goods/items… and shall be glad if you will replace them.*

• *Please look into this matter at once and let me know the delay.*

• *Please check your records again.*

• *Thank you for your cooperation in correcting this detail…*

• *I wish to draw your attention to…*

• *I would suggest that…*

• *I suggest that immediate steps be taken.*

• *I wish to complain about…*

• *I look forward to a prompt reply and hope that you will take into consideration…*

• *I am really dissatisfied with…*

Now look at the sample answer for the question we looked at earlier in this section. Pay special attention to the language and structure used.

<u>Sample Answer</u>

Dear Sir/Madam,

I would like to express my dissatisfaction with the poor standard of service we received during our recent visit to Dino´s Bar. Firstly, the staff were generally quite rude and unhelpful, they seemed to lack basic food knowledge and they did not seem interested in the job. For instance, none of them could offer any advice to me on choosing a dish.

A further cause for complaint was that the food was cold when it arrived to our table. I understand that it was a busy night, but, we booked the table and the menus the day before, so I feel that they should have been ready.

Finally, not only did we receive substandard food and unfriendly, unhelpful service, but we were also charged full price for our meals after we complained. In my opinion the prices seem to be very expensive for the

quality of the food and the service provided.

I do not usually complain, but, as a loyal customer, I hope you will be interested in my comments. Perhaps it would be appropriate to offer some training courses to staff at Dino´s Bar, in order to avoid this from happening again. I feel that customer service was a big issue, as was the quality of the food. If these two problems were fixed, then price might not be such an issue in the future, as customers would be happy to pay little more for a better experience. I hope you will take these points into consideration

I look forward to your reply.

Yours faithfully,

Name and Surname

8.3 Formal Letters: Structure Rules

Greeting

Name unknown: *Dear Sir/Madam,*

Name known: *Dear Mr…/ Dear Mrs.… / Dear Ms..+ surname*

Reason for writing

I am writing to … I am writing with regard to …

I am writing on behalf of …

Asking questions

I would be grateful if … I wonder if you could ….

Could you …?

Referring to someone else´s letter /points

As you stated in your letter, …. Regarding …/ Concerning …

With regard to ….

Finishing the letter

If you require any further information, please do not hesitate to contact me.

I look forward to hearing from you.

Signing

If Dear + name = Yours sincerely,

If Dear Sir/ Madam = Yours faithfully

Your first name + surname must be written clearly under your signature

8.4 Formal Letter IELTS General Exam Checklist.

When you have written your letter, check:

1. It is a formal letter
2. It includes all the information necessary
3. You have asked all the questions you need to
4. The questions are correctly formulated indirect questions
5. The letter is divided into paragraphs
6. You have checked the letter carefully for mistakes

Formal Letters: Language

Letters can be anything from very formal to very informal. The IELTS General Writing paper will never ask you to write a specialized business or legal letter requiring a professional knowledge of business words, structures and expressions. However, they might ask you to write a formal, a semi-formal or an informal email or letter.

In this section of the chapter, we will focus on your use of language and in particular, your ability to create a formal register. This will help you to do well in two of the assessment criteria: language of course in terms of using a range of formal vocabulary and grammatical structures and communicative achievement by being able to create an appropriate formal tone that has a positive effect on the reader. We will identify some of the features of formal English that we often find in formal letters.

At the end of this section you will find a list of useful formal-informal equivalents. This list will save you a lot of time in your preparation for the exam. For example, in a letter of complaint: *"I was rather disappointed"* is a formal way of saying *"I was furious"* or *"I was very angry"*. See how many more formal and informal equivalent items you can learn next.

Exercise 1:

Transform the informal or semi-formal version of each phrase from a letter of complaint into a formal style. You can make small changes to the content of the sentences if you think it´s necessary and you can use a dictionary.

Example: I thought I'd write = I am writing

a. state of the playground =
……

b. I have noticed loads of rubbish =
……

c. I reckon =
……

d. The teacher I'm talking about =
……

e. On top of this =
……

f. a load of problems =
……

g. You could =
……

h. stop =
……

i. What's more =

……

j. better =
……

k. To finish =
……

l. I´m looking forward to hearing from you =
……

Answers:

a. state of the playground = condition of the playground

b. I have noticed loads of rubbish = There is a great deal of litter

c. I reckon = It is my opinion that…

d. The teacher I'm talking about = The teacher in question OR The teacher I am referring to

e. On top of this = Furthermore

f. a load of problems = a number of problems

g. You could = it may be possible for you

h. stop = prevent

i. What's more = In addition

j. better = more suitable OR more adequate

k. To finish = In conclusion

l. I´m looking forward to hearing from you = I look forward to your reply OR I look forward to hearing from you

Exercise 2:

Now here are some full sentences from formal letters. Complete the sentences using only one word.

a. I am writing in ……. to your job advertisement in the ABC newspaper

b. I would like to ……. for the position of translator.

c. I am ……. to come for interview at any time convenient to you.

d. I would be ……. if you could send me further information regarding the position.

e. Please find my CV …….

f. I would like to express my ……. with the poor standard of service we received during our recent visit to your cinema.

g. For ……., none of them could offer any advice to me on choosing a dish.

h. Finally, not only ……. we receive substandard food and unfriendly, unhelpful service, but we were also charged full price for our meals after we complained.

i. I look forward to your reply.

Answers:

a. I am writing in reply/response to your job advertisement in the ABC newspaper

b. I would like to apply for the position of translator.

c. I am available/ able to come for interview at any time convenient to you.

d. I would be grateful if you could send me further information regarding the position.

e. Please find my CV attached (email)/ enclosed (letter).

f. I would like to express my dissatisfaction with the poor standard of service we received during our recent visit to your cinema.

g. For instance, none of them could offer any advice to me on choosing a dish.

h. Finally, not only did we receive substandard food and unfriendly, unhelpful service, but we were also charged full price for our meals after we complained.

i. I look forward to your reply.

Use of the Passive (Sometimes)

Okay, the next example is one where the passive has been used instead of an active form. This is a common feature of formal writing but should not be overused.

This sentence is an example of how we might structure a sentence formally.

Informal: *"The waiter did offer us another dish, but when it arrived it was cold again."*

Formal: *"Although we were offered an alternative dish, when it was delivered to the table it was cold again"*.

Notice two clauses in the informal version are joined by but whereas in the formal version, the two clauses have been reversed and but is replaced with although which starts the sentence. This is a more formal way of saying the same thing.

Within the formal sentence "*Although we were offered an alternative dish, when it was delivered to the table it was cold again"*, there are further examples of vocabulary that is more formal than the equivalent in the informal version. For example, *alternative dish* is a more formal way of saying *another dish.*

As we saw above, phrasal verbs are most typical of informal letters — although there are some which have no more formal equivalents and are common in all types of letter (*look forward to,* for example). Most phrasal verbs, however, do have formal equivalents and these would be preferred in most formal letters whereas the formal equivalents would be very rarely used in an informal letter.

6 Quick Rules of Formal VS Informal:

1. We tend to understate our feelings and would say *I was rather disappointed* or *I was somewhat surprised* instead of saying how we really felt.

2. For the same reason, we do not use exclamation marks.

3. We often use the passive to emphasize the action when the person is of less importance

4. We avoid contractions in formal letters.

5. We use formal equivalence of idiomatic language and phrasal verbs

6. Particular sentence structures can be used to create a formal tone. Inversion is one example of this “Although we were offered an alternative dish, when it was delivered to the table it was cold again”.

Exercise 3:

Rewrite the following sentences using formal equivalents for the phrasal verbs. Use a dictionary if necessary. You might need to make other changes to the structures.

1) I'm so chuffed that you've been talked into coming to the meeting.

……..

……..

2) The football club's facilities have been done up, so this should make our performances better.

……..

……..

3) As our town is quite cut off, perhaps we could arrange for you to be put up in a hotel in the city for a few days.

……..

……..

4) We will make up for the inconvenience of having to wait for so long.

……..

……..

Answers:

1) I am very happy that you have been convinced to attend the meeting.

2) The football club's facilities have been refurbished, which should improve our performances.

3) As our town is quite isolated, we could arrange hotel accommodation in the city for a few days.

4) We will compensate you for the inconvenience of having to wait for so long.

8.5 Informal Letters

The informal letter is going to be very friendly, very relaxed, very easy language.

LET'S START WITH A TYPICAL TASK.

An English-speaking friend is visiting your region for a couple of weeks during his holidays and has written to you to ask for several recommendations.

Write a letter to your friend.

In your letter you should:

• offer to help find accommodation

• give advice about things to do

• provide information about what clothes to bring..

In this type of task, you should begin your letter as follows:

Dear … your friend's name.

A few things to keep in mind.

• You have about 20 minutes to write this.

• You should have at least 150 words. Aim for about 180 (a little bit more but don't go too long- If you're over 240 words, you've written much more than you need to.)

• Address the points, have your opening and closing and that's it!

Let's start with the general idea of what you're trying to do, what you're trying to accomplish.

The tone:

‘The tone’ of the letter means how your letter sounds, or the overall feeling it gives the reader. It should be very relaxed, very informal, this is what the examiners are looking for.

For example: if you're writing to your friend, write it as though you were speaking to your friend; very casual.

You can start with:

Dear- Hello- Hi and then the person´s first name, never their surname.

You shouldn´t use *Mr., Mrs., Dr.*.

Do not put first and last name because you do not address your friend or family member by his or her first and last name in real life.

Use contractions:

Now contractions are suitable. So in terms of how you're going to use I've, it's, don't etc.., In a formal letter, you say do not whereas in an informal letter, you say don't.

Slang and idioms

Not only are slang and idioms okay now, they're actually recommended because they demonstrate that you can adapt your language to different contexts. When you speak with your friends, you normally use very casual language including slang and idioms.

Nevertheless, remember it has to be natural, so don't be too heavy on the slang or the idioms. One or two here and there are great, but if you overuse them, it becomes unnatural and the examiners may penalise you for it.

Note that you can use idioms in your formal letter as well but very carefully, very selectively and it has to be very appropriate, so it´s generally not recommended.

Stay organized and focused:

You still have to remember what it is you're doing and make it very clear in the letter. Are you thanking the person, are you answering a question, are you asking for something, are you offering advice? Make this clear right away in the introduction. Make sure the body follows.

Language

Again, you don't want to use very serious language in an informal letter or email, you don't want to use too many formal or complex words because that's not how we speak to friends and family normally.

With our friends we're usually very casual and relaxed.

For example:

I just wanted to say thanks for helping me out last week.

In a formal letter, you would write

I'm writing to express my appreciation and gratitude for your assistance with last week's matter..

Notice the different feel of the two sentences. One is very casual, one is very formal.

Another example:

Should you require any further information, please do not hesitate to contact me - formal.

Versus

Let me know if you need anything else - super casual.

To make your letter look real, the best thing you can do is ALWAYS rely on your personal experience.

Formal VS Informal Language List:

It is vital that you can distinguish between formal and informal language in English, not only for this exam, but also for communication in general. Writing a letter or email to a friend is obviously not the same as writing a letter of recommendation for a friend who has applied for a job. Here are some examples of formal and informal words with the same meaning,

VERBS:

FORMAL: INFORMAL

to depart: to go

to carry out: to do

to provide: to give

to retain: keep

to cease: stop

to seek: look for

assist, aid: to help

liberate: to free

obtain: to get

to desire: want

request: to ask for

to function: work

to demonstrate: show

to reside: live

require: need

OTHER WORDS:

FORMAL: INFORMAL

subsequently: next / later

immature, infantile: childish

sufficient: enough

further: more (information)

hence, therefore: so

deficiency, lack of: little, there is no

perspiration: sweat

inexpensive: cheap

CHAPTER 9

IMPORTANT PHRASAL VERBS FOR IELTS

What is a phrasal verb?

Phrasal verbs are a group of two or more words which perform the same function as another verb. A phrasal verb is a phrase that is made up of a main verb and an adverb, a preposition or both. They are idiomatic ways of expressing an action. Think of it like a sandwich:

[Main Verb] + adverb/preposition/adverb and preposition = phrasal verb

Phrasal verbs are unique to English and other Germanic languages and can cause issues for English learners. They can be transitive (they take a direct object), intransitive (they do not take a direct object), separable (they can be separated) and inseparable (they cannot be separated). We will cover the differences between these, complete with descriptions and exercises, later on.

Although the meanings differ, phrasal verbs are conjugated just like main verbs. For example, to break down conjugates like to break:

The car breaks down.

The car broke down.

Here are some common phrasal verbs to get you started:

Phrasal Verb bring up

Example *He brought up the fact that I was too short to go on the rollercoaster*.

Meaning: to mention a topic

Phrasal Verb call off

Example *She called off the wedding.*

Meaning: to cancel

Phrasal Verb carry on

Example *The bag was heavy and my feet hurt, but I carried on with the walk.*

Meaning: to continue

Phrasal Verb deal with

Example *I can't deal with stress.*

Meaning: to handle

Phrasal Verb end up

Example *They ended up in Sheffield.*

Meaning: to reach a state or place

Phrasal Verb fall through

Example *Our plans to meet for coffee fell through.*

Meaning: to not happen

Phrasal Verb get on with (something)

Example *She was busy, so I got on with my essay.*

Meaning: to continue to do

Phrasal Verb hand in

Example *I handed in my thesis.*

Meaning: to submit

Phrasal Verb join in

Example *She joined in the conversation at the party.*

Meaning: to participate

Phrasal Verb keep up with

Example *My boss talks too fast and I can't keep up.*

Meaning: to stay at the same pace or level.

Phrasal Verb let down

Example *She was supposed to collect me at 6:00 but she didn't. She really let me down.*

Meaning: to disappoint

Phrasal Verb look forward to

Example *Are you looking forward to your holiday?*

Meaning: to be excited about something, to anticipate something good.

Phrasal Verb mix up

Example *I can't tell the twins apart; I always mix up their names.*

Meaning: to mistake one thing for another

Phrasal Verb pass away

Example *My grandfather passed away last night.*

Meaning: to die

Phrasal Verb put off

Example *I kept putting it off, even though I knew I had to do it*

Meaning: to postpone

Phrasal Verb rule out

Example *We know it wasn't John who ate Sarah's pasta, so we can rule him out*

Meaning: to eliminate

Phrasal Verb stick up for (someone)

Example *Catherine was always getting bullied, so Alex stuck up for her.*

Meaning: to defend

Phrasal Verb think over

Example *Janine told Roger that she would have to think over his proposal.*

Meaning: to consider

Phrasal Verb work out

Example

1. It's important for your fitness that you work out three times a week.

2. The Maths problem was difficult but I eventually worked it out.

Meaning:

1. to do physical exercise

2. to solve a problem

Do phrasal verbs make any sense?

If you analyze them logically, no.. However, let´s try to find some logic….

The meanings of phrasal verbs are not immediately obvious, for example:

Tom broke up with Jenny.

Tom separated from Jenny.

We know that Tom did not break Jenny into small pieces, he stopped being her boyfriend. This is an example of a phrasal verb not being directly linked to the meaning of its main verb.

However, sometimes with phrasal verbs we can work backwards to understand the logic of them. Breaking something does not have to be completely physical, it can also be figurative. The idea is that you are breaking a bond between someone. Because of this meaning, we can also use to break up to mean:

- Separate people from fighting: I had to break up a fight.
- A poor connection: I tried to call her but the line kept breaking up.

At first glance, you may not see a link between to break and to break up, but when you work backwards and think figuratively, the meaning becomes clearer.

How will I learn them?

As with any item of vocabulary, you will have to learn them individually. The more English media that you consume, the more phrasal verbs you will learn.

TASK 1

Try to match the phrasal verbs below with their synonyms:

Phrasal Verb *Example*

a. throw away *John threw away his apple core.*

b. look into *Sarah looked into the murder case.*

c. get away with *The robber got away with the crime.*

d. use up *Use up the washing-up liquid before you buy another bottle!*

e. run out of *My phone ran out of battery.*

Meanings:

1. use completely

2. exhaust supply

3. investigate

4. discard

5. escape blame

Check your answers at the bottom of the next page.

When can I use Phrasal Verbs?

Phrasal verbs are used in non-formal situations. You will hear them used in speech on a daily basis, in emails between friends, and in some magazines. They are becoming more and more prevalent, but there are certain situations where you should avoid using them:

- Formal letters or emails.

- Academic papers or presentations.

TASK 2:

In the following email, underline all the phrasal verbs that you can find and write their meanings below. You may need to use a dictionary.

Hi Jack,

I'm sorry that I was late to work today. My car broke down yesterday, so I took the bus instead. However, the bus was held up in traffic! It seems that everyone was going to work at the same time!

Don't worry about the project, I'll be able to catch up with the rest of my colleagues. I'll drop by the office on the weekend and see if there is anything extra that I can do.

I hope you've got over your cold, I hear it's been going round the office recently.

Best wishes,

Gary

(1) /

(2) /

(3) /

(4) /

(5) /

(6) /

ANSWERS

Task 1:

a) 4

b) 3

c) 5

d) 1

e) 2

Task 2:

(1) break down / to stop working

(2) hold up / to delay (to be held up- to be delayed)

(3) catch up / to do tasks

(4) drop by / visit briefly

(5) get over / to recover from an illness

(6) go round / to affect a lot of people

CHAPTER 10

TYPES OF PHRASAL VERB

There are 4 types of phrasal verb:

Transitive phrasal verbs

Intransitive phrasal verbs

Separable phrasal verbs

Inseparable phrasal verbs

Transitive and Intransitive Phrasal Verbs

There are two types of verbs in English: Transitive and Intransitive. Transitive verbs take a direct object, whereas intransitive verbs do not.

Transitive phrasal verbs

These phrasal verbs take a direct object:

I look after my sister on Mondays

I look after + my sister on Mondays

[phrasal verb] + [direct object]

Intransitive phrasal verbs

These phrasal verbs do not take a direct object:

When I grow up, I want to be a firefighter.

When I grow up I want to be a firefighter

[phrasal verb]

Task 1

Look at the phrasal verbs below in the table with their examples. Decide whether they are transitive or intransitive. (You can find the answers at the end of this section).

Phrasal Verb: Example

1. **Take out** *Please take out the bins before you leave.*

2. **Cheer up** *I need to cheer up my sister because she's crying.*

3. **Come back** *I'm waiting for my mother to come back from the shops.*

4. **Go through** *I went through my father's bottle of cologne.*

5. **Get up** *I get up every morning at 6am.*

6. **Get by** *It was a difficult year and Mrs Calloway lost her job, but they got by.*

7. **Pass out** *She passed out because of the amount of pain she was suffering from.*

8. **Get along with** *He gets along with most people.*

Task 2

Read the following sentences. They are all transitive. Underline the transitive verbs and highlight the direct object.

1. He is so creative; he made up a story for his daughter and her friends.

2. I have to fill out this form so I can go to university.

3. Can you help me hang up this picture?

4. There was a problem with his essay; he had left out a conclusion.

5. The old friends ran into each other on the street.

6. I don't like how she looks down on everyone.

7. We tried on the costumes but we looked awful in them!

8. She takes after her grandmother.

9. My mother says I have to get rid of my old toys.

10. I can’t hear anything - please turn up the volume!

You can find the answers at the end of this section.

Separable and Inseparable Phrasal Verbs

As phrasal verbs consist of a main verb, an adverb or preposition or both, these verbs can sometimes be separated. Only transitive verbs (which take a direct object) can be separated.

Separable phrasal verbs

These phrasal verbs, as the name suggests, can be separated:

Turn off the light before you leave.

Turn the light off before you leave.

Only transitive phrasal verbs (which take a direct object) can be separated. However, it is important to remember:

All separable phrasal verbs are transitive, but not all transitive phrasal verbs are separable.

Turn off + *the light* *before you leave.*

[Phrasal verb] + [direct object]

Turn + *the light* + *off* *before you leave.*

[PV part 1] + [direct object] + [PV part 2]

Inseparable phrasal verbs

These phrasal verbs, as the name suggests, can’t be separated:

He passed away last night.

He *passed away* *last night*

[inseparable verbs]

They cannot be separated due to the fact that there is no direct object. The phrase *'last night'* is an adverb.

Word Order

When separating phrasal verbs, there is a word order that must be adhered to:

When referring to a specific object or person, the object can go between the phrasal verb or after the phrasal verb:

I picked up Sophie from school.

I picked Sophie up from school.

When using a pronoun as the direct object, the pronoun can only go between the phrasal verb:

I picked her up from school.

Task 3

The following phrases are separable phrasal verbs. **Write out the different ways to separate the phrasal verb using correct word order.**

Example:

I hung up the picture on the wall.

I hung the picture up on the wall.

I hung it up on the wall.

1. She put out the fire.

……

……

……

……

2. I called off the party.

……

……

……

……

3. Oscar asked out Samantha.

……

……

……

……

4. They handed in their essays on time.

……

……

……

……

5. I like showing off my new boots.

……

……

……

……

6. Turn off the washing machine!

……

……

……

……

7. I have to drop off my sister at a party.

……

……

……

……

8. She won’t give up her love of singing.

……

……

……

……

9. Put on your hat.

……

……

……

……

10. I made up a lie.

……

……

……

……

You can find the answers at the end of this section.

Answers:

Task 1

1. *Transitive*
2. *Transitive*
3. *Intransitive*
4. *Transitive*
5. *Intransitive*
6. *Intransitive*
7. *Intransitive*
8. *Transitive*

Task 2

1. *He is so creative; he made up a story for his daughter and her friends.*
2. *I have to fill out this form so I can go to university.*
3. *Can you help me hang up this picture?*
4. *There was a problem with his essay; he had left out a conclusion.*
5. *The old friends ran into each other on the street.*
6. *I don't like how she looks down on everyone.*
7. *We tried on the costumes but we looked awful in them!*
8. *She takes after her grandmother.*
9. *My mother says I have to get rid of my old toys.*
10. *I can't hear anything - please turn up the volume!*

Task 3

1. *She put out the fire.*

She put the fire out.

She put it out.

2. *I called off the party.*

I called the party off.

I called it off.

3. *Oscar asked out Samantha.*

Oscar asked Samantha out.

Oscar asked her out.

4. *They handed in their essays on time.*

They handed their essays in on time.

They handed them in on time.

5. *I like showing off my new boots.*

I like showing my new boots off.

I like showing them off.

6. *Turn off the washing machine!*

Turn the washing machine off!

Turn it off!

7. *I have to drop off my sister at a party.*

I have to drop my sister off at a party.

I have to drop her off at a party.

8. She won't give up her love of singing.

She won't give her love of singing up.

She won't give it up.

9. Put on your hat.

Put your hat on.

Put it on.

10. I made up a lie.

I made a lie up.

I made it up.

CHAPTER 11

TYPES OF PHRASAL VERBS (PART 2)

Phrasal verbs can be frustrating to learn. They often bear little resemblance to the main verb and there are so many to learn with different meanings.

The best way to learn these is to learn 'clusters' of phrasal verbs.

For example, the verb 'take':

Phrasal Verb	Transitive/Intransitive? Separable/Inseparable?	Example	Meaning
take after	transitive, inseparable	With my brown eyes and black hair, I take after my mother.	Resemble
take back	intransitive, separable	You need to take this dress back to the shop.	Return
take care of	transitive, inseparable	1. She can't go on holiday; she has to take care of her little sister. 2. He can't afford a holiday; he has to take care of these bills first.	1. Provide care for 2. Accept responsibility for
take off	1. transitive, separable 2. transitive, separable 3. intransitive, inseparable	1. Take your hat off. 2. Holly took the day off because she was ill. 3. The rocket took off.	1. Remove 2. Arrange an absence from work 3. To leave or to depart (quickly)
take up	1. transitive, separable 2. transitive, separable	1. I've decided to take up knitting. 2. James took up two seats.	1. Begin a hobby 2. Occupy space

If you look in a large dictionary, you will be able to see the various phrasal verbs under the main verb. It is a good idea to learn these in groups.

Task 1

Match the phrasal verbs (1-6) with their meanings (a-f).

Phrasal Verbs with **“<u>Put</u>”**

<u>Meanings:</u>

a. Tolerate

b. Return to its rightful place

c. Allow someone to stay for the night

d. Save something for later

e. Postpone, delay

f. Wear something

1. Put away - Transitive, separable. **Example:** *I put away a little money each month for my savings.*

Meaning:
……

2. Put off - Transitive, separable. **Example:** *I keep putting off my homework because there are more fun things to do!*

Meaning:
……

3. Put on - Transitive, separable. **Example:** *It’s cold outside so I suggest you put on your jacket.*

Meaning:
……

4. Put up- Transitive, separable. **Example:** *My aunt and uncle are coming to London so I’m putting them up for the night.*

Meaning:
……

5. Put up with- Transitive, inseparable. **Example:** *I cannot put up with this nonsense any longer!*

Meaning:
……

6. Put back- Transitive, inseparable. **Example:** *I'm not buying you that toy so put it back.*

Meaning:
……

You can find the answers at the end of this section.

Task 2

MORE PHRASAL VERBS WITH "PUT":

*a. I´m prepared to **put up with** it for the time being.*

*b. The World Wildlife Fund **put out** a press release.*

*c. Don´t **put off** until tomorrow what can be done today.*

*d. After my dog was **put down**, I cried for days.*

*e. He began to **put away** all the toys he had taken out to play with.*

*f. The Trade Union council **put forward** a plan for national recovery.*

*g. My self-confidence has been undermined because my mother is always **putting me down**.*

*h. I´ve got nowhere to sleep! Could anybody **put me up**?*

Match the phrasal verbs with their meanings. Put <u>one or two words</u> in each gap:

1. If you put something _____, you postpone it until a later time.

2. If you put something _____, you replace it somewhere tidily.

3. If you put an animal _____, you kill it because it is too old or it is in too much pain.

4. If you put someone _____, you give them a bed for a night or two.

5. If you put _____ someone or something, you tolerate or accept them, even though that person or thing is disagreeable.

6. If you put someone _____, you criticize or humiliate them.

7. If you put _____an idea or a proposal, you state or publish it so people can consider and discuss it.

8. If a statement is put _____ to people, it is officially told to them.

Put a phrasal verb in each gap (!!!! Watch the tense)

1. I left my girlfriend because she´s always _____.

2. I _____ her moods if I were you.

3. If they _____ for the night, I would have had to sleep in the street.

4. Clinton has _____ a press release which contradicts his previous statements.

5. You needn´t _____ the meeting: everybody could have made it in the end.

6. Every day, the government _____ a new plan to tackle unemployment.

7. If they find stray dogs in the streets, the poor animals _____.

8. As a child, I could never get used to _____ my things _____ after I had used them.

Task 3

In this conversation between two friends (Jim and Sasha), underline the phrasal verbs and write their meanings below. You may need to use a dictionary.

Jim: *I meant to call in on my granddad today, but he passed away last night.*

Sasha: *Oh, I'm sorry Jim. Were you looking after him?*

Jim: *No, my grandma was. I think she liked taking care of him.*

Sasha: *Are you going to go over later, to see how she is?*

Jim: *Yes, I'll visit her later. She's with my parents at the moment. I'll have to find out what the plan is.*

Sasha: *Why don't you come over to my place? We can order pizza, or if you'd prefer, we can eat out.*

Jim: *Sure, that's a good idea. I'm looking forward to it.*

1……

2……

3……

4……

5……

6……

7……

8……

9……

You can find the answers at the end of this section.

Three-Word Phrasal Verbs

We have already discussed four types of phrasal verbs: **transitive, intransitive, separable and inseparable**. Most of the phrasal verbs which we have studied in these sections have been two part: they are made up of a main verb and a preposition or an adverb. However, there are phrasal verbs with two particles. These are called **three-word phrasal verbs.**

Three-word Phrasal Verbs

These are **always transitive** due to the fact that they require a direct object and they are **only inseparable.**

We have already seen a few three-word phrasal verbs, but below are some additional ones for you to learn:

Phrasal Verb	Example	Meaning
Come up with	She came up with a great idea.	Contribute or think an idea, suggestion or plan
Get along with	He gets along with his dad.	Have a good relationship with
Talk back to	You must not talk back to your parents.	Answer impolitely to someone
Get away from	I need to book a holiday and get away with it all.	Take a break
Walk out on	I walked out on my family last year.	Abandon

Task 4:

The paragraph below does not use phrasal verbs. Using the three-word phrasal verbs from the table above, rewrite the story.

Three-word phrasal verbs from the table: *Come up with,*

get along with, talk back to, get away from, walk out on

I have never had a good relationship with my sister. She always answers impolitely to our parents. Last summer I grew sick of it. I needed to take a break from her, or I would go crazy! I thought of a plan that would help. I decided to abandon my family once and for all…

You can find the answers at the end of this section.

……

……

……

……

……

……

……

……

……

Task 5

Phrasal Verb	Meaning
Think back on	Recall
Look up to	Respect or admire
Cut down on	Curtail
Look out for	Be careful of
Make sure of	Verify

Using the three-word phrasal verbs in the table above (listed with their definitions), write the missing phrasal verbs in the sentences below.

Three-word phrasal verbs:

Think back on

Look up to

Cut down on

Look out for

Make sure of

1. I am putting on weight, I need to _____ my chocolate eating!

2. She _____ her older brother.

3. - Do you want to go on a walk in the countryside today?

   - Sure, but we'll have to _____ rattlesnakes!

4. _____ the situation before you act.

5. When I _____ our marriage, I remember

all the good parts.

You can find the answers at the end of this section.

Answers:

Task 1

1. d

2. e

3. f

4. c

5. a

6. b

Task 2

1. If you put something off, you postpone it until a later time.

2. If you put something away, you place it somewhere tidily.

3. If you put an animal down, you kill it because it is too old or it is in too much pain.

4. If you put someone up, you give them a bed for a night or two.

5. If you put up with someone or something, you tolerate or accept them, even though that person or thing is annoying or unpleasant.

6. If you put someone down, you criticize or humiliate them.

7. If you put forward an idea or a proposal, you state or publish it so people can consider and discuss it.

8. If a statement is put out to people, it is officially told to them.

Put a phrasal verb in each gap (Watch the tense)

1. I left my girlfriend because she´s always putting me down.

2. I wouldn`t put up with her moods if I were you.

3. If they hadn`t put me up for the night, I would have had to sleep in the

street.

4. Clinton has put out a press release which contradicts his previous statements.

5. You needn´t have put off the meeting: everybody could have made it in the end.

6. Every day, the government puts forward a new plan to tackle unemployment.

7. If they find stray dogs in the streets, the poor animals are put down.

8. As a child, I could never get used to putting my things away after I had used them.

Task 3

1. call in on - visit

2. passed away - died

3. looking after - care for

4. taking care of - care for

5. go over - visit

6. find out - discover

7. come over - visit (the person being visited uses this)

8. eat out - eat at a restaurant instead of home

9. looking forward to - anticipate with pleasure

Task 4

I have never gotten along with my sister. She always talks back to our parents. Last summer I grew sick of it. I needed to take a break from her, or I

would go crazy! I thought of a plan that would help. I decided to abandon my family once and for all…

Task 5

1. *I am putting on weight, I need to cut down on my chocolate eating!*

2. *She looks up to her older brother.*

3. *- Do you want to go on a walk in the countryside today?*

   - Sure, but we'll have to look out for rattlesnakes!

4. *Make sure of the situation before you act.*

5. *When I think back on our marriage, I remember all the good parts.*

CHAPTER 12

Socialising

Phrasal verbs: socialising

ask (sb) out /ˌɑːsk ˈaʊt/
bump into /ˌbʌmp ˈɪntə/
catch up /ˌkætʃ ˈʌp/ (*past tense* & *past participle* caught)
chat (sb) up /ˌtʃæt ˈʌp/
dress up /ˌdres ˈʌp/
fall out /ˌfɔːl ˈaʊt/ (*past tense* fell, *past participle* fallen)
fit in /ˌfɪt ˈɪn/ (*past tense* & *past participle* fit)
get together /ˌget təˈgeðə/ (*past tense* & *past participle* got)
hang out /ˌhæŋ ˈaʊt/ (*past tense* & *past participle* hung)
hit it off /ˌhɪt ˌɪt ˈɒf/ (*past tense* & *past participle* hit)
meet up /ˌmiːt ˈʌp/ (*past tense* & *past participle* met)
turn up /ˌtɜːn ˈʌp/

EXERCISE 1

Match the phrasal verbs with the definitions. You may need to use a dictionary.

1. fall out

2. bump into

3. hit it off

4. ask someone out

5. turn up

6. hang out

like someone when you first meet

quarrel or fight (with someone)

arrive to or attend an event

meet (someone) by chance

invite someone to a place with romantic intentions.

spend a lot of time with someone

Exercise 2

Choose the correct phrasal verbs to complete the paragraph. Write the words in the blanks.

The other day I (1) asked out / bumped into an old friend of mine, Joe Burton, while I was at the supermarket. I hadn't seen him for ages. I wanted to (2) catch up / hit it off with him, so I suggested going for a beer.

Unfortunately, Joe was very busy, so he didn't have time for a beer. *'Let's (3) chat you up / meet up later in the week'*, I said. Joe looked in his phone and said, *' why don't we (4) fit in / get together for lunch at 12.30 on Wednesday at the Red Lion pub?*'.

It´s not a very formal place, so I didn't need to (5) dress up / hang out for the occasion. I got to the pub about 15 minutes late, so I was slightly stressed. By the time Joe (6) fell out / turned up I´d finished my second beer and I was starving. He was almost an hour late!

Exercise 3

Use the other phrasal verbs from the previous activity to complete the paragraph.

Ask out/ hit it off/chat up/fit in/hand out/fall out

I remember how I met my girlfriend. I used to (1) …… with a group of mates every weekend. One day, my best friend Georgie came along with his sister Mary and her friend Anna. Both Mary and Anna were about the same age as we were. Anna had nothing in common with my friends, so she didn't (2)…….. However, Mary, loved football and music, and I (3) …… with her immediately.

I (4)…… and she said yes, so I was thrilled. We went to a nice pub near the lake without the others. A guy at the bar tried to (5)…… when I went to the toilet but she turned him down, which made me smile!

Soon after that, I (6)…… with Georgie and we didn't speak again for a few months because he owed me money and never paid me back. We have now forgotten about it though and we are friends again.

Answers

Exercise 1

1. fall out- quarrel or fight (with someone)

2. bump into- meet (someone) by chance

3. hit it off- like someone when you first meet

4. ask someone out- invite someone to a place with romantic intentions.

5. turn up- arrive to or attend an event

6. hang out- spend a lot of time with someone

Exercise 2

The other day I (1) bumped into an old friend of mine, Joe Burton, while I was at the supermarket. I hadn't seen him for ages. I wanted to (2) catch up with him, so I suggested going for a beer.

Unfortunately, Joe was very busy, so he didn't have time for a beer. 'Let's (3) meet up later in the week', I said. Joe looked in his phone and said, ' why don't we (4) get together for lunch at 12.30 on Wednesday at the Red Lion pub?'.

It´s not a very formal place, so I didn't need to (5) dress up for the occasion. I got to the pub about 15 minutes late, so I was slightly stressed. By the time Joe (6) turned up I´d finished my second beer and I was starving. He was almost an hour late!

Exercise 3

Ask out/ hit it off/chat up/fit in/hand out/fall out

I remember how I met my girlfriend. I used to (1) hang out with a group of mates every weekend. One day, my best friend Georgie came along with his sister Mary and her friend Anna. Both Mary and Anna were about the same age as we were. Anna had nothing in common with my friends, so she didn't (2) fit in. However, Mary, loved football and music, and I (3)hit it off with her immediately.

I (4) asked her out and she said yes, so I was thrilled. We went to a nice pub near the lake without the others. A guy at the bar tried to (5) chat her up when I went to the toilet but she turned him down, which made me smile!

Soon after that, I (6) fell out with Georgie and we didn't speak again for a few months, because he owed me money and never paid me back. We have now forgotten about it though and we are friends again.

Phrasal Verb Exercises

Phrasal Verbs Exercise 1

Do the phrasal verb quizzes here to see how many you know. You may need to look back at previous chapters or consult a dictionary.

Come back to the quiz a week or two later and see if you still remember them!

Choose the answer A, B, C or D that completes each sentence. There are FIVE questions in all.

1) If you don't study, you will ..... up in a poorly paid job

come

end

save

rise

2) If an arrangement, plan, or deal …… through, it fails to happen

Falls

comes

goes

lets

3) She's smart enough to ……. out what to do

raise

think

figure

see

4) If you …….. out a form or other document requesting information, you write information in the spaces on it

write

note

complete

fill

5) If you ……something out, you learn something that you did not already know, especially by making a deliberate effort to do so.

pull

push

see

find

Phrasal Verbs Exercise 2

Choose the answer A, B, C or D that completes each sentence. There are

FIVE questions in all.

1) The film was OK but it didn't really ..... up to all the hype.

come

live

grow

look

2) It's tearing me ..... to see my two best friends arguing so much. I wish they'd sort their differences out and start being friendly with each other again.

apart

up

out

through

3) This is a real bargain. You should snap it ..... while you have the chance.

out

in

back

up

4) We really do need to get another car. This one keeps ..... down.

breaking

taking

falling

cutting

5) You never wanted to take that job. Don't ..... out you're disappointed you failed the interview.

work

set

put

make

Vocabulary Notes:

If you make out that something is the case or make something out to be the case, you try to cause people to believe that it is true when in reality it isn't. .

If you snap something up, you buy it quickly because it is cheap or is just what you want

If someone or something lives up to what they were expected to be, they are as good as they were expected to be.

If a machine or a vehicle breaks down, it stops working.

If something tears you apart, it makes you feel very upset, worried, and unhappy.

Sex, Dating & Relationships

Read the text and underline the phrasal verbs you find. Try to guess the meaning from the text and then check the definitions in the phrasal verb notes below.

If you are single and you like someone who is also single, you might think about chatting him or her up, or flirting with them, which is very similar. When you chat someone up, it shows that you are keen on that person. It´s often a good idea to ask the person out if you think that he or she is also keen on you. If you are going out with someone and you go off him or her, then after a while it might be a good idea break up or split up.

Splitting up with your partner is often a good idea if you think that you will both be happier outside of the relationship.

However, if you normally get on like a house on fire and you have a lot in common, it might be a better idea to work through your problems so that you can be happy together and that way you don´t need to split up.

Phrasal Verb Notes:

To chat someone up is to flirt with them as you speak. The objective is to get to know the person better in a romantic way.

When you are keen on someone you like them and you are attracted to him or her.

Ask someone out is to invite someone for dinner, to the cinema or to an event when you are attracted to that person and you want to get to know him or her better.

To be going out with someone is a stage of romantic relationships where two people meet socially, each with the objective of evaluating the other person´s suitability as a prospective partner in an intimate relationship or marriage

To go off someone is when you stop liking that person.

To split up or break up with someone is when you stop a relationship with a person.

To get on, get along or get on well with someone is to have a good relationship with that person. It can be romantically or as friends.

To get on like a house on fire is to have an excellent relationship with someone. It can be romantically or as friends.

To have a lot in common with someone is when your personalities, experiences or objectives in life are similar. This builds a good basis for a good relationship.

To work through a problem is to try to solve it.

Exercise 3

Now insert the phrasal verbs and expressions into the gaps in the text below. You can use the same expression more than once and you may not need to use all expressions:

A) to chat a girl / boy up

B) to be keen on (sbdy)

C) to be engaged to (sbdy)

D) to go off (sbdy)

E) to leave (sbdy)

F) to ask a girl / boy out

G) to be good friends

H) to get married to (sbdy)

I) to be going out with (sbdy)

J) to get on well with (sbdy) (to get on like a house on fire with someone)

K) to be fond of (sbdy)

L) to be in love with (sbdy)

M) to split up with (sbdy)

N) to separate from (sbdy)

O) to get divorced from (sbdy)

P) to have a lot in common with (sbdy)

Q) to take someone out

Stages of love – phrasal verbs gap fill

Stages of Love.

Bill fancied Susan the first moment he caught sight of her across a crowded

discotheque. Although he was quite shy, he decided to go over and_____1 her_____. She was very friendly and easy to talk to, so he asked her if she wanted to_____2 him. She agreed, and a few nights later, he_____3 to dinner at a very expensive restaurant. They had a wonderful evening together and realised that they_____4 each other.

After that they started seeing each other on a regular basis and before long, Bill knew that he_____5 Susan. She felt the same way about him so they decided to_____6.

Four weeks before the wedding Susan met a handsome sailor called Tom and started_____7 him. She wanted to_____8 her engagement to Bill, but she didn't know how to tell him.

Eventually, a week before the wedding, Susan told Bill the truth. He was heartbroken! They_____9 the wedding and they haven't seen each other since.

Susan and Tom didn't stay together for very long. They kept on having arguments and finally they_____10. As for poor Bill, he still thinks about Susan and the life they could have had together.

Collocations

A collocation (also collocate) is a word or phrase which is frequently combined with another word or phrase, in a way that sounds correct to native speakers of English. An example of a common collocation is "*heavy snow*".

We often use prepositions to go with verbs in order to make phrasal verbs.

For example:

Scoop up: to physically lift something with your hands or with a tool. Eg: to scoop up dirt. .

Pluck up the courage to do something: to force yourself to be brave enough to do something

Exercise 4

The following sentences contain normal colocations and phrasal verbs. Choose the answer A, B, C or D that completes each sentence. There are FIVE questions in all. Use your instinct at first, then check your answers at the end of this chapter. (When you have checked your answers, write a sentence in your notebook using the collocation or phrasal verb from the answer).

1) I finally ..... up the courage to go and see the Manager about a pay rise.

fetched

raised

scooped

plucked

2) I agree with you ..... principle but I'm not sure your idea would work in practice.

on

with

in

at

3) He's not very careful with money and often buys things ..... impulse.

in

on

with

at

4) The rebel soldiers ..... the bomb in the town centre.

erected

plotted

planted

set

5) Could you ..... the curtains please The sun's shining in my eyes.

swing

push

draw

roll

Exercise 5

For Questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words. Use a dictionary if you need to and then check your answers at the end of this chapter.

1. I'm really excited about the holiday.

FORWARD

I ..... the holiday.

2. My alarm rang early this morning.

OFF

My alarm ..... early this morning.

3. Why don't you start learning Japanese?

TAKE

Have you thought about ..... Japanese?

4. My parents raised me to believe in justice and fairness.

UP

My parents ..... to believe in justice and fairness.

5. Mindy has cancelled the meeting.

OFF

Mindy ..... the meeting.

6. I think they should ban smoking.

AWAY

They should ..... smoking.

7. I've got to reduce the amount of beer I drink.

DOWN

I must ..... amount of beer I drink.

8. My brother will let you stay with us.

UP

My brother will ..... .

Exercise 6

Put the phrasal verb into the right form to complete each sentence

LOOK FORWARD TO: to be excited about something

I am really ……. out next holiday!

COME UP WITH: to invent or think of a new idea or concept

We need to …….. an idea for the party soon!

TO FALL BEHIND: to not progress as quickly as the people around you

We are in danger of …… on this project.

TO HOLD SOMETHING AGAINST SOMEONE: to resent someone for something

I know I´m late, please don´t ……. me.

TO PUT IN (A REQUEST): To officially request something

We need to …… a request for a new printer in the office, the one we have is very old.

TO SEE SOMEONE OFF: to say ‘goodbye’ to someone

They decided not to ……the station after all.

Exercise 7

For Questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the words given.

1. Robert was very nervous about the presentation next week.

FORWARD

Robert …….…. the presentation next week.

2. She'd been struggling to think of a really original speech for the wedding

COME

No matter how hard she tried …….with an idea for a really original speech for the wedding.

3. Her boss said he wasn't progressing as well as other members of the team.

DANGER

Her boss warned her that she was ……..…behind with her progress.

4. Mary thought it unfair that her friend resented her for not calling.

AGAINST

Mary thought it unfair that her friend should …… for not calling.

5. Jerry decided that he'd ask to be transferred to another course.

REQUEST

Jerry decided to put ……..a transfer to another course.

6. They decided they wouldn't go with her to the beach after all.

SEE

They decided not to ……..… the beach after all.

Answers

Chapter 6- Phrasal Verbs Exercise 1

1. If you don't study, you will end up in a poorly paid job

2. If an arrangement, plan, or deal falls through, it fails to happen

3. She's smart enough to figure out what to do

4. If you fill out a form or other document requesting information, you write information in the spaces on it

5. If you find something out, you learn something that you did not already know, especially by making a deliberate effort to do so.

Chapter 6- Phrasal Verbs Exercise 2

1. Live

2. Apart

3. Up

4. Breaking

5. Make

Chapter 6- Phrasal Verbs Exercise 3

Stages of Love.

Bill fancied Susan the first moment he caught sight of her across a crowded club. Although he was quite shy, he decided to go over and CHAT 1 her UP. She was very friendly and easy to talk to, so he asked her if she wanted to GO OUT WITH 2 him. She agreed, and a few nights later, he TOOK HER OUT 3 to dinner at a very expensive restaurant. They had a wonderful evening together and realised that they HAD A LOT IN COMMON WITH 4 each other.

After that they started seeing each other on a regular basis and before long, Bill knew that he WAS IN LOVE WITH 5 Susan. She felt the same way about him so they decided to GET MARRIED 6.

Four weeks before the wedding Susan met a handsome sailor called Tom and started GO OUT WITH 7 him. She wanted to BREAK OFF 8 her engagement to Bill, but she didn't know how to tell him.

Eventually, a week before the wedding, Susan told Bill the truth. He was heartbroken! They BROKE OFF 9 the wedding and they haven't seen each other since.

Susan and Tom didn't stay together for very long. They kept on having arguments and finally they SPLIT UP 10. As for poor Bill, he still thinks about Susan and the life they could have had together.

Chapter 6- Phrasal Verbs Exercise 4

1) I finally ..... up the courage to go and see the Manager about a pay rise.

fetched

raised

scooped

plucked

2) I agree with you ..... principle but I'm not sure your idea would work in practice.

on

with

in

at

3) He's not very careful with money and often buys things ..... impulse.

in

on

with

at

4) The rebel soldiers ..... the bomb in the town centre.

erected

plotted

planted

set

5) Could you ..... the curtains please the sun's shining in my eyes.

swing

push

draw

roll

Chapter 6: Exercise 5

FORWARD

I am really looking forward to the holiday.

OFF

My alarm went off early this morning.

TAKE

Have you thought about taking up Japanese?

UP

My parents brought me up to believe in justice and fairness.

OFF

Mindy has called off the meeting.

AWAY

They should do away with smoking.

DOWN

I must cut down on amount of beer I drink.

UP

My brother will put you up.

Chapter 6: Exercise 6:

LOOK FORWARD TO: to be excited about something

I am really looking forward to out next holiday!

COME UP WITH: to invent or think of a new idea or concept

We need to come up with an idea for the party soon!

TO FALL BEHIND: to not progress as quickly as the people around you

We are in danger of falling behind on this project.

TO HOLD SOMETHING AGAINST SOMEONE: to resent someone for something

I know I´m late, please don´t hold it against me.

TO PUT IN (A REQUEST): To officially request something

We need to put in a request for a new printer in the office, the one we have is very old.

TO SEE SOMEONE OFF: to say 'goodbye' to someone

They decided not to see him off at the station after all.

Chapter 6: Exercise 7

FORWARD

Robert was not looking forward to the presentation next week.

COME

No matter how hard she tried she couldn't come up with (she could not come up with) with

an idea for a really original speech for the wedding.

DANGER

Her boss warned her that she was in danger of falling behind with her progress.

AGAINST

Mary thought it unfair that her friend should hold it against her for not calling.

REQUEST

Jerry decided to put in a request for a transfer to another course.

SEE

They decided not to see him off at the station after all.

CHAPTER 13

PHRASAL VERBS WITH 'TAKE'

Mini-Dictionary

Phrasal Verbs with 'take'

Here is a list with some examples of the most common phrasal verbs with 'take'. Use this glossary to complete exercises at the end of this chapter.

Take aback- Meaning: Surprise or shock -Example: *It took me aback when she asked such a personal question.*

Take after- Meaning: To have similar appearance, character or personality to an older family member- Example*: She takes after her father.*

Take against- Meaning: Stop liking someone; to become hostile toward- Example: *She took against Mary when she was promoted over her.*

Take apart- Meaning: Separate something into its parts-Example: *The mechanic took the car apart to find the problem.*

Take aside- Meaning: Get someone alone to talk to them-Example: *John was taken aside by the manager when he shouted at a customer. .*

Take away- Meaning: Remove something and put it in a different place- Example: *My dad took our plates away and came back with chocolate cake for dessert!*

Take away- Meaning: Remove something, either material or abstract, so that a person no longer has it- Example: *Jack´s mum took his computer away until he improved at school.*

Take away- Meaning: Subtract or diminish something- Example: *If I have three oranges and I take away two, how many oranges do I have left? The answer is …. one.*

Take away- Meaning: Leave a memory or impression in one's mind that you

think about later- Example*: I took away the impression that the manager did not get along with his players.*

Take away- Meaning: Force someone to leave a place and take him or her somewhere else -Example: *The police took the suspect to the station for questioning.*

Take away from- Meaning: Make something seem worse, not so good or less interesting- Example: *His behavior took away from the excitement of the party.*

Take back- Meaning: Retract something you said earlier. -Example: *You are not selfish; I take it back, I´m sorry.*

Take back- Meaning: When something makes you remember some past event or time we say that it 'takes you back'- Example: *That film takes me back to when I was a kid at Christmas.*

Take back- Meaning: Start a relationship again with someone after you have split up- Example: *Jane has forgiven Aaron, and taken him back despite his behavior.*

Take back- Meaning: Regain possession of something -Example: *I´m taking back my laptop because you are always using it without asking!*

Take back- Meaning: Return something to a shop for a refund or exchange- Example: *These shoes are too small, I´m going to have to take them back to the shop tomorrow.*

Take down- Meaning: Remove something from a wall or similar vertical surface to which it is fixed or handing position- Example: *She took down the photograph and replaced it with the framed picture.*

Take down- Meaning: Make notes, especially to record something spoken- Example: *If you have a pen, you should take down the most important points of the lecture.*

Take down- Meaning: Remove a temporary structure - Example: When everything else is ready, we can take down the gazebo.

Take down- Meaning: Lower an item of clothing without removing it- Example: *The nurse asked me to take down my trousers.*

Take for- Meaning. Think of or regard as- Example: *What do you take me for, a fool?*

Take for- Meaning: to get confused about what something or who someone is- Example: *Sorry, I took you for someone else, you look like a friend of mine*.-

Take for (also 'take in for', 'take for a ride', 'rip off' or 'do' someone)- Meaning: Defraud; Example: *Jane is very upset because the scammers took her for 500 pounds.*

Take in- Meaning: Shorten (a piece of clothing) or make it smaller- Example*: I asked the tailor to take the trousers in a bit around the leg.*

Take in- Meaning: Absorb information or understand the reality of that information- Example: *He was in shock after the incident, so it took him a while to take the news in.*

Take in- Meaning: Deceive, give a false impression- Example: *Everyone was taken in by his lies.*

Take it out on- Meaning: Unleash one's anger on [a person or thing other than the one that caused it]- Example: *Don't take it out on me just because you´re in a bad mood.*

Take it upon oneself- Meaning: Assume personal responsibility for a task or action- Example: *She took it upon herself to ring him and ask him to come over.*

Take off- Meaning: To remove something, usually clothes or accessories- Example: *The doctor asked me to take off my shirt.*

Take off- Meaning: Imitate, often in a comical manner -Example: *John Kraven is a comedian who takes off all the famous people in my country.*

Take off- Meaning: When an aircraft leaves the ground and begins to fly; to ascend into the air- Example: *The helicopter took off at 6pm.*

Take off- Meaning: to become successful or grow- Example: The project has really taken off this year, we are very excited.

Take off- Meaning: to leave- Example: *We have to take off now or we are*

going to be late.

Take on- Meaning: introduce, bring in or acquire - Example: *The truck took on 50 pallets in Southampton this morning.*

Take on- Meaning: employ, bring in - Example: *When the number of customers increased, we had to take on more staff.*

Take on- Meaning: Begin to have or exhibit physical traits- Example: *He took on the appearance of a criminal for the role in his new movie.*

Take on- Meaning: Take responsibility or burden- Example: *I'll take on the extra work if you can manage the project.*

Take on- Meaning: Attempt to fight or compete with- Example: *They took on the most notorious gang members in the city and they won.*

Take out-Meaning: Remove- Example: *Please take out the rubbish before the kitchen starts to smell!*

Take out- Meaning: Invite someone out socially, often for romantic reasons- Example: *Let me take you out for a drink*

Take over- Meaning: Adopt a responsibility or duty from someone else- Example: He will take over the job permanently when the accountant retires.

Take over- Meaning: Take control of something for someone temporarily- Example: *Can you take over driving for half an hour while I get some shut-eye (sleep)?*

Take over- Meaning: Buy the control of a business- Example: *Rola Cola PLC is planning to take over Punjabi MC Ltd this month.*

Take over- Meaning: Take control by conquest or invasion- Example: *Germany took over half of Europe leading up to WW2. (Note: "Lead up to" means "in the events which caused and which came before")*

Take to- Meaning: Adapt to; to learn, grasp or master something- Example: *He took to gold instantly, he was a natural. (Note: "a natural" means someone who has natural talent at something)*

Take to- Meaning: to go into or move towards- Example: *As we drove*

through field, dozens of birds took to the air, scared by the noise of the car.

Take up- Meaning: to start doing (an activity) regularly - Example: *I´m thinking of taking up tennis once a week.*

Take up- Meaning: to start to talk about an issue or problem with someone- Example: *I took my concerns up with the manager.*

Take up- Meaning: Occupy; to consume (space or time)- Example: *The sofa takes up half the living room.*

Take up- Meaning: Accept a proposal or offer- Example:

John: *Next time you´re in town, I´ll buy you a beer.*

James: *I´ll take you up on that!*

Take through- Meaning: Explain in steps; give a tour of a place- Example: *Let me take you through the basics of how to cook Southern Fried Chicken*

Exercise 1

For each of the six questions choose the one correct answer. You might need to check the glossary above.

1. When his father retires, he's planning to take _____ his factory in Beijing.

a. off

b. after

c. up

d. over

2. Our plane took ____ 2 hours late!

a. over

b. up

c. off

d. after

3. Why do so many men take ____ golf when they retire?

a. over

b. off

c. up

d. after

4. Roberto gets angry a lot, he takes _____ his father.

a. over

b. off

c. in

d. after

5. When I heard she was pregnant, I couldn’t take it _____ at first.

a. after

b. over

c. in

d. off

6. I was completely taken ____ when he told me he was working late at the office.

a. after

b. in

c. over

d. after

Exercise 2

1 Match each sentence beginning 1 - 10 with an appropriate ending a) – j).

1 She is very similar to her mother, whereas her sister takes

2 The new CEO is very serious and we haven't really taken

3 I need to remember this lesson. I'll get a pen and paper and take

4 My feet are swollen. I think I'll take

5 This jumper is too big. I need to take

6 When my mum retired, I took

7 Michael's become inseparable from his bike since he took

8 You should get rid of this table. It's a small room and it takes

9 We have too much to do at work. We need to take

10 I thought I could manage this job, but I think I´ve taken

a) it back.

b) on more staff

c) on too much

d) up half the room.

e) up cycling.

f) off my shoes.

g) over the family business.

h) to her.

i) after her father.

j) down the most important parts.

Exercise 3

Now write the infinitive of each of the phrasal verbs with ‘take’ from exercise 2 next to its meaning below.

a) accept the responsibility for something _____

b) start a new hobby or activity _____

c) start to like or feel good about _____

d) to employ (give a job to) _____

e) remind or provoke memories _____

f) to become successful _____

g) make notes _____

h) to be similar in appearance or personality _____

i) take control of _____

j) occupy space or time _____

Answers:

Exercise 1

1:

a. ‘Take off’ usually refers to planes or clothes!

b. ‘Take after’ means ‘similar to’.

c. ‘Take up’ means begin a sport or hobby.

d. Correct - He plans to ‘take over’ the factory – take control of it.

2:

a. ‘Take over’ usually means take control of.

b. ‘Take up’ means begin a sport or hobby.

c. Correct - The plane ‘took off’ 2 hours late is correct. It departed or left the ground.

d. ‘Take after’ means ‘similar to’.

3:

a. ‘Take over’ usually means take control of.

b. ‘Take off’ usually refers to planes or clothes!

c. Correct - ‘Take up’ means begin a sport or hobby.

d. ‘Take after’ means ‘similar to’.

4:

a. ‘Take over’ usually means take control of.

b. ‘Take off’ usually refers to planes or clothes!

c. ‘Take in’ means to try to understand something or to fool someone.

d. Correct - ‘Take after’ means ‘similar to’. ‘He takes after his father’.

5:

a. ‘Take after’ means ‘similar to’.

b. ‘Take over’ usually means take control of.

c. Correct - Take in’ means to try to understand something – often used in the negative.

d. ‘Take off’ usually refers to planes or clothes!

6:

a. ‘Take after’ means ‘similar to’.

b. Correct - ‘Take in’ means to be fooled by someone. ‘I was taken in by his lies’

c. ‘Take over’ usually means take control of.

d. ‘Take after’ means ‘similar to’.

Exercise 2

1 She is very similar to her mother, whereas her sister takes after her father.

2 The new CEO is very serious and we haven’t really taken to her.

3 I need to remember this lesson. I’ll get a pen and paper and take

4 My feet are swollen. I think I’ll take off my shoes.

5 This jumper is too big. I need to take it back.

6 When my mum retired, I took over the family business.

7 Michael's become inseparable from his bike since he took up cycling.

8 You should get rid of this table. It's a small room and it takes up half the room.

9 We have too much to do at work. We need to take on more staff.

10 I thought I could manage this job, but I think I´ve taken on too much.

Exercise 3

a) accept the responsibility for something – Take on

b) start a new hobby or activity – Take up

c) start to like or feel good about – Take to

d) to employ (give a job to) – Take on

e) remind or provoke memories – Take back

f) to become successful – Take off

g) make notes - Take down

h) to be similar in appearance or personality- Take after

i) take control of- Take over

j) occupy space or time- Take up

CHAPTER 13

PHRASAL VERBS WITH 'PUT'

Mini-Dictionary

Phrasal Verbs with 'put'

Here is a list with some examples of the most common phrasal verbs with 'put'. Use this glossary to complete exercises at the end of this chapter.

Put out- Meaning: Extinguish a light or something which has fire. Example: *Put out your cigarette please, this is a no-smoking area.*

Put out- Meaning: Release or publish. Example: *We need to put out an email explaining the situation.*

Put (effort) into- Meaning: To try- Example: I put a lot of work into the presentation.

Put across- Meaning: Explain or communicate something clearly and understandably- Example: The way she put the message across was quite rude.

Put aside- Meaning: Save (money)- Example: *I try to put a few quid aside every day for our summer holiday. (Note: "quid" is slang for British pounds)*

Put aside- Meaning: Ignore or intentionally disregard (something), temporarily or permanently- Example: *We need to put our differences aside.*

Put away- Meaning: put something somewhere organised or out of sight. Example: *When I tidy my room I put all my clothes away.*

Put away- Meaning: Consume in large quantities (food and drink)**-** Example: *He put away 12 chicken wings, 2 steaks and a whole roast chicken.. What a beast!*

Put away- Meaning: Send to jail- Example: *They put her away for 2 years on weapons charges.*

Put back- Meaning: Return something to its original place- Example: She put the toys back in the cupboard.

Put back- Meaning: Postpone a meeting, event or appointment- Example: *The meeting has been put back to 2pm due to the storms.*

Put down- Meaning: Belittle, humiliate or demean- Example: *She´s not very nice, she constantly puts her husband down.*

Put down- Meaning: Pay a deposit or initial installment- Example: *She put down a 2,000 euro deposit.*

Put down- Meaning: Eliminate or stop by force- Example: *Government security forces quickly put down the civil unrest.*

Put down- Meaning: Kill an animal because it is sick or suffering.- Example: *We had to put our dog down last month because he was too ill.*

Put down- Meaning: Write (something)- Example: *Put down your name and address on this paper.*

Put down- Meaning: Finish a phone-call; to hang up- Example: *Don't put the phone down please, I want to apologise to you!*

Put down- Meaning: Add a name to a list- Example: *I've put myself down on the VIP list for the party. .*

Put down or Putting up- Meaning: Make prices, or taxes, lower or higher- Example: *The Chinese government are putting up the price of oil in order to stimulate the use of renewable energies.*

Put down- Meaning: Place a baby somewhere to sleep- Example: *I have just put Charley down so please be quiet!*

Put down (a book)- Meaning: Stop, temporarily or permanently, reading (a book)- Example: *I can´t put this book down, it´s so interesting!*

Put down as- Meaning: Make assumptions about someone´s personality. - Example*: I put her down as an arrogant, materialistic snob, but she is actually very sweet.*

Put down for- Meaning: Put someone on a list of people who have offered to help, or contribute to something- Example: *Put Jack down to help with the*

cleaning, he told me he wanted to do it.

Put down to- Meaning: assume or come to the conclusion about the cause of a situation- Example: *We often put high crime rates down to high unemployment.*

Put on- Meaning: To fake or pretend**.** Example: *He puts on funny accents to make us laugh.*

Put on (clothes)- Meaning: To fit clothes on your body**.** Example: *It´s really sunny, I need to put my hat on!*

Put on- Meaning: To blame someone else for something**.** Example: *You can´t put that on me, it wasn´t my fault!*

Put on (weight)- Meaning: To gain weight or fat**.** Example: *I have put on at least 2 stone over Christmas. I didn´t stop eating!*

Put forward (a suggestion or idea)- Meaning: Propose for consideration- Example: *The CEO put forward new plans to reduce costs.*

Put forward- Meaning: Change the time in a time zone to a later time**.** Example: *I almost forgot that we have to put the clocks forward tomorrow by 1 hour.*

Put up with- Meaning: Tolerate**.** Example: *I'm too tired to put up with him, his attitude annoys me.*

Put up- Meaning: Offer accommodation for the night**.** Example: *My parents put us up while our house was being re-furbished.*

Put up- Meaning: raise. Example: *Put your hands up in the air like you just don´t care!*

Put someone up to something- Meaning: manipulate someone or convince them to do something. Example: *Did Mary put you up to this? I told her I didn´t want to talk about my problem.*

Put off- Meaning: Distract**.** Example: *Don´t try to put me off the game, that´s cheating!*

Put off- Meaning: Delay**.** Example: *We put off the show because of the rain.*

Put someone off something or someone- Meaning: Make someone stop liking something or someone. Example: *Her lack of a sense of humour put me off her, so I didn´t ask her out*

. .

Exercise 1

Phrasal verbs with 'put'

Match each sentence beginning 1 - 12 with an appropriate ending a) – l).

1. It's raining quite heavily. You should put on
2. I didn´t recognize her when I saw her because she had put on
3. There's nothing good on TV. Why don´t we put on
4. She might need to move. Her landlady has put up
5. We need to put up new
6. Put your hand up
7. My parents offered to put
8. How do you put up
9. We had to put off the meeting
10. It snowed so heavily that it put us off
11. I could never concentrate at university, because all
12. We need to put out

a) us up for the weekend when we go to visit.

b) a lot of weight.

c) because the CEO was stuck in traffic.

d) with her constant moaning?

e) your new coat.

f) the fire before it spreads.

g) going out, so we watched a film instead.

h) the parties and the noise put me off.

i) her rent.

j) an online film?

k) curtains because the old ones have holes in them.

l) if you have any questions.

Exercise 2

Now decide which phrasal verb is needed in each sentence:

1. I can't ___ her anymore, she's driving me bonkers! *(Note: to drive someone bonkers means to drive him or her crazy- to annoy)*

Put on

Put back

Put up with

2. Please ___ the bread when you're finished using it.

Put back

Put on

Put down

3. Can you ___ the conference until Friday please?

Put up

Put off

Put down

4. She ___ all the time, but he's still married to her.

Puts him up

Puts him across

Puts him down

5. They ___ a new blog post every week. It's really good.

Put up with

Put down

Put out

6. I was trying to ___ my opinion but no one listened.

Put away

Put across

Put up with

Answers:

Exercise 1

1. *It’s raining quite heavily. You should put on your new coat.*
2. *I didn´t recognize her when I saw her because she had put on a lot of weight.*
3. *There’s nothing good on TV. Why don´t we put on an online film?*
4. *She might need to move. Her landlady has put up her rent.*
5. *We need to put up new curtains because the old ones have holes in them.*
6. *Put your hand up if you have any questions.*
7. *My parents offered to put us up for the weekend when we go to visit.*
8. *How do you put up with her constant moaning?*
9. *We had to put off the meeting because the CEO was stuck in traffic.*
10. *It snowed so heavily that it put us off going out, so we watched a film instead.*
11. *I could never concentrate at university, because all the parties and the noise put me off.*
12. *We need to put out the fire before it spreads.*

Exercise 2

1. I can't ___ her anymore, she's driving me bonkers! *(Note: to drive someone bonkers means to drive him or her crazy- to annoy)*

Put on

Put back

<u>Put up with</u>

2. Please ___ the bread when you're finished using it.

<u>Put back</u>

Put on

Put down

3. Can you ___ the conference until Friday please?

Put up

Put off

Put down

4. She ___ all the time, but he's still married to her.

Puts him up

Puts him across

Puts him down

5. They ___ a new blog post every week. It's really good.

Put up with

Put down

Put out

6. I was trying to ___ my opinion but no one listened.

Put away

Put across

Put up with

CHAPTER 15

PHRASAL VERBS WITH 'GET'

Mini-Dictionary

Phrasal Verbs with 'get'

Here is a list with some examples of the most common phrasal verbs with 'get'. Use this glossary to complete exercises at the end of this chapter.

get across (separable) – to communicate clearly- Example: *The man was so stubborn that we couldn´t get the message across and change his mind.*

get ahead (intransitive - no object) – to make progress- Example: *She needs to work hard in life if she wishes to be successful.*

get along (get on) (intransitive) – to have a good relationship- Example: *I get along very well with my grandfather. We have similar personalities.*

get around (1)- (inseparable) – to avoid or to overcome a problem, a rule, or a challenge- Example: *Walter got around the rules by pretending he didn´t know about them.*

get around (2)- (intransitive - no object) – to go from place to place- Example: Since he lives in the city centre, he gets around everywhere on foot.

get around to (3) – to finally do something- Example: *We finally got round to clearing the loft after three months!*

get at- (intransitive - no object) – to hint or to mean- Example: *What are you getting at? Can you be more specific and give me an example?*

get at– to reach so that you can take something- Example: *Can you pass me that bottle please? I can´t get at it because I´m too short.*

get away- (intransitive - no object) – to escape- Example: *The prisoners got away through a hole in the wall.*

get away with something– to escape responsibility- Example: *We got away*

with not doing our homework because we told the teacher that our dog had eaten it.

get back- (intransitive - no object) – to return- Example: *Jeremy always gets back late from the office. He has a very intense job.*

get by- (intransitive - no object) – to survive- Example: *When we were young my family had no money, but we got by.*

get down (to)- (intransitive - no object) – to concentrate or focus on a task. - Example: *Let´s get down to business. We need to find a solution to the supply problem. .*

get down (1)- (separable) – to discourage- Example: *Don´t let the rain get you down!*

get down (2)- (separable) – to put in writing- Example: *Please Bob, can you get the minutes down during the meeting?*

get in- (intransitive - no object) – to arrive- Example: *The bus got in an hour early because of the mistake in the timetable.*

get off (1)- (inseparable) – to leave- Example: *I forgot my hat when I got off the train.*

get off (2)- (intransitive - no object) – to receive lesser punishment- Example: *He crashed his car into a shop window because he was on his phone, but he got off with just a small fine and some community service.*

get off (3)- (separable) – to interrupt- Example: *We have the day off today because of the floods. We don´t have to go to work!*

get out (1)- (intransitive - no object) – to spread- Example: *Word gets out quickly in our small village, so everyone knew Michael was planning on proposing to Jess.*

get out (of) (2)- (inseparable) – to escape- Example: *Joe always has an excuse and gets out of cleaning the car.*

get out (of) (3)- (inseparable) – to leave- Example: *Let's get out of here.. I´m hot and tired!*

get over- (inseparable) – to recover- Example: *It took Jill some time to get*

over her divorce.

get rid of- (inseparable) – dispose of something or dismiss someone- Example: *Please get rid of that old bike. It's so dirty*

get through (1)- (inseparable) – to finish- Example: *We need to get through at least 6 pages of material in today´s lesson.*

get through (2)- (inseparable) – to communicate a message effectively- Example: *We need to get through to him before he does something stupid, but he doesn´t listen.*

get to (1)- (inseparable) – to annoy- Example: *His comments got to me!*

get to (2)- (inseparable) – to arrive **-** Example: *What time will you get to the station?*

get together- (intransitive - no object) – to meet up with someone - Example: *They got together for a drink and 6 months later they were married!*

get up- (intransitive - no object) – wake up and get out of bed **-** Example: *My new job starts at 8 am so I have to get up at 6 o´clock.*

get up to– to do **-** Example: *What did you get up to yesterday?*

Exercise 1

Read the sentences below. Underline the phrasal verbs and try to work out the meaning from the context. Then complete the gaps below each sentence using one of the following meanings.

to communicate a message effectively

to reach so that you can take something

to communicate clearly

to escape responsibility

to avoid or to overcome a problem, a rule, or a challenge

to escape

to discourage

to recover

1) They realised it would be a difficult challenge, but after a lot of hard work they got around it.

Phrasal Verb: ……

Meaning: ……..

2) I can never get at the top shelf in the supermarket, so I always have to ask for help. I wish I were taller.

Phrasal Verb: ……

Meaning: ……..

3) After Jim had made several unsuccessful attempts to get through to Sally, he realized she wasn´t listening, so he went home.

Phrasal Verb: ……

Meaning: ……..

4) Albert managed to get away from the meeting early for Mary´s birthday.

Phrasal Verb: ……

Meaning: ……..

5) My girlfriend left me last month and I felt very sad, but I've got over it now.

Phrasal Verb: ……

Meaning: ……..

6) I don´t like sad films, they really get me down.

Phrasal Verb: ……

Meaning: ……..

7) Jason is a good presenter who always gets his message across.

Phrasal Verb: ……

Meaning: ……..

8) The police didn´t catch the thief, so he got away with it.

Phrasal Verb: ……

Meaning: ……..

Answers:

1) They realised it would be a difficult challenge, but after a lot of hard work they got around it.

get around

to avoid or to overcome a problem, a rule, or a challenge

2) I can never get at the top shelf in the supermarket, so I always have to ask for help. I wish I were taller.

get at

to reach so that you can take something

3) After Jim had made several unsuccessful attempts to get through to Sally, he realized she wasn´t listening, so he went home.

get through–

to communicate a message effectively

4) Albert managed to get away from the meeting early for Mary´s birthday.

get away-

to escape

5) My girlfriend left me last month and I felt very sad, but I've got over it now.

get over-

to recover

6) I don´t like sad films, they really get me down.

get down

to discourage

7) Jason is a good presenter who always gets his message across.

get across–

to communicate clearly

8) The police didn´t catch the thief, so he got away with it.

get away with–

to escape responsibility

CHAPTER 16

PHRASAL VERBS WITH 'COME'

Mini-Dictionary

Phrasal Verbs with 'come'

Here is a list with some examples of the most common phrasal verbs with 'come'. Use this glossary to complete exercises at the end of this chapter.

come across (1)- (inseparable) – to find- Example: *I came across a very interesting book while browsing the second-hand bookshops in Manchester.*

come across (2)- (inseparable) – to give the impression or appearance- Example: *He came across quite arrogant at first but he was a nice guy.*

come along (1)- (intransitive - no object) – to progress- Example: *How is her assignment coming along?*

come along (2)- (intransitive - no object) – to casually attend or appear somewhere- Example: *When Jenny came along after work, Robbie left because he was still angry with her.*

come around- (intransitive - no object) – to change opinions- Example: *After hours of arguing he finally came round (he agreed with me)*

come back (1)- (inseparable) -- to return- Example: *Madison comes back from London tomorrow. We need to pick her up from the airport at 2.*

come back (2)- (inseparable) -- to remember- when a memory returns because of something you see, hear or feel- Example: *It all came back to me when I saw the ring. I´d forgotten everything, but now I remember.*

come by- (inseparable) – to get or obtain- Example: *I came by this watch when I was walking along the beach and found it.*

come down (with)- (inseparable) – to become ill- Example: *Maybe you should go to the doctor´s. This is the third time you´ve come down with a cold*

this month.

come from- (inseparable) -- to originate- Example: *Madison comes from a wealthy family. Jack comes from England.*

come in- (inseparable) -- to finish- Example: *Madison came in last in the race, but she enjoyed herself.*

come into- (inseparable) -- to acquire- Example: *Madison came into money when she was 21, after her parents suddenly died.*

come off (1)- (intransitive - no object) – to give the impression- Example: *Jack comes off as a hard person, but in fact he is quite caring.*

come off (2)- (intransitive - no object) – to stop taking a drug or medication- Example: *Mick is coming off drugs, he has a serious addiction.*

come on- (intransitive - no object) – to give the impression- Example: *Jack comes on as a hard person, but in fact he is quite caring.*

come on- (intransitive - no object) – to start to work (water, electricity etc..)- Example: *The electricity came back on two hours after the power cut.*

come out- (intransitive - no object) – to be revealed or to reveal information- Example: *The player's past came out when his old friends spoke to the press.*

come over- (intransitive - no object) – to visit causally or spontaneously- Example: *Come over for dinner tonight, we´re having a Sunday roast!*

come through- (intransitive - no object) – to do what is expected- Example: *William came through only after Wanda begged him for three days to get the tickets for the game.*

come to- (inseparable) – to total (counting money)- Example: *The restaurant bill comes to 150 dollars*

come up- (intransitive - no object) – to be mentioned in conversation- Example: *The topic of his money problems came up during the conversation.*

come up with- (inseparable) – to invent or think about something new- Example: *Joe came up with a very good idea for the marketing campaign.*

come upon- (inseparable) – to discover by accident-Example: *While cleaning*

the house, we came upon an amazing picture from the 19th century.

Exercise 1:

Write the correct preposition to make meaningful sentences.

1. Mary comes …….. Ireland and she was born in Dublin.

2. Jason came …….. last in the marathon.

3. He came……. home quite late, but he had a good reason.

4. I came …….. some old friends at the party.

5. The price of oil is coming ……, so demand will go up.

6. She is trying to come …….. the medication but she has to do it gradually.

7. They came …….. to Coventry last Christmas, so we´ve got to go over to theirs this year.

Exercise 2:

Complete the phrasal verb for each sentence. Use the glossary in this unit if you need to.



1. I …….. a lot of money when I turned 18 because I inherited it from my grandparents.



2. Now I remember! It´s all ……. to me.



3. The truth …… when one of the witnesses spoke to reporters and it was published in the press.



4. We need to …… with some creative ideas for the new story. It should be an action thriller with a strong main character.

Answers:

Exercise 1

1. *Mary comes from Ireland and she was born in Dublin.*
2. *Jason came in last in the marathon.*
3. *He came back home quite late, but he had a good reason.*
4. *I came across some old friends at the party.*
5. *The price of oil is coming down, so demand will go up.*
6. *She is trying to come off the medication but she has to do it gradually.*
7. *They came over to Coventry last Christmas, so we´ve got to go over to theirs this year.*

Exercise 2

1. *Came into*
2. *Coming back*
3. *Came out*
4. *Come up*

CHAPTER 17

BONUS CHAPTER: FORMAL VS INFORMAL LANGUAGE

SIX Quick Rules of Formal VS Informal:

1. We tend to understate our feelings and would say I was rather disappointed or I was somewhat surprised instead of saying how we really felt.

2. For the same reason, we do not use exclamation marks.

3. We often use the passive to emphasize the action when the person is of less importance

4. We avoid contractions in formal letters.

5. We use formal equivalence of idiomatic language and phrasal verbs

6. Particular sentence structures can be used to create a formal tone. Inversion is one example of this “Although we were offered an alternative dish, when it was delivered to the table it was cold again”.

Exercise 1:

Rewrite the following sentences using formal equivalents for the phrasal verbs. Use a dictionary if necessary. You might need to make other changes to the structures.

1) I’m so chuffed that you’ve been talked into coming to the meeting.

……..

……..

2) The football club’s facilities have been done up, so this should make our performances better.

……..

……..

3) As our town is quite cut off, perhaps we could arrange for you to be put up in a hotel in the city for a few days.

……..

……..

4) We will make up for the inconvenience of having to wait for so long.

……..

……..

Answers:

1) I am very happy that you have been convinced to attend the meeting.

2) The football club's facilities have been refurbished, which should improve our performances.

3) As our town is quite isolated, we could arrange hotel accommodation in the city for a few days.

4) We will compensate you for the inconvenience of having to wait for so long.

Formal VS Informal Language List:

It is vital that you can distinguish between formal and informal language in English, not only for this exam, but also for life in general. Writing a letter or email to a friend is obviously not the same as writing a letter of recommendation for a friend who has applied for a job.

Here are some examples of formal and informal words with the same meaning,

FORMAL	INFORMAL
to depart	go
to retain	keep
to cease	stop
to function	work
to demonstrate	show
to reside	live
deficiency	lack
perspiration	sweat
inexpensive	cheap
require	need
next / later	subsequently
childish	immature, infantile
enough	sufficient
more (information)	further
to help	assist, aid
to free	liberate
to get	obtain

want	to desire
to ask for	request
so	therefore
look for	to seek

CHAPTER 18

BONUS CHAPTER: 101 IELTS GRAMMAR RULES (QUICK NOTES)

This short bonus chapter is an Instant Notes mini-book, which has been written to serve as a quick revision guide for English students. These grammar tips are particularly crucial in the Speaking and Writing sections of exams and in spoken and written English in general.

Once you read and internalize the advice in this mini-book, you will be better equipped to successfully take a range of English language exams at various levels, from B1 to C2.

Let´s get started!

101 English Grammar Rules

1. The word "**people"** is ALWAYS plural.

People are always talking about him (NOT People is...)

The people in the room were starting to get nervous. (NOT: The people in the room was…)

2. After **would rather**, use an infinitive (without to) or a past tense, not a present tense.

I'd rather stay at home this evening. (NOT I'd rather to stay at home...)

I would rather you paid me in cash. (NOT I would rather you pay me in cash.)

3. Use an **-ing** form after be/get used to.

I'm used to driving in London now, but it was hard at the beginning. (NOT I'm used to drive...)

I'll never get used to living in this place.

4. **How long are you here for?** Is a question about the future.

'How long are you here for?' 'Till Easter.' (NOT 'Since Christmas.')

5. Don't use **could** to talk about something that you succeeded in doing.

I managed to run 10 km yesterday in under an hour. (NOT I could run 10 km yesterday...)

How many eggs were you able to get? (NOT ...could you get?)

6. **Indirect questions** usually have the same construction as statements.

I asked where her parents were. (NOT USUALLY I asked where were her parents.)

The policeman wanted to know where I lived. (NOT ...where did I live?)

7. To say that something is not necessary, use **needn't** or **don't have to**, not mustn't.

You needn't pay now; tomorrow will be OK. (NOT You mustn't pay now; tomorrow will be OK.)

I don't have to wear a tie at work. (NOT I mustn't wear a tie at work.)

8. **Everything** is a singular word.

Everything was broken. (NOT Everything were broken.)

Is everything ready?

9. Use **because** or **so**, but not both together.

Because the train was late I missed the meeting. OR The train was late, so I missed the meeting. (BUT NOT Because the train was late, so I missed the meeting.)

10. We **say something to a person**.

She never says 'Hello' to me. (NOT She never says me 'Hello'.)

Andrew has said nothing to Peter. (NOT Andrew has said Peter nothing.)

11. **Tell** normally needs a personal object.

He told us that he was going home. (NOT He told that he was going home.)

I've told you everything I know.

12. Don't use **every** to talk about two people or things.

You can park on each side of the street. (NOT ...on every side of the street.)

He was holding a glass in each hand.

13. **Far** is unusual in affirmative sentences, except in a very formal style.

We live a long way from here. (NOT USUALLY We live far from here.)

It's a long way to Manchester.

14. We don't usually use **before** to mean 'in front of'.

You can park in front of the station. (NOT ... before the station.)

There's a big tree just in front of our house.

15. After **look**, we use at with an object.

Look at the moon! (NOT Look the moon!)

What are you looking at?

16. We use **when**, not as or while, to talk about ages and periods of life.

When I was 14 I first got interested in archaeology. (NOT As/While I was 14...)

We lived in London when I was a child. (NOT ... as/while I was a child.)

17. After **as long as**, use a present tense to refer to the future.

I'll remember this holiday as long as I live. (NOT ... as long as I will live.)

You can have my bike as long as you bring it back tomorrow.

18. We say **as usual**, not as usually.

Let's meet tomorrow at 10.00, as usual.

Vanessa late as usual.

19. **As well as** (with a similar meaning to 'not only... but also') is normally followed by an -ing form.

As well as breaking his leg, he hurt his arm. (NOT As well as he broke his leg...)

He works full time as well as bringing up three children.

20. Expressions like **in three hours' time** refer to the future.

We'll need the report in two weeks' time. (BUT NOT He wrote the report in four hours' time.)

I'll see you again in a month's time.

21. We don't normally use **to** after arrive.

What time do we arrive in London? (NOT … arrive to London?)

The train arrived at our station half an hour late.

22. **Because** is a conjunction; because of is a preposition.

We cancelled the match because it rained. (NOT … because of it rained.)

We cancelled the match because of the rain. (NOT …because the rain.)

23. After the verb **lack**, no preposition is necessary.

The soup lacks salt. (NOT … lacks of salt.)

It's a good novel, but it lacks structure.

24. **Before** (meaning ‘before that') follows an expression of time.

Last summer, I decided to go and visit the town that I had left eight years before. (NOT … before eight years.)

I had already met her once, about three years before.

25. **News** is singular and uncountable

All the news is bad. (NOT All the news are bad.)

I have some news for you (NOT I have a news for you)

26. You **borrow something from somebody**.

I borrowed the money from my brother. (NOT I borrowed my brother the money.)

Can we borrow some sugar from you?

27. We prefer **closed**, not shut, before a noun.

When I talk to you, I feel as if I'm standing in front of a closed door. (NOT … a shut door.)

He's got a closed mind. You can't tell him anything.

28. We say **come from** (present) to give our town, country etc of origin.

James comes from Liverpool. (NOT James came from Liverpool.)

Where do you come from?

29. Comparatives are made with **more** or **-er**, but **never both.**

The weather is getting colder. (NOT … more colder.)

Please try to be more polite. (NOT … more politer.)

30. We never use **on the contrary** to give another side of a question.

It's hard work. On the other hand, it's interesting. (NOT on the contrary, it's interesting.)

She's very bad-tempered. On the other hand, she's generous.

31. In affirmative sentences we generally use **a long time**, not **long**, except in a very formal style.

We waited a long time, but she didn’t come. (NOT We waited long, but …)

It will be a long time before we invite her again.

32. Use superlatives to compare people and things with the groups that they belong to.

Sandra is the tallest of the five girls. (NOT Sandra is the taller of the five girls.)

I think I'm the oldest person in the class.

33. We often use **in** after dressed to describe the clothes

She was dressed in yellow from head to foot. She looked like a daffodil.

The bride was dressed in white silk.

34. We don't use **it … + infinitive** with allow.

Smoking is not allowed. (NOT It is not allowed to smoke.)

We weren't allowed to use calculators in the exam. (NOT It wasn't allowed to use …)

35. **Whose** means '**who is'** or '**who has'**; **whose** is a possessive.

Who's that? (NOT Whose that?)

Who's taken my keys? (NOT Whose taken my keys?)

Whose coat is that? (NOT Who's coat is that?)

36. We don't usually use **other** with uncountable nouns.

Can I have more rice? (NOT … other rice?)

Perhaps we should use different oil. (NOT … other oil.)

37. We use **either**, not **any**, to talk about two people or things.

I can write with either hand. (NOT … with any hand.)

'Do you prefer Monday or Tuesday?' 'Either day will do.'

38. Don't put articles and possessives together before nouns.

She's a friend of mine. OR She's my friend. (BUT NOT She's a my friend.)

Peter's lost his keys. (NOT … the his keys.)

39. We say that somebody is **good, bad, clever etc at something**.

My sister is very good at Science. (NOT … good in Science.)

I'm very bad at languages.

40. Don’t leave out **a/an** in negative expressions.

Don’t got out without a coat. (NOT … without coat.)

It’s difficult to get there if you haven’t got a bike. (NOT … if you haven’t got bike.)

41. We use **any**, not every, to say ‘one or another’.

‘Which newspaper would you like?’ ‘It doesn’t matter. Any one.’ (NOT … every one.)

‘When would you like to come to dinner?’ ‘Any day is OK.’

42. **Advice** is uncountable.

Can you give me some advice? (NOT … an advice?)

My father gave me three pieces of advice. (NOT … three advices.)

43. We don’t use **some** if we know the exact number.

You’ve got beautiful fingers. (NOT … some beautiful fingers.)

A mountain bike needs to have strong wheels. (NOT … some strong wheels.)

44. We don´t use articles in some common expressions with **home**, **school** and **bed**.

Why isn’t Angela at school today? (NOT … at the school today?)

I want to spend a day in bed.

45. When **which? what?** or **who?** are subjects, we make questions without do.

Which costs more - the blue one or the grey one? (NOT Which does cost more …?)

What happened to your bike? (NOT What did happen to your bike?)

Who phoned? (NOT Who did phone?)

46. We don´t use articles after the **amount/number of**.

I was surprised by the amount of money that was collected. (NOT … the amount of the money …)

The number of unemployed rose sharply last month. (NOT The number of the unemployed…)

47. We use **because**, not as or since, if the reason is the most important part of the sentence.

Why am I leaving? I’m leaving because I’m fed up. (NOT I’m leaving as/since I’m fed up.)

They’re laughing because they think your hat’s funny.

48. **Travel** is normally uncountable.

I like travel.

We went on a trip/journey to the Antarctic last spring. (NOT We went on a travel …)

49. **Can** has no infinitive. We use **be able to** instead.

I'd like to be able to sing. (NOT … to can sing.)

When will you be able to meet us?

50. The difference between **a** and **an** depends on pronunciation, not spelling.

She's a US citizen. (NOT She's an US citizen.)

Would you like to be an MP? (NOT … a MP?)

51. **Weather** is uncountable.

We had terrible weather last week. (NOT … a terrible weather …)

I hope we get good weather at the weekend.

52. Words like **President, King, Doctor** in titles have no article.

President Obama visited the Pope. (NOT The President Obama …)

I'd like to see Dr Jones. (NOT … the Dr Jones.)

53. We usually use **over**, not across, to mean 'on/to the other side of something high'.

Why are you climbing over that wall? (NOT … across that wall?)

I threw his keys over the fence, where he couldn't get them.

54. **Actually means 'really' or 'in fact'**, not 'now'.

She said she was 18, but actually she was 15.

In 1700 the population of London was higher than it is now. (NOT … than it actually is.)

55. **Asleep and afraid** are not normally used before nouns.

He had the innocent expression of a sleeping baby. (NOT … of an asleep baby.)

In the house, we found a frightened child hiding in the kitchen. (NOT … an afraid child.)

56. We don't usually put an adverb and its complement together before a noun.

We're looking for people who are skilled in design. (NOT … skilled in design people.)

He has a difficult accent to understand. (NOT … a difficult to understand accent.)

57. **Eventually means 'finally'**, not ´from time to time´, 'possibly' or 'perhaps'.

It took a long time, but eventually he finished his studies.

I'm not sure what I'll do next year. Perhaps I'll go to university if I can get a place. (NOT Eventually I'll go to university …)

58. We don't usually use **too** before adjective + noun.

The problem was too difficult. (BUT NOT It was a too difficult problem.)

I put down the bag because it was too heavy. (BUT NOT I put down the too heavy bag.)

59. We usually put descriptive adjectives before classifying adjectives.

An old political idea (NOT A political old idea)

The latest educational reform (NOT The educational latest reform)

60. Nouns referring to nationality are often different from the corresponding adjectives.

Graham is typical Welshman. (NOT … a typical Welsh.)

He's married to a Spaniard. (NOT … a Spanish.)

61. **Adjectives that express opinions** usually come before other descriptive adjectives.

a lovely cool drink (NOT a cool lovely drink)

their wonderful old house (NOT their old wonderful house)

62. **Pronoun objects** come before adverb particles.

Can you switch it on, please? (NOT …switch on it…)

I'm going to throw them all out. (NOT … throw out them all.)

63. **Adverbs** can't usually be used instead of adjectives.

She danced happily into the room. (NOT She danced happy …)

I'm terribly sorry. (NOT I'm terrible sorry.)

64. **After all** doesn't mean 'finally'. It means '**all things considered' or 'in spite of what was expected'.**

It took a long time, but finally we found our dream house. (NOT … but after all we found our dream house.)

She can make her own bed. After all, she's not a baby any more.

I expected to fail the exam, but I passed after all.

65. **Ago** comes after an expression of time.

Ann phoned two hours ago. (NOT … ago two hours.)

I should have finished this work six weeks ago.

66. We don't normally use **all** without a noun to mean 'everybody'.

Everybody was quiet. (NOT All were quiet.)

I've written to everybody. (NOT I've written to all.)

67. In **exclamations with how**, the adjective or adverb comes immediately after how.

How cold it is! (NOT How it is cold!)

How well she sings! (NOT How she sings well!)

68. We don't use **every** with uncountable nouns.

I like all music. (NOT I like every music.)

I can do every kind of work. (NOT … every work.)

69. After **either,** we use a singular noun.

I can come on Wednesday or Thursday - either day is OK. (NOT … either days …)

She can write with either hand.

70. We usually ask '**What colour …?**' without a preposition.

What colour is your new bike? (NOT Of what colour …?)

What colour is her hair this week?

71. We don't usually drop nouns **after adjectives**.

Poor little boy! (NOT Poor little!)

The most important thing is to be happy. (NOT The most important is to be happy.)

72. **All day** doesn't mean the same as every day.

I worked all day yesterday, from 8.00 till bedtime.

I worked every day except Sunday last week. (NOT … all day except Sunday …)

73. Don't drop **a/an after what** in exclamations.

What a rude man! (NOT What rude man!)

What an awful film! (NOT What awful film!)

74. **Experience** and **experiment** don't mean the same.

We did an experiment in the chemistry lesson to see if you could get chlorine gas from salt. (NOT We did an experience …)

I'm experimenting with a new perfume.

I had a lot of interesting experiences during my year in Africa. (NOT I had a lot of interesting experiments …)

Have you ever experienced the feeling that you were going mad? (NOT Have you ever experimented the feeling …?)

75. We don't usually use **reflexive pronouns** after **feel**.

I feel really energetic today. (NOT I feel myself really …)

Andrew often feels depressed. (NOT … feels himself depressed.)

76. We use **half** without of in expressions of measurement and amount.

They live about half a mile from here. (NOT … half of a mile …)

I only need half a pint.

77. We use **hear**, not listen to, to say that something 'comes to our ears'.

Suddenly I heard a strange noise. (NOT Suddenly I listened to a strange noise.)

Did you hear that?

78. After **help**, we can use object + infinitive (with or without to).

Can you help me (to) find my ring? (NOT … help me finding my ring?)

Let me help you (to) wash up.

79. We usually say **hope** …**not**, rather than do not hope.

I hope it doesn't rain tomorrow. (NOT I don't hope it rains tomorrow.)

'Is Peter coming this evening?' 'I hope not.'

80. We say that you **crash into** something.

Granny crashed into a tree yesterday. (NOT Granny crashed against a tree yesterday.)

The plane crashed into a mountain.

81. **Singular forms** are used before nouns in plural measuring expressions.

I found a ten-euro note on the pavement. (NOT … a ten-euros note …)

He goes for a five-mile walk every morning.

82. **It's** means 'it is' or 'it has'; its is a possessive.

It's late. (NOT Its late.)

It's stopped raining. (NOT Its stopped raining.)

The dog hasn't eaten its food. (NOT …it's food.)

83. We don't usually use **also** in short answers.

'I like this place.' 'Me too.' (NOT I also.)

'I've got a headache.' 'So have I.' (NOT I have also.)

84. We don't usually put **a comma** before that (conjunction or relative pronoun).

I knew that I had seen him somewhere before. (NOT I knew, that …)

She couldn't find the paper that had his address on. (NOT … the paper, that had …)

85. **Rest** (meaning 'things left over') is uncountable.

I'll take these grapes and you can have the rest. (NOT … the rests.)

We're having left-overs for supper. (NOT We're having rests …)

86. **Same** is normally used with **the**, and followed by **as**.

Give me the same again, please. (NOT Give me same again, please.)

She has the same birthday as me. (NOT She has my same birthday. OR She has same birthday like me.)

87. After **would like**, we normally use a **-to infinitive**.

Would you like to dance? (NOT Would you like dancing?)

I'd like to go to Australia. (NOT I'd like going to Australia.)

88. We use **remind (of)** to mean 'make somebody remember'.

Remind me to pay the milkman. (NOT Remember me to pay …)

The smell of hay reminds me of my childhood. (NOT … remembers me my childhood.)

For more details, see Practical English Usage Third Edition 499.

89. After **accuse**, we normally use **of**, not for.

She accused me of reading her letters. (NOT … for reading her letters.)

Both the young men are accused of attempted murder.

90. We don't normally use an infinitive after **why**.

I know how to do it, and I know when to do it, but I don't know why I should do it. (NOT … I don't know why to do it.)

Why do we lock this office?

91. **Demonstratives** replace articles.

I don't like that colour. (NOT … the that colour.)

Have you seen this report? (NOT … the this report.)

92. We don't normally use progressive forms of hear.

I (can) hear the sea. (NOT I am hearing the sea.)

I think I (can) hear Peter coming up the stairs.

93. After **discuss**, no preposition is necessary.

We spent half an hour discussing the weather. (NOT … discussing about the weather.)

Let's discuss your plans.

94. We usually drop **at** in questions beginning What time …?

What time would you like to eat? (NOT USUALLY At what time …?)

I'm not sure what time the film starts.

95. We say **on holiday** (singular).

I'll be on holiday next week. (NOT … on holidays …)

We met John and Virginia when we were on holiday in Greece.

96. Don't drop **a** before hundred.

Our family has lived here for a hundred years. (NOT … for hundred years.)

The factory is about a hundred miles west of London.

97. If you can't see or find somebody, they are **nowhere to be seen/found**.

When I went back to the car park, my car was nowhere to be seen. (NOT … my car was nowhere to see.)

The children were nowhere to be found. (NOT … nowhere to find.)

98. We don't normally use **might** to talk about past possibility.

I felt very hot and thirsty. Perhaps I was ill. (NOT … I might be ill.)

I saw a girl going into Peter's house. Maybe it was Jeanne. (NOT … It might be Jeanne.)

99. We use **beat**, not win, to say that one person defeats another in a game, fight etc.

My girlfriend beat me at poker last night. (NOT My girlfriend won me at poker last night.)

Aberdeen beat Bristol 3-0.

100. We use **even**, not also, to add surprising information.

They were all asleep, even the guard dog. (NOT … also the guard dog.)

Everybody was in time, even Granny. (NOT …also Granny.)

101. **Was vs. were**

“If I were rich, I’d buy lots and lots of shoes.” (NOT … If I was rich …..)

This mistake is so common among native speakers of English that it is commonly acceptable to say was and it is even quite possible that the examiners won’t notice.

If what you’re saying is hypothetical, then you need to use were. If you’ve used “if,” that’s a pretty good indicator that were is appropriate.

“I wouldn’t go there if I were you.”

(You’re not me, so it’s subjunctive)

or

“If I were at home right now, I’d be watching a film.”

LINKING WORDS

LINKING MARKERS

Openers		**Conjunctions**	
Co-ordinating		**Subordinating**	
ADDITION	*In addition [to NP], …*	*…and …*	*,who…*
	Moreover, …	*not only …,*	*,which…*
	Also, …	*but also …*	*,where…*
	Apart from [NP], …		*,when…*
	Furthermore, …		
CONTRAST	*However, …*	*…but …*	*although…*
	Nevertheless, …	*…(and) yet…*	*whereas…*
	On the other hand, …		*while…*
	In contrast, …		*in spite of the fact tha*
	In spite of [NP], …		*despite the fact that…*
	Despite [NP], …		
CAUSE/	*So…*	*…(and) so…*	*so…*
EFFECT	*As a result…*	*…(and) hence…*	*so that…*
	Consequently…		*because…*
	Therefore…		*due to the fact that…*
	Thus…		
	Hence…		
	For this reason…		
	Because of [NP],…		
POSITIVE	*In that case,…*	*…and…*	*if…*
CONDITION	*If so,…*	*…and (then)…*	*as/so long as…*

Note: [NP] = Noun Phrase, which may include a noun, or a verbal noun (-ing form):

e.g. Instead of <u>complaints</u>, it would be better to offer advice

Instead of <u>complaining</u>,

Exercise 1

Rewrite the information below in 3 or 4 sentences. You must decide how the ideas are logically related and then use a marker or conjunction (coordinating or subordinating) to match your meaning.

Learning French is not easy. Many people would argue that learning Spanish is harder.

French and English share a lot of similarities in their vocabulary. French and Spanish both have different articles for masculine and feminine nouns. You have to change the endings of adjectives to match the nouns. This is hard for speakers of English. English does not use adjective endings.

Most people believe that speaking English helps you to start learning French and Spanish. When you have passed the basic stages, English is less helpful. At an advanced level of Spanish and French, knowing English is arguably not very helpful.

Answers:

Learning French is not easy, but many people would argue that learning Spanish is harder, because French and English share a lot of similarities in their vocabulary. Nevertheless, French and Spanish both have different articles for masculine and feminine nouns. Therefore, you have to change the endings of adjectives to match the nouns, which is hard for speakers of English since English does not use adjective endings. Most people believe that speaking English helps you to start learning French and Spanish but when you have passed the basic stages, English is less helpful and at an

advanced level of Spanish and French, knowing English is arguably not very helpful.

BONUS. FREE WEBSITES FOR ENGLISH PRACTICE

Reading

Links	Descriptions / Instructions
www.breakingnewsenglish.com/	News articles. Full lesson plans, GREAT EXERCISES! DO THE LESSON WITH A PA
http://esl.about.com/od	Various articles and resources wi Under **Categories** choose **Advar** Under **Subtopics** choose **Advan** Select one of the **Articles & Res** you.
www.5minuteenglish.com/reading.htm	
www.bbc.co.uk	The news in English. NO EXERCISES.
www.cnn.com/	The news in English. NO EXERCISES.

Grammar

Links	Descriptions / Instructions
www.englishlearner.com/tests/test.html	Various grammar and vocabulary exercises. Do **Upper Intermediate** and

Advanced sections.

Listening

Links	Descriptions / Instructions
www.elllo.org/	Listen to the **Audio Archives (001-751+)** and answer the questions.
www.elllo.org/english/Points.htm	Short lectures with test-type questions.
www.esl-lab.com/	Listen to conversations from the **Difficult** section of the **General Listening Quizzes**. Listen to recordings from the **Medium** and **Difficult** sections of the **Listening Quizzes for Academic Purposes** (EXAM-TYPE QUESTIONS).
www.dictationsonline.com/	Take dictation from the Upper-Intermediate and Advanced listenings. Includes punctuation vocabulary. YOU NEED A PEN AND SOME PAPER.

Research and Writing

Links	Descriptions / Instructions
https://www.flo-joe.co.uk	Some good examples of writing corrections although be careful

	with errors on the website and inaccurate questions.
www.plainenglish.co.uk/proofreading.pdf	Proofreading – 10 ways to make your writing better.

Study Skills

Links	Descriptions / Instructions
www.how-to-study.com	Tips on studying effectively.

Pronunciation

Links	Descriptions / Instructions
www.shiporsheep.com/	Hear and practise similar sounds.
www.fonetiks.org/engsou5.html	Hear and practise similar consonants.
www.fonetiks.org/nameseng.html	Hear and practise English names.
www.fonetiks.org/difficult.html	Hear and practise difficult words.
www.howjsay.com/	A pronunciation dictionary.
www.spokenenglish.org/	Hear the pronunciation of various English grammar points.
www.foniks.org	Hear and practise sounds.

IELTS Speaking Phrases (Bands 8.0-9.0)

Likes/dislikes	**Opinion**

I'm into… I'm a keen/avid (surfer) I'm keen on/fond of (surfing) I (go surfing) to unwind, to escape the stresses and strains of my day to day life. I like nothing more than (to go surfing) I'm itching to try/go…. (I really want to)	As far as I'm concerned, As I see it, From my point of view, In my humble opinion, I'd say that…
Comparing/contrasting Both pictures show… In this picture they look as though they are…. Whereas/while in this picture… In contrast On the other hand	**Describing pictures** The first thing that strikes me about this picture is… The thing that really jumps out of this picture is… In this picture it looks as if/though they are… They could/might/may be… They could/might/may have just… I'm pretty sure that they're feeling… I'd guess that they are…
Agreeing We see eye to eye. Yeah, I'd go along with that. Absolutely! You took the words right out of my mouth. I couldn't agree more. You have a point there. I'm with you 100% on this one.	**Disagreeing** We don't see eye to eye. I take your point but… I tend to disagree with you there. That's not always the case I beg to differ Isn't it more a case of…
Starting to make a conclusion Let's get down to the nitty gritty. The bottom line is we have to choose	**Asking for opinion** What's your take on….? Where do you stand on….?

one… It's a tough one, I'm torn between … and …. Shall we go with ….?	In my opinion…., would you go along with that? What are your thoughts on this?
Personalising Speaking from personal experience,… For me personally,.. This is a topic that is particularly close to my heart… It's funny I was just thinking about this the other day. My gut/initial reaction is… If I were to choose one of these situations (part 2 pictures), I'd go with… because…	**Impressive structures** Another point I'd like to add about … is… It's also worth bearing in mind that… Coming back to what (Javi) was saying about …. I'd also like to point out that… I think it's important not to forget that… The vast majority of people tend to think that… At the end of the day… When all's said and done…
Tips Eye-contact Active listening Open body language Speak up Don't dominate	**Asking for repetition** I beg your pardon, I didn't catch that. Sorry would you mind repeating that? Could you repeat the question please?

CHAPTER 19.

HOW TO LEARN THOUSANDS OF WORDS IN ENGLISH IN ONLY 6 MONTHS

Do you spend a lot of time and effort in learning vocabulary but still find difficulty using it when required? Have you spent a lot of time memorizing vocabulary words but forget them when you need them the most? Don't worry if you answered a big resounding "YES" to any of these questions because you are not alone. There are a number of useful tools, methods, and exercises which will have you not only remembering, but using your extended vocabulary with minimal effort. Let's get started!

Use Mnemonic Devices

What are mnemonic devices? Well they include a variety of techniques and methods that help remember or recall information.

FANBOYS

For example, many students often need to recall the conjunctions used in English grammar. Remembering FANBOYS is a good tool to recall these words (For, And, Nor, But, Or, Yet, So). The best part of this is you can use your creativity to make it interesting and different. You could create a song out of the words, similar to what many children do when they learn names of countries and capitals. Finding some words that rhyme together would give your song some rhythm, so get creative and don't be afraid to try something a bit silly. Silly is good because it helps the brain remember.

Tongue twisters

Tongue twisters are a fun way of practicing sounds, and this repetition of sounds creates another type of rhythm: *Silly Sally sat by the seashore collecting seashells.*

This can be done with words that begin with the same sound or even have similar sounds within or at the end of a word. It can create an interesting beat or jingle which helps you remember easily and quickly.

Teach it to the mirror!

One of the best and easiest ways to remember anything is to teach someone else. If you can’t teach someone else, then teach yourself in the mirror!

Share your knowledge. In order to teach vocabulary to someone else, you need to have a good grasp of the word and the many contexts in which it is used. In fact, if you refer to a dictionary you may find that there are multiple definitions related to the word itself. Before teaching, it’s important to study and thoroughly understand the word first. Look for sentences that contain that word so you can understand how it can be used with other words for meaning. Practice making your own sentences as well. Encourage the “student” to ask questions for understanding and clarity.

Make it a part of your daily routine

Now it’s important to use what you have learned. As the saying goes: “If you don’t use it, you lose it.” The first step here is to look for ways to use the new words.

Notecards or post-it notes

Notecards or post-it notes are useful as they are handy. You can stick post-its anywhere as a reminder. Just write the name, short definition, or even a sentence as an example. Here's what your notecard could look like:

Impart: to make known

Synonyms: tell, disclose

Sentence: Teachers impart knowledge to their students.

Learn Suffixes

Suffixes are word endings that may change a word’s meaning. They can be used to change a word so that it maintains the rules of grammar. Consider the following sentences

It is a tradition in Chinese culture to eat using chopsticks.

The older generation is more traditional than today’s youth.

The wedding ceremony is traditionally conducted by a priest.

Learning suffixes and how they change words is a useful tool. With the suffix -ally, as in “traditionally”, it is understood that we are using an adverb describing an action. The –tion in “tradition” makes it a noun, so it’s often placed at the beginning of a sentence. Understanding placement of words will help you make sure sentences are grammatically correct.

Read, Read, and Read!

Today’s fast paced lifestyle makes it challenging, if not impossible, to make the time to read. However, tor increasing English vocabulary, it’s absolutely essential. Read what you enjoy reading in your own language but read it in English! If you like music, read about music, if you like business, read business!

The 30 minute Rule

The 30 minute Rule states that thirty minutes of pleasurable reading every day will lead to amazing results in your level of English over time. ‘Thirty minute readers’, people who read for fun for at least 30 minutes per day, tend to have a vast vocabulary. Furthermore, several studies have suggested that the health benefits can be considerable: living longer, increasing IQ, and reducing stress among other perks. Over time, reading regularly can also increase vocabulary and make it easier to utilize these words in practical and functional situations.

Don’t worry if you can’t find the time in a busy lifestyle to pick up a book to read.

Look for friends or colleagues who enjoy reading. Often times, interacting with bookworms or avid readers will help you pick up vocabulary or new expressions from them. Don’t hesitate to ask about anything that is unfamiliar.

Read Newspapers

A newspaper is a very valuable tool that has a wealth of information at your fingertips. Whether it’s the paper version or the electronic version, it doesn’t matter. Newspapers are a tool which will spark curiosity and encourage you to read more about a variety of topics.

Spend time interacting with expert professionals in various fields if you can.

That doesn’t mean you need to spend time at colleges or universities. Expand your field of awareness and interest to connect to those outside your circle of

friends and colleagues. You can join various chat forums or groups in social media. Learn new vocabulary and subjects. You will definitely see the difference.

Download a dictionary app

Anyone who wants to improve their vocabulary really must download an app to their phone. It’s not at all practical to lug around a dictionary. A dictionary app on a smartphone can be accessed quickly. Also, being familiar with some online tools that give sentence examples using the words in different contexts is extremely useful. Remember that words fit together in sentences based on their meaning, so it’s important to always understand the context or surrounding words so that the sentence or expression makes sense.

Record sentences and structures in your notebook, never single words

NEVER write a single word followed by a definition in your notebook! Always add an example sentence and pay attention to the original sentence where you saw this word. English words can often change meanings depending on the prepositions they go with or the type of sentence they are in.

For example:

He was turned away at the door because he was wearing trainers.

Meaning: He was rejected

He turned away when I tried to speak to him because he was very angry.

Meaning: He looked the other way or turned his head towards a different direction so he didn´t have to look at me.

Make it fun!

Learning new English vocabulary words doesn’t have to be a chore! Find ways to make it fun, interesting, and rewarding. Download a few gaming apps that focus on building or using vocabulary words. A common one is “Words with Friends” where you get to share and learn new words with your own circle of friends. Try it! You will see the results.

One Last Thing...

If you enjoyed this book or found it useful I'd be very grateful if you'd post a short review on Amazon. Your support really does make a difference and I read all the reviews personally so I can get your feedback and make this book even better.

If you'd like to leave a review then all you need to do is click the review link on this book's page on Amazon here:

Thanks for reading and thanks again for your support!