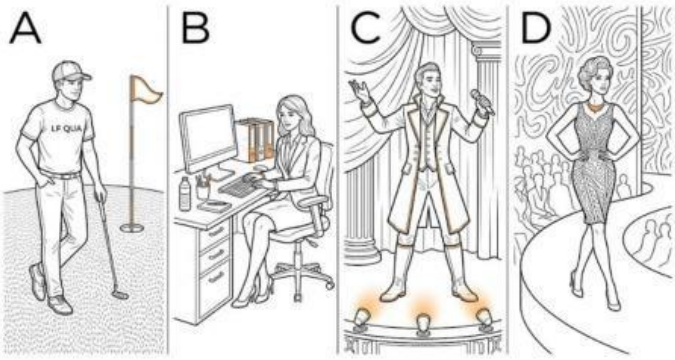
Appearances

Unit 8

1. **Look at these pictures. Where are the people, and what are they doing?**



2. **Use the words in the box below to describe the people in the pictures. Which word is usually only used to talk about men? (Write M.) Which ones are usually only for women? (Write W.) Which are for both? (Write B.)**

good-looking •	smart •	slim •	tall •	pretty •
attractive •	beautiful •	handsome •	bald	

Vocabulary note

Be careful with these words: ***thin, short, ugly, fat***
These words can sound rude. Using a negative with a positive adjective is a more polite way to say the same thing.
Examples: He's not very tall. (instead of: He's short.)
She's not very pretty. (instead of: She's ugly.)

3. **Find these in the pictures above and label the pictures.**

long hair •	a beard •	a moustache •	short hair •	dark hair •	fair hair
		curly hair •	straight hair		

4. **Use these adjectives to complete the sentences (1–5) below. One can be used twice.**

dark • pale • bright • light

1. My hair is _dark_ brown, almost black.
2. My sister's hair is _____ brown, almost blonde.
3. My friend changes her hair colour every week. At the moment, it's _____ red.
4. I knew he was ill as soon as I saw him because his face was so _____.
5. My friend's kitchen is _____ yellow. I feel as if I need to wear sunglasses in there!

Vocabulary note

We use ***light / dark*** *to describe hair.*
We use ***pale*** *for someone's face if they are ill.*

6. **Put these words in order, starting with the youngest.**

adult •	a pensioner •	a child •	a baby •	a teenager

LIVEWORKSHEETS

7. Here are some sentences about a woman's life. Complete each sentence with a word or phrase from the box. Sometimes more than one answer is possible.

middle-aged • teenage • youth • old • elderly • late thirties • early twenties • fifties • young • ~~childhood~~

1. Martha had a wonderful _childhood_ growing up in the countryside.
2. She spent her _____ years studying and having fun with friends.
3. She left home in her _____, worked hard and made progress in her career.
4. She got married when she was in her _____ and had two children.
5. When the children were still _____, she moved to the countryside.
6. Now she is a _____ woman in her _____.
7. Her parents are now _____ so she helps them as much as she can.
8. "_____ is wonderful, but being _____ is not something to be afraid of," she says.

8. How old are you and what do you look like? Describe yourself and some of your friends and family. Write some sentences in your notebook.

Vocabulary note

elderly / old
Elderly *is more polite than* ***old*** *when you are describing a person.*

9. Look again at the pictures in 1. How many of the clothes in the pictures can you name? Write a list in your notebook.

10. Look at the words in the box. Tick (✓) the ones that were in your list and check any you don't know in a dictionary. Which ones go with a pair of...?

cap • hat • blouse • pullover • shirt • sweater • T-shirt • raincoat • coat • trousers • jacket • jeans • dress • trainers • shorts • skirt • suit • tie • shoes • boots • pyjamas • swimming costume • tracksuit • sweatshirt • gloves

11. Which of the items in 10...

1. would you wear for a job interview?
2. do you wear on your feet?
3. do you wear on your head?
4. would you wear for a party?
5. are good in cold or wet weather?
6. are good in hot weather?
7. do you sleep in?
8. are suitable for doing sport?
9. do you have in your wardrobe?
10. would a man wear with a suit?

12. Make at least eight phrases from the table below. Write them in your notebook.

a(n) (pair of)	comfortable valuable Stylish fashionable tight loose knitted old-fashioned	Silk leather plastic cotton woollen Silver gold	umbrella uniform gloves handbag belt watch tie earrings tracksuit

Error warning!

cloth / clothes
Cloth *is the material that clothes and other things are made out of.*
Example:
The curtains are made out of heavy, blue cloth.
Clothes *is the word for the things we wear.*
Example:
I put my clothes on and left the house.
There is no singular word for clothes (we say an item of clothing).

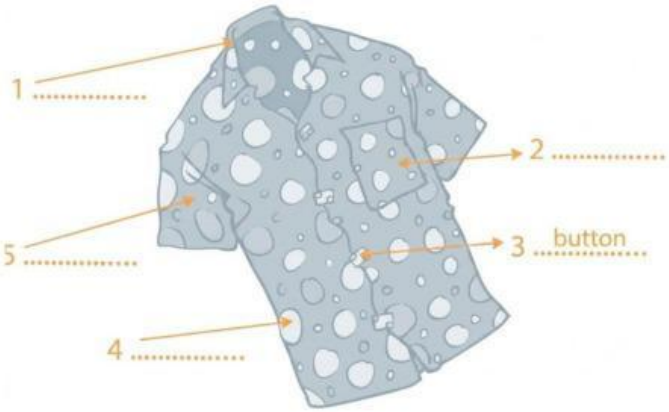
LIVEWORKSHEETS

13. Look at the list of underwear. Which are for women (W), which are for men (M), and which are for both (B)?

bra •	tights •	stockings •	socks •	underpants •	pants

14. Label the picture of the shirt with these words.

collar • pocket • sleeves • spots • ~~button~~



15. Now complete the text below with these verbs in the correct form.

fold • match • try on • wear out • put on • fit • go with • take off

When I saw the shirt in the shop, I immediately decided to (1) _try_ it _on_. I loved the spotty pattern and the unusual buttons. As soon as I (2) _____ it _____, I could see that it (3) _____ me perfectly—it was just the right size. Then the shop assistant said that the colour (4) _____ my eyes and so, of course, I decided to buy it, even though it was expensive. I (5) _____ it _____ and changed back into my own clothes. The assistant (6) _____ it carefully and put it into a bag for me. I'll wear it with my orange trousers. I know it will (7) _____ really well _____ them. I'm going to wear it so much that I will probably (8) _____ it _____ in a few months!

16. Match the definition on the left with the word on the right.

1.	a kind of make-up	RING
2.	this makes you smell nice	PERFUME
3.	you use this to keep your nose clean	LIPSTICK
4.	police officers have to wear this	UNIFORM
5.	a piece of jewellery you wear on your finger	HANDKERCHIEF

17. Listen to four women talking about their jobs and what they wear. Number the jobs in the order you hear them. **2**

fashion model _____ lifeguard _____ actor _____ lawyer _____

18. Listen again and draw lines to the correct speaker.

Who says she...

1.	wishes she didn't have to wear make-up every day?	
2.	used to wear nicer clothes in the past?	
3.	wears certain clothes to protect her skin?	LIFEGUARD
4.	doesn't really like the clothes she wears for work?	ACTOR
5.	has to carry clothes around with her?	LAWYER
6.	would like to wear less formal clothes sometimes?	FASHION MODEL
7.	has to be able to change her clothes quickly?	
8.	has to wear a uniform to go to work?	

LIVEWORKSHEETS

EXAM PRACTICE

SPEAKING – Part 2

- **Look at the text in each question.**
- **What does it say?**
- **Choose the correct letter, A, B, or C.**

Exam tip

You need to read the message or notice carefully and think about what it is saying. Vocabulary from the notice or message may appear in all the options, but only one option will have the same meaning as the notice or message.

1

James,

I got Sue a skirt for her birthday. Why don't you get her a sweater to match it? I can show you the skirt later, if you like.

Mary

1. Why did Mary write the note?

A. She wants to know what clothes James bought Sue for her birthday.
B. She is worried that the skirt she bought will not match Sue's sweater.
C. She suggests that James should buy a sweater for Sue's birthday.

2

To: Jenna
From: Tara
Are you wearing your grey shirt and your silver belt to Susie's party? If not, could I wear them? I'll be very careful, I promise!

2. Tara sent this email because she...

A. would like to borrow some of Jenna's clothes.
B. wants Jenna's advice on what to wear to Susie's party.
C. wants to tell Jenna what she is wearing to Susie's party.

3

School uniform is not necessary for tomorrow's trip but no make-up or jewellery please.

3. What is the purpose of this notice?

A. To remind children to wear their school uniform on the trip.
B. To tell children what they are allowed to wear on the trip.
C. To explain why make-up and jewellery are not allowed on the trip.

WRITING – Part 3

Your English teacher has asked you to write a story. Your story must begin with the following sentence:

When the teacher came into the room, we were very surprised at his appearance.

Write your story. Write about 100 words.

Exam tip

Make a plan on a piece of paper before you start writing.
Remember to use past tenses and to make sure your story has a beginning, a middle, and an end.

LIVEWORKSHEETS

Adverbs

Unit 8

Adverbs of frequency say how often something happens. They usually come before the main verb or after the verb to be. The diagram below shows some of them.

Always _____
Frequently _____
Regularly _____
Sometimes _____

Occasionally _____
Rarely _____
Never _____

1. **What do these mean? In the diagram above, write them beside the adverbs that have the same meaning.**

hardly ever • normally • not very often • now and then • often • seldom • usually

2. **The sentences are all real facts or general truths. Complete them with a suitable adverb.**

1. It _____ snows in Russia in winter.
2. The temperature in Egypt _____ falls below zero.
3. People _____ drive on the left side of the road in England.
4. There is _____ heavy traffic in the centre of cities between 8.00 and 9.00 a.m.
5. It _____ rains in the desert.
6. Italians _____ cook spaghetti for their meals.

3. **Are these sentences true about you? If not, write them out correctly using another adverb of frequency.**
Example: I always have tea at breakfast.
= I sometimes have tea at breakfast. / I usually have tea at breakfast.

1. I normally go to school by train. _____
2. I occasionally watch TV in the afternoon. _____
3. I always wear a hat. _____
4. I hardly ever eat chocolate. _____
5. I never go to the cinema. _____
6. I usually drink milk with my lunch. _____

Adverbs of degree describe how much something is so or not so. They usually come before an adjective or another adverb, which describes positive or negative situations.

POSITIVE (+)	OK	NEGATIVE (–)
extremely • very • rather • quite • fairly incredibly • pretty • absolutely	a bit • fairly • quite	rather • very • incredibly

LIVEWORKSHEETS

4. Replace the bold italic adverbs to make the first three sentences a little more positive (+) and the last three sentences a little less negative (–). Use adverbs from the diagram above.

1. The new bank manager is **quite** friendly.
2. He's been getting **fairly** good results in his new position.
3. We were **very** pleased with the room service at the Hilton.
4. I liked the flat, but I thought the bathroom was **very** small.
5. The food was excellent, but the bill was **very** expensive.
6. The film has good actors and wonderful photography, but the story is **fairly** boring.

Adverbs of manner say how something happens. They are usually formed by adding -ly to an adjective, but there are some irregular ones.

Regular		Irregular	
Adjectives	**Adverbs**	**Adjectives**	**Adverbs**
beautiful	**beautifully**	**good**	**well**
terrible	**terribly**	**hard**	**hard**
easy	**easily**	**fast**	**fast**

5. Choose the correct word to complete each sentence.

1. Please speak ***quiet / quietly***. I am trying to listen to the news on TV.
2. Be ***careful / carefully*** when you are driving late at night.
3. I can hardly understand Kay when she speaks so ***fast / fastly***.
4. She wants to leave this company because they pay workers very ***bad / badly***.
5. I really like Jane because she is always so ***polite / politely***.
6. I am ***awful / awfully*** sorry to hear that you have to move to another town.
7. Why are you so ***angry / angrily***? I haven't done anything!
8. Liam is studying ***hard / hardly*** for his English examination.

6. Complete the sentences with good or well.

1. They did not play _____ so they lost the game.
2. She plays chess but she is not so _____.
3. Did you sleep _____ last night?
4. Her English is so _____ that most people think she is from England.
5. You did very _____ in the exams. Your essay was very _____.
6. How are your parents? Are they _____?

7. Complete the instructions with suitable adverbs. Use the adjectives in the box to make the adverbs you need. You can only use each of them once.

angry • careful • direct • firm • immediate • patient • probable • proper • safe • slow • strong • usual

How to complain

Don't shout! Losing your temper or shouting (1) _____ won't help you. Keep calm, speak (2) _____ but (3) _____ and make it clear that you will not go away until someone listens to you (4) _____. Just shouting at the shop assistant is not enough. Go (5) _____ to the top and ask to see the manager.

If the goods you have bought are not working (6) _____ or are damaged, you should get your money back (7) _____. Choose a time when the shop is busy and make your complaint (8) _____ but in a polite way. Take photos of the damaged goods, keep all receipts and guarantees (9) _____ and make copies of any letters you have sent or received.

Seven days is (10) _____ long enough for the shop to reply, so wait (11) _____ before making a further complaint. If you are reasonable, you will (12) _____ get a fair amount of money back.

LIVEWORKSHEETS

Comparatives & Superlatives

Unit 8

Most one-syllable adjectives form the comparative and superlative by adding -er and -est to the enc of the word. Examples: tall → taller → tallest warm → warmer → warmest

Many adjectives with two or more syllables, and adjectives ending in -ed and -ing, form the comparative and superlative using more and most before the adjective.

Examples: useful → more useful → most useful tired → more tired → most tired

However, adjectives with two syllables that end in -y change the y to i before adding -er or -est.

Example: easy → easier → easiest

There are also some irregular adjectives that use completely different words for the comparative and superlative forms.

Example: good → better → best

You can make negative comparisons by using less or least with adjectives of two or more syllables. For one-syllable adjectives, use not as...as.

Remember: Use the comparative to compare two things or to say that something is nicer, more interesting, etc. than another thing. Use the superlative to say that something is the nicest, most interesting, etc. of all the things in a particular group.

1. **Write the comparative and superlative forms of these adjectives in the correct column below. The first three have been done for you as examples.**

angry • cheap • beautiful • boring • clear • cold • comfortable • crazy • difficult • dirty • filthy • frightening • high • long • nice • noisy • safe • unhappy

(y) -ier / iest	-er / est	More/ most
angry – angrier - angriest	cheap – cheaper – cheapest	beautiful – more beautiful – most beautiful

2. **Complete the sentences using the comparative or superlative forms of the adjectives in the list.**

bad • big • crowded • interesting • rich • delicious • fast • happy • simple • warm

1. The weather is too cold in this country. I'd like to live somewhere _____.
2. There were a lot of people on the train. It was _____than usual.
3. We had an awful time. It was one of the _____holidays of my life.
4. I am very late. What's the _____way of getting from here to the station?
5. We need a _____flat. We don't have enough space here.
6. His job is quite boring. He would like to do something _____.
7. Thank you. It was the _____meal I've had for a long time!
8. Her father left her a lot of money. She is now one of the _____women in the country.
9. You seem depressed this morning, but you _____now.
10. The instructions were very complicated. They could have been _____.

LIVEWORKSHEETS

3. Correct the mistakes in these sentences. Two of them are correct.

1. Mike's headache is badder today. _____
2. Cars are more faster than they used to be. _____
3. It is much hotter today. _____
4. Last night I went to bed more early than usual. _____
5. Ian is a more good player than me. _____
6. My home cinema is more modern than yours. _____
7. His daughter is as older as I am. _____
8. Laptops are not as expensive as they used to be. _____
9. My new boss is more friendlier than the old one. _____
10. I prefer studying Italian. It's not as more difficult as German. _____

4. Look at the advertisements and complete the sentences below with the comparative or superlative forms of these adjectives: cheap • early • late • new • old • small. There are several possible answers for some of the questions.

Chateaux Hotel

Rating: 4 stars
Number of rooms: 35
Check-out: 11:30 a.m.
Check-in: 3:00 p.m.
Year built: 1300

Amenities: Air conditioning, babysitting, balcony, bar, bathtub, bathroom telephone, fireplace, hairdryer in room, iron, in-room movies, parking, restaurant, room service, shower, telephone, toilet, TV, cable TV.

Room rate Offered: From £606 to £656 for a suite.

Best Lodge Hotel

Rating: 3 stars
Number of rooms: 70
Check-out: 11:00 a.m.
Check-in: 2:00 p.m.
Year built: 1905

Amenities: Alarm clock, bar, coffee maker, free parking, golf, shower, toilet.

Room rates: From £60 to £74 for a standard room.

Deluxe Hotel

Rating: 4 stars (AA)
Number of rooms: 115
Check-out: 11:00 a.m.
Check-in: 12:00 p.m.
Year built: 1999

Amenities: Adjoining rooms, babysitting, balcony, bar, bathtub, bathroom telephone, beauty salon, car rental desk, coffee maker, coffee shop, currency exchange, games room, gym, fireplace, hairdryer in room, health club, Jacuzzi, iron, in-room movies, laundry service, parking, restaurant, room service, sauna, shower, secretarial service, swimming pool, telephone, toilet, TV, cable TV.

Room rates: From £140 to £186 for a standard room.

1. You can check out _____, in the Chateaux Hotel than in the other two hotels but you can check in _____ in the Deluxe Hotel.
2. The Chateaux Hotel is the _____, and the _____ of the three hotels.
3. The Deluxe Hotel is the _____ of the three but it is not the _____.
4. The Best Lodge Hotel is not very modern, but the Chateaux Hotel is much _____.

LIVEWORKSHEETS

Prefixes

Unit 8

Prefixes at the beginning of words can help you understand what the words mean. Sometimes words with prefixes have a hyphen (e.g. half-brother), and sometimes they don't (e.g. unhappy). Always use your dictionary to make sure.

Many prefixes are used to give adjectives, verbs, or nouns a negative meaning.

Common negative prefixes are: dis- • il- • im- • in- • ir- • un-

The prefixes *dis-* and *un-*, when used with verbs, can have two meanings: They can give a negative meaning (e.g. like → dislike). They can mean the opposite of an action (e.g. lock → unlock).

Other prefixes can give verbs specific meanings, for example: mis- = badly or wrongly, over- = too much, re- = again

1. More than one prefix has the meaning of "not" in English. Look at the examples below using il-, ir-, im-, and un-. What do they tell you about the use of these prefixes? For example, what kind of words take the prefix il-?

1. It is **illegal** to serve alcohol to people under 16.
2. You can try to read the letter, but his handwriting is almost **illegible**.
3. His payments are very **irregular**.
4. Her age is **irrelevant** if she can do the job.
5. People get very **impatient** when they drive in big cities.
6. It's **impossible** to do all this work in two hours.
7. My bedroom is often **untidy**; I leave my clothes all over the floor.
8. We have had some **unofficial** meetings with people from the ministry.

2. Use the correct prefix to make these words into their opposites.

____ agree	____ lock	____ formal	____ happy
____ employed	____ legal	____ honest	____ understand
____ visible	____ regular	____ dressed	____ like

3. Answer these questions using the words above that have the same meaning.

1. She doesn't have a job, does she?
   No, she is _____.
2. Your desk is always in a mess, isn't it?
   Yes, it is _____.
3. He can never wait for longer than five minutes, can he?
   No, he is very _____.
4. Driving too fast in the city is against the law, isn't it?
   Yes, it is _____.
5. Didn't you understand the question correctly?
   No, I _____.
6. You cannot see the entrance to the cave from here, can you?
   No, it is _____.
7. Has she taken off her clothes?
   Yes, she is _____.

LIVEWORKSHEETS

4. Match the common prefixes on the left with their meanings on the right.

1.	ex- _____	a. again
2.	dis- _____	b. 50% of something
3.	half- _____	c. incorrectly
4.	in-, im-, il- _____	d. not (usually with adjectives)
5.	mis- _____	e. not (usually with verbs)
6.	re- _____	f. not (usually with adjectives or verbs)
7.	un- _____	g. was, but not now

5. Use the prefixes above and the words in the box to make words that complete the sentences correctly.

appear • possible • comfortable • lock • understood • slept • organising • packed • wife

1. It was _____ to sleep because of the noise.
2. She lives _____ between Oxford and London.
3. Plastic seats are very _____ in hot weather.
4. Many species of plants and animals _____ every year.
5. My _____ and her new husband live abroad.
6. She _____ the instructions and answered two questions instead of three.
7. The department is in a terrible mess. It needs _____.
8. He finally managed to _____ the door, and we were able to get inside.
9. We _____ as soon as we got to the hotel, and then we went to the beach

Unit 8

Suffixes

Suffixes are added to the end of words to form new words. They help you change the word class, for example, to form nouns from verbs or adjectives. Some common noun suffixes are:
-ment, -(t)ion to make nouns from verbs. Examples: improvement, education
-ness, -ity to make nouns from adjectives. Example: happiness
-er, -or, -ist, -s to make nouns from verbs or other nouns in order to describe people and their jobs. Examples: manager, writer
Common adjective suffixes include: -able • -al • -ful • -ible • -ive • -less • -ous • -y
These are used to make adjectives from nouns or verbs. Examples: famous, cloudy, helpful

1. Match the nouns and adjectives on the left with their meanings on the right.

1.	arrangement	a. a person who plays football (noun)
2.	darkness	b. that seems never to end (adjective)
3.	endless	c. quite sure that something will happen (adjective)
4.	film director	d. the study of numbers and shapes (noun)
5.	footballer	e. putting things into order (noun)
6.	hopeful	f. no light (noun)
7.	impressive	g. a person in charge of making a film (noun)
8.	mathematics	h. a person who paints or draws (noun)
9.	organisation	i. so good that it impresses people (adjective)
10.	artist	j. a group of people who work together for the same purpose (noun)

LIVEWORKSHEETS

2. Make nouns from the verbs or adjectives in the list and write them in the correct column below.

amuse •	digest •	discuss •	enjoy •	govern •	happy •	impress
inform •	invite •	measure •	popular •	prepare •	protect •	
punish •	responsible •	sad •	televise •	state •	suggest	

-ity	-ment	-ness	-(at)ion

3. Choose eight of the nouns from the previous exercise to fill in the gaps in the sentences below.

1. We had a _____ about working hours in the meeting.
2. I mostly watch _____ in the evening.
3. He needs to do his _____ for the History exam tomorrow.
4. This coat doesn't give you any _____ from the rain.
5. Could you give me some _____ about the train times?
6. Can I make a _____? Let's have pizza tonight.
7. Teachers usually have to do a lot of _____ before each lesson.
8. I'm sorry, but I'm not free this weekend. I have an _____ to a party.

4. Write down the name of the person who does these things.

1.	sing	_____	6.	create art	_____
2.	employ	_____	7.	art	_____
3.	farm	_____	8.	manage	_____
4.	dance	_____	9.	drive	_____
5.	direct	_____	10.	train	_____

5. The suffix -ful often means "full of" the meaning of the adjective, and the suffix -less means "without" the meaning of the adjective. Which of these adjectives can form an opposite with -ful?

careless •	endless •	helpless •	hopeless •	painless •	useless

Now use a -less adjective to describe these people or things. You can use some of the adjectives above, or you can guess others. You may use the same adjective more than once.

1.	He is a very bad driver.	He is _____.
2.	That girl is so stupid!	She is _____.
3.	This bottle opener doesn't work at all!	It's _____.
4.	This injection didn't hurt me.	It was _____.
5.	It seems that housework never ends.	It's _____.

6. Use three -ful adjectives and two -less adjectives to describe yourself.

LIVEWORKSHEETS

Phrasal Verbs

Unit 8

A phrasal verb is a verb followed by one or two adverbs or prepositions.
Examples: wake up • get on with • look forward to
The meaning of a phrasal verb is usually very different from the meaning of the verb on its own.
Examples: look after • give up
A phrasal verb can have more than one meaning. You should always check its meaning in your dictionary.
Examples: pick up the phone • pick up a language
Phrasal verbs are very common in English. Most of them are informal and are used a lot in spoken English. Example: Did you make up that story? (= Did it come from your imagination?)
In your dictionary, phrasal verbs follow the entry for the main verb and are listed in alphabetical order.

1. **How many phrasal verbs can you form using these main verbs?**

come • hold • make • pull • run

2. **Look at the dictionary entry for the phrasal verb get on, and match the meanings with the sentences below. Match the meanings to these sentences.**

get on (phrasal verb) **1.** to go onto a form of transport, such as a car, bus, train, or plane. • They got on the bus at the bank. • The policeman got on his bike and rode away. **2.** to become old • He's getting on and can't work as hard as he used to. **3. to get on (well)** to progress well • She's getting on well at university. • My son is getting on in his new job—he has just been promoted. **4.** to manage • How's your new assistant getting on? **5.** to be friendly with someone • They don't get on at all.

1. How are you getting on in your new job?
2. I think we got on the wrong train.
3. Did you know that Niki is not getting on with the new secretary?
4. How old's Craig, then? He must be getting on.

5. **Fill in the gaps with the missing prepositions to complete the phrasal verbs in the sentences below.**

1. I'll find _____ the name of the restaurant.
2. It took her a long time to get _____ her illness.
3. She is always nervous when the plane takes _____.
4. He told me to carry _____ until the traffic lights.
5. My alarm didn't go _____, and I overslept this morning.
6. He's fallen _____ with his lessons because he's training hard for the basketball game.
7. Can you deal _____ this order, please?
8. She broke _____ the engagement two weeks before the wedding.
9. He was driving his new sports car very fast just to show _____.
10. Can you send _____ the doctor? Mum's not feeling well.

LIVEWORKSHEETS

6. Fill in the gaps with the missing verbs to complete the phrasal verbs in the sentences below.

1. Could you _____ after the baby for me while I go to the supermarket?
2. What time does your plane _____ off?
3. Prices have _____ up three times this year.
4. I hope I'll _____ through the exam next week.
5. Can you _____ up the radio, please? I can't hear it.
6. If you get the shirt in grey, it'll _____ well with your trousers.
7. I'm afraid the printer has _____ out of ink. You can't use it now.
8. I would _____ up smoking if I were you. Your voice sounds terrible.
9. The gun _____ off in the boy's hands while he was playing with it.
10. Can you hear that noise? Something's _____ on next door.
11. If you don't remember his phone number, _____ it up in the phone book.
12. Maria is not _____ on well with her landlady.
13. Where did you _____ up that funny accent?
14. The police let him go but warned him to _____ out of trouble.
15. This job is perfect for you. Don't _____ it down.
16. The notice said: _____ off the grass."
17. "Can you _____ me through to Mr Potter's room, please?" she asked the operator.
18. Can we _____ off our meeting until next week? I am very busy this weekend.
19. _____ out! There is a big truck coming your way!
20. _____ up! We'll miss the plane.

7. Read A's remarks and questions, and complete B's answers with suitable phrasal verbs. Use the verbs in the box. Use the verb turn twice.

hang • switch • put • take • tidy • turn (×2) • wake	
1. A: Your coat's on the floor.	B: OK. __ I'll hang it up __
2. A: Is Michael still asleep?	B: Yes, I'll _____.
3. A: Your desk is a horrible mess!	B: OK, _____
4. A: This light is too bright.	B: OK, _____
5. A: There's a good film on TV.	B: OK, _____
6. A: Is your cigarette still burning?	B: Yes, _____
7. A: Is the rubbish still in the kitchen?	B: Yes, _____
8. A: This music is too loud.	B: OK, _____

8. Complete the sentences so that they make sense.

1. I grew up _____.
2. Two men tried to break into _____.
3. I have to go to the garage to pick up _____.
4. As soon as she came in, she took off _____.
5. She promised to pay back _____.
6. I can't get over _____.
7. I asked him to sort out _____.
8. You can leave out _____.
9. He usually forgets to get off _____.
10. You can put on _____.

LIVEWORKSHEETS

Clothes

Unit 8

1. **All the words in the box describe things we wear. Label the pictures.**

watch • trainers • skirt • gloves • suit • T-shirt • boots • earrings • cardigan • shorts • waistcoat • jeans • cap • scarf • tracksuit • ring • jacket • socks • overalls • hat • jumper • sunglasses • belt • dress • trunks • shoes • pyjamas • vest • tie • coat • sandals • tights • sweater • shirt

LIVEWORKSHEETS

2. How many combinations can you make from the words below? Example: warm leather gloves

a	warm thick long short thin	woollen cotton silk leather silver gold	belt boots gloves coat jacket scarf necklace T-shirt socks tie earrings skirt trousers	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

3. Fill in the gaps with a verb from the box in the correct form. You can use some verbs more than once.

get changed • get dressed • get undressed • wear • put on • take off • try on

1. "Should I _____?" I asked. "Not completely," said the doctor. "Just _____ your shirt."
2. After a quick shower, she _____ and had a cup of coffee. It was a little cold, so she _____ her coat before she left home.
3. I wanted to _____ a nice blue jacket I saw in the shop window. But it looked a bit small. Then the shop assistant noticed that I was _____ a thick sweater, so I _____ my sweater and the jacket felt very comfortable.
4. You'd better _____. You can't _____ your office suit to the party!
5. She got home very late. She _____ her raincoat, threw it on the floor, _____ and went straight to bed.

4. Write down:

1. Five things that only women usually wear: _____
2. Five things that men and women usually wear: _____
3. Five things you don't like wearing: _____
4. Five clothing items you have in your wardrobe: _____

People & Descriptions

Unit 8

1. Put the words in the box into the correct column. You can use them to describe what people look like.

bald • a beard • beautiful • blonde • curly • in his early thirties • fair • fat • a fringe • handsome • long • light brown • middle-aged • pale skin • plain • petite • elderly • good-looking • medium height • a pointed nose • a ponytail • short • pretty • tall in his teens • skinny • thin • slim • straight • young

GENERAL	FACE AND HEAD	HEIGHT AND BUILT	AGE

LIVEWORKSHEETS