

Collocations & Expressions

1 Complete the sentences with the correct form of *do* or *make*.

- My sister and I always _____ time to visit Grandma at the weekend.
- I cooked breakfast, so you can _____ the washing-up.
- Sally likes to help out, so she _____ lunch or the evening meal on Saturdays.
- We can't believe it. My brother offered to _____ the laundry while we were at the supermarket!
- After I _____ the beds, I'll sweep the floor.
- If Fran _____ chores around the house, her parents give her pocket money.
- Mum and Dad _____ the housework at the weekend because they are both at work during the week.
- Don't _____ trouble ... go and lend a hand in the garden.

Phrasal Verbs

2 Circle the correct words to complete the sentences.

- My dad just remarried and I'm pleased to say that my new stepmum and I **get along** / **get by** really well.
- I believe family is important, so I **get back at** / **get together with** my relatives whenever I can.
- My wife has been grumbling a lot recently. I think we should **go away** / **go out** on holiday for a few weeks.
- Steven has **fallen out** / **fallen apart** with his best friend. He seems very upset.
- When Mum went on strike, the dishes **piled on** / **piled up** in the sink and the flat got very messy.

3 Now match the phrasal verbs you didn't use in 2 with the meanings below and then write a sentence using each one in your notebook.

- _____ : take revenge on
- _____ : increase something by a large amount
- _____ : manage to live or achieve something with difficulty
- _____ : break up into pieces
- _____ : leave the house to go somewhere



Word Formation

4 Which ending do we use with each word below to form an adjective? Make the necessary changes to form the adjectives and use them to complete the table.

apology biology dust fantasy filth option person reality smell

-y	-ic	-al
1	4	7
2	5	8
3	6	9

5 Now complete the sentences with some of the words from 4.

- Joey was very _____ about missing his parents' wedding anniversary.
- Let's be _____. It would be impossible for me to clean this huge house all by myself.
- That laundry in the basket is getting _____. I'll put it in the washing machine after work.
- I've got a(n) _____ family! We all help each other with our problems.
- Maria, your shoes have got mud all over them. They're _____!
- Doing chores is not _____ in my house. We help out or Mum goes on strike!



Grammar 2

Relative clauses

1 Read about relative clauses.

Relative clauses give us more information about the subject or the object of a sentence. They are introduced by the following relative pronouns: *who, whom, which, that, where, why, when, whose*.

*The little girl **who/that** I look after during the day is adopted.*

*The laundry **which/that** is in the basket is filthy.*

*That's the place **where** my father met my stepmother.*

*That is the reason **why** Joe is grumbling.*

*That was the time **when** I had an argument with my brother.*

*This is the woman **whose** daughter does our housework.*

Defining and non-defining relative clauses

- A defining relative clause gives us important information which we need in order to understand the meaning of the main clause.

*The chore **which/that** I hate most is the washing-up.* (The sentence would not make sense without *which/that I hate most*.)

- When *who, whom, that* and *which* are the objects of a defining relative clause, they can be omitted.

*The men **who/that** I invited to the get-together are my uncles.*

The men I invited to the get-together are my uncles.

- A non-defining relative clause gives us extra information which we do not need in order to understand the meaning of the main clause. We must use commas to separate a non-defining relative clause from the main clause.

*Molly, **who** often gossips, doesn't get along with her peers.*

- We cannot use *that* in a non-defining relative clause and we cannot omit the relative pronoun.

Prepositions in relative clauses

- Prepositions usually come at the end of the relative clause. They can also come before the relative pronoun, but this makes the sentence sound very formal.

*His books about relationships, **for which** he is famous, sell very well.* (very formal)

*His books about relationships, **which** he is famous **for**, sell very well.* (more common)

- We cannot use a preposition before *who* or *that*. We can use one before *whom*, but that makes the sentence sound very formal.

*The woman **who/that** I was talking **to** is my wife.*

*The woman **to whom** I was talking is my wife.* (very formal)

- When the preposition is before the relative pronoun, we cannot omit the relative pronoun even if it is the object of the relative clause.

*Is this the project **which/that** you won the prize **for**?*

*Is this the project you won the prize **for**?*

*Is this the project **for which** you won the prize?* (*which* cannot be omitted)

2 Read these sentences and underline the relative clauses. Which sentence means that the speaker:

- has more than one brother and that the one who has written a book lives in Scotland?
- only has one brother and that he has written a book and lives in Scotland?

- My brother, who has written a book on personal relationships, lives in Scotland.
- My brother who has written a book on personal relationships lives in Scotland.

Read 1.4-1.7 of the Grammar Reference before you do the tasks.

3 Circle the correct words.

Learning about relationships

The book *Impression Management*, ¹ **which / that** is about the different relationships between people, was written by Barry R Schlenker, ² **whom / who** is an American professor. The main reason ³ **why / which** Schlenker wrote the book was because he felt that people should have more information about relationships.

The main idea of the book, ⁴ **who / which** argues that people try to control how others see them in almost every social relationship, was not particularly popular in 1980, ⁵ **where / when** the book was first published. However, in the universities and colleges ⁶ **where / that** the book was taught, there were many students ⁷ **that / whom** felt that Schlenker's thoughts on relationships were important ones ⁸ **that / to which** people should learn about and discuss. Much of the support ⁹ - **where** the book received, ¹⁰ **for which / that** Schlenker was very thankful, came from his own students. He was also very thankful to his wife, parents and colleagues ¹¹ - **whose** advice and encouragement helped him greatly. At the beginning of the book, Schlenker says that it was these people and these relationships ¹² **why / which** made the production of *Impression Management* possible.

