

mYngle

Business Upper Intermediate

Homework - Unit 10: Communications



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1. Match the expressions (1-9) with their definitions (A-I).

- | | |
|--------------------------------|--|
| 1. keep someone in the loop | A. To suffer the consequences of one's actions or to be left alone to think about what they've done. |
| 2. drink from a fire hose | B. When someone feels overwhelmed due to a large influx of information they're receiving at once. |
| 3. get straight to the point | C. Something that has both positive and negative aspects. |
| 4. heard through the grapevine | D. To find an opportunity to speak in a conversation where someone else is dominating the discussion. |
| 5. mixed blessing | E. To avoid talking about what is important or to evade a direct question. |
| 6. beating around the bush | F. To keep someone informed or updated about certain developments or events. |
| 7. talking to a brick wall | G. To learn something informally or unofficially through gossip or chatter. |
| 8. stew in his own juice | H. To speak to someone who either isn't listening or doesn't seem to understand, despite your efforts. |
| 9. get a word in edgewise | I. To address the main issue directly without wasting any time. |

2. Complete sentences 1-9 with the expressions from exercise 1.

1. Every time a new project is assigned, I feel like I'm trying to _____ because there's so much information all at once.
2. He didn't want to waste time discussing irrelevant details, so he decided to _____ and tell her the main problem.
3. I _____ that Maria might be resigning next month.
4. When you discuss the new policies, please _____ so I'm updated on the changes.
5. Her new job pays very well, but it keeps her away from her family, which is a _____.
6. I've tried explaining the problem to him multiple times, but it feels like I'm _____. He just doesn't understand.
7. She kept talking without pause, and I struggled to _____ during the entire conversation.
8. Instead of giving a direct answer, he just _____, making the conversation frustrating.
9. After his mistake, he was left to _____ and think about his actions.

3. Choose the correct answer.

1. When I asked John for an update on the project, he told me he would _____.
a) get straight to the point **b)** keep me in the loop **c)** talk to a brick wall
2. Whenever I try to discuss the issue with him, it's like _____.
a) beating around the bush **b)** talking to a brick wall **c)** stewing in his own juice
3. I've just started this new course, and with all the information they're giving us, it feels like _____.
a) drinking from a fire hose **b)** hearing through the grapevine **c)** getting a word in edgewise
4. Our team leader won't address the issue directly; he's always _____.
a) drinking from a fire hose **b)** beating around the bush **c)** getting a word in edgewise
5. I've _____ that our team might be getting a new project soon.
a) heard through the grapevine **b)** kept in the loop **c)** got straight to the point
6. Having free time but no money to travel is a _____.
a) mixed blessing **b)** talking to a brick wall **c)** drinking from a fire hose
7. In that meeting, everyone was talking so much that I couldn't _____.
a) get a word in edgewise **b)** stew in my own juice **c)** keep them in the loop
8. After making poor decisions, he was left to _____.
a) stew in his own juice **b)** beat around the bush **c)** hear it through the grapevine

1. Complete the table by filling in the correct information for each expression.

Preposition/s

- on
 - through
 - out on
 - on
 - with
 - into
- -
 -
 -
 -
 -
- out
 - in
 - down
 - about
 - to
 - on

Synonyms

- assimilated into
- work together with
- bypass
- restrict
- absorb
- utilize
- concentrate on
- induce
- organize
- disassemble
- influence
- overcome

Verb/ Verb phrase	Preposition/s	Short Definition	Synonym
bring		To cause to happen or occur	
put limits		To set boundaries	
make an impact		To produce an effect	
collaborate		To work jointly with others, especially in an intellectual endeavor	
get		To endure or pass through a challenge or difficulty	
be integrated		To be fully incorporated or included in something	
sort		To resolve issues	
break		To separate into smaller parts or to malfunction	
take		To receive or understand information	
have access		To be able to use or engage with	
focus		To center attention or resources on something	
miss		To fail to benefit or partake in an opportunity or event	

2. Fill in the gaps with the verbs below.

- breakdown
- be integrated into
- focus on
- put limits
- sort out
- miss out on
- make an impact on
- bring about
- collaborate with
- take in
- get through
- have access to

Communicating via TIKTOK: Good or Bad?

TikTok has managed to (1) _____ significant shifts in the modern communication landscape. As a platform, its strength lies in succinct videos that users can quickly consume. But does this efficiency compromise the depth of the content?

One of the first concerns many have is the platform's decision to (2) _____ the duration of videos, making it a challenge for users to present comprehensive arguments or insights. However, this format seems to have made an undeniable (3) _____ on young users who prefer bite-sized content.

A remarkable feature on TikTok is its ability to (4) _____ users from different corners of the world. By working together, creators produce content that merges diverse cultures and ideas. But it's crucial to ask if viewers genuinely (5) _____ the crux of what's being shared in these brief collaborations.

TikTok's algorithm, while impressive, does not ensure that all creators (6) _____ the same exposure. Some insightful and valuable content may (7) _____ the wider audience's attention, hidden behind the shadows of trending videos.

Moreover, while educators are trying to (8) _____ TikTok into their teaching strategies, hoping to (9) _____ students' wavering attention, this approach has critics. They believe the depth of a topic might (10) _____ if squeezed into a minute-long video, as students might (11) _____ essential details.

While TikTok offers a space to (12) _____ creativity and knowledge, the debate on its effectiveness as a genuine communication tool continues.

3. Read the text. Which statements are True and which are False? Correct the False ones.

Communicating via TIKTOK: Good or Bad?

In the modern digital era, having access to vast amounts of information has transformed how we live and work. This influx, commonly termed as "infoglut" or information overload, poses both opportunities and challenges for today's society.

The ease with which we can now take in and disseminate data has undoubtedly made an impact on sectors like education, business, and communication. With the press of a button, we can collaborate with peers across the globe or access an encyclopedia's worth of knowledge. Yet, this convenience can also bring about feelings of being overwhelmed, particularly when trying to sort out relevant details from the insignificant ones.

To combat this overload, many people and businesses have started to put limits on their data consumption. For instance, they might set specific times during the day to check emails or focus on one task at a time, allowing them to break down their workload into more digestible pieces. By doing so, they avoid the pitfalls of becoming side-tracked or overwhelmed.

Yet, the challenge persists. In an era where everyone can publish content, how do you ensure you don't miss out on the essential information? How do you filter the valuable from the trivial? There's a real risk that in the bid to protect ourselves from infoglut, we become overly selective, missing out on crucial insights.

In schools, for example, students are taught to integrate vast amounts of data into coherent projects, but they often struggle to get through the sheer volume. A simple research assignment can become a monumental task if a student doesn't know how to efficiently focus on and filter the material.

Moreover, the speed at which information is updated means that just as soon as you've sorted out one set of data, new data emerges. It's like trying to drink from a fire hose. Despite the challenges, there are undeniable benefits. Businesses that have learned to harness this overload effectively can make informed decisions rapidly, giving them a competitive edge.

The digital age demands that we adapt. As technology continues to evolve, so will the strategies we use to manage infoglut. Whether we're collaborating with peers, sifting through news, or engaging in personal learning, the key will be to find a balance that ensures we benefit from the information age without becoming its casualty.

True or False?

1. Infoglut is only relevant to the business sector. (___)
2. To combat infoglut, many people have increased their data consumption. (___)
3. Infoglut can lead to feelings of being overwhelmed. (___)
4. Collaborating with global peers has become more challenging due to infoglut. (___)
5. Schools teach students to integrate vast amounts of data, but volume can be a challenge. (___)
6. Information in the digital age is updated sparingly, making it easy to keep up. (___)
7. Being selective in consuming information can lead to missing out on crucial insights. (___)
8. The digital age does not require us to adapt our information consumption habits. (___)
9. Businesses harnessing information effectively gain a competitive edge. (___)
10. Technology's evolution will likely decrease the strategies we use to manage infoglut. (___)

4. Choose the most appropriate answer A or B.

Liam: Marla, I heard through the grapevine that you're overseeing the revamp of our company's communication tools. It sounds like a lot to take in.

Marla: You're not wrong, Liam. It's a mixed blessing. While it promises to bring about major improvements, it's also a bit overwhelming, almost like trying to drink from a fire hose.

Liam: So, with the myriad of communication tools out there, what's your guiding principle in this overhaul?

Marla:

1 A- The main objective is integrating various communication tools into a singular platform. This approach will facilitate smoother collaboration, ensuring no team misses out on essential information.

1-B- I'm thinking about popularity. If a tool is trendy and people like using it outside of work, it's probably a good fit for us too.

Liam: Given the diversity of tools, how do you plan to sort out which ones remain and which ones go?

Marla:

2-A- I've been looking at tools that are both modern and have a nostalgic touch. Sometimes the old ways are better, and a blend might be the key.

2-B- Our focus will be on tools that support real-time communication and are user-friendly. Also, direct feedback from every department, which I have access to, will guide our choices.

Liam: How will you ensure that everyone adjusts to these new tools? Resistance to change is often a hurdle.

Marla:

3-A- We're organizing training sessions. It's vital to get through to everyone, showing the importance and benefits of these tools. I don't want anyone feeling they're talking to a brick wall when they have concerns.

3-B- We might introduce a reward system. People tend to adjust faster when there's an incentive, even if it's just recognition or small perks.

Liam: And about updates? How do you plan to keep someone in the loop? We've had communication breakdowns in the past.

Marla:

4-A- We could try monthly town hall meetings. A face-to-face update sometimes feels more personal and might encourage more feedback.

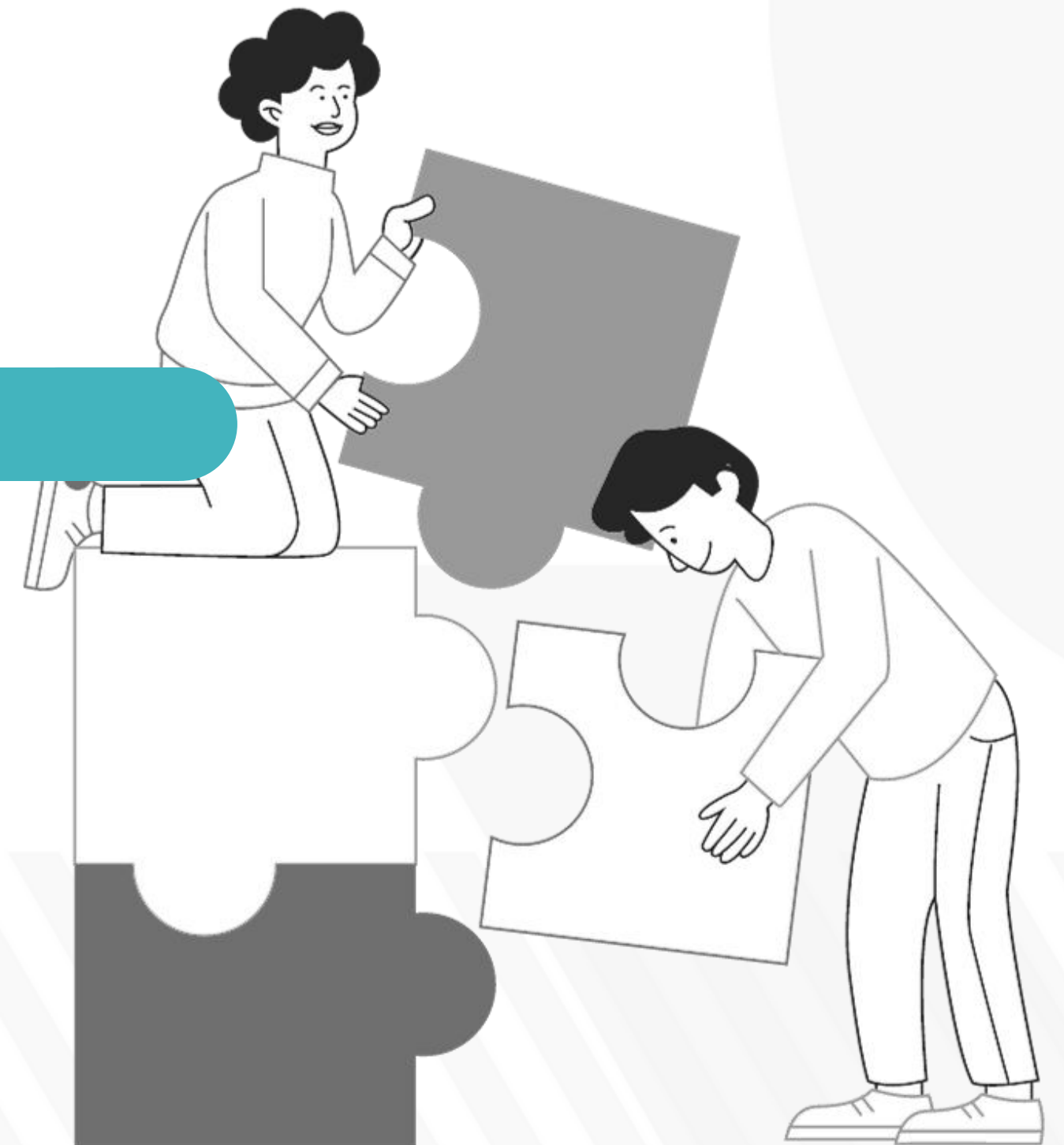
4-B- Clear and concise newsletters will be our go-to. It's best to get straight to the point to avoid misunderstandings.

1. Put these words in the right order to make sentences.

1. problem / What / to be / the / seems?
2. through / me / Talk / it.
3. get / Let / straight / this / me.
4. clarify / I / what / just / saying / Could / you're?
5. going / have / this / into / to look / I'm / to.
6. explain / is / ? / what/ could / problem / exactly / the/ you.
7. 'll / it / into / look / / I.
8. you / I / back / get / 'll / to / (shortly).

2. Under which categories will you put the phrases above?

- Requesting information
- Establishing the facts
- Promising action
- Referring to time/deadlines
- Clarifying/checking facts



3. Fill in the gaps with the phrases below.

- Let me get this straight
- What seems to be the problem?
- I'll look into it
- I'm going to have to look into this
- Talk me through it
- Could I just clarify what you're saying?
- Could you explain exactly what the problem is?

Jamie: Casey, I was attending that keynote about data analytics, and there's something I didn't fully grasp about their proposed methodology.

Casey: Oh? **(1)** _____? Are you referring to the keynote by Dr. Harrison?

Jamie: That's the one! She dove deep into her methodology, but a part of it, especially her approach to real-time data, left me puzzled.

Casey: **(2)** _____. I've had some experience with similar models; maybe I can provide some insights.

Jamie: I hope so. When she discussed using older algorithms for prediction, it struck me as a bit counterintuitive, given the newer technologies available.

Casey: **(3)** _____. So, you're curious why she might opt for older methods in a time when newer, more efficient tools are at our disposal?

Jamie: Exactly. With the current emphasis on swift and efficient solutions, her choice just didn't align with that mindset.

Casey: I understand your reservations. **(4)** _____. Still, in some cases, older algorithms, when tweaked, have been known to be more effective for certain datasets.

Jamie: But here's another thing. Given the exponential growth of data, is her approach scalable?

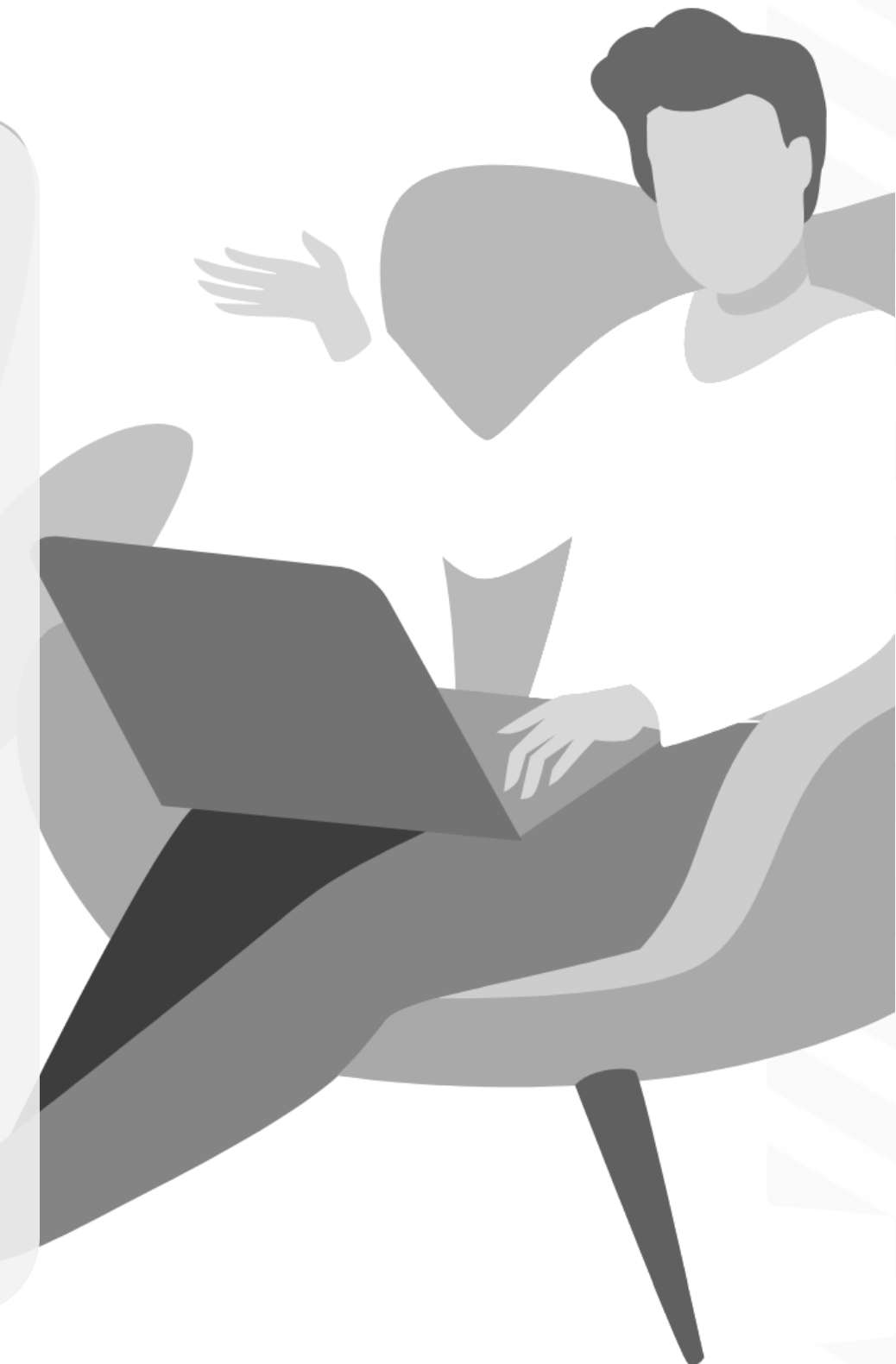
Casey: Good question. **(5)** _____, but I believe her methods, though older, might have inherent scalability. Remember, newer isn't always better.

Jamie: It's just that I always aim for the most optimal solutions, especially in data handling.

Casey: And that's commendable. **(6)** _____ with sticking to tried and tested methods, provided they deliver?

Jamie: It's about future-proofing our methods. I just want to ensure that we aren't left behind.

Casey: I share your concerns. **(7)** _____. Let's analyze this further when we're back and optimize our approach.



Requesting information

- *What seems to be the problem?*
- *How can I help (you)?*
- *What can I do for you (today)?*

Establishing facts

- *Can you tell me when (this happened)?*
- *Could you explain exactly what the problem is?*
- *Could you give me (the order number)?*
- *Talk me through (it / what happened).*

Clarifying/checking facts

- *Let me get this straight.*
- *What you're saying is ...*
- *You mean ... ?*
- *If I understand you correctly, ...*
- *Could I just clarify what you're saying?*

Promising action

- *I'll look into it.*
- *What I'll do is ... and ...*
- *I'm going to have to look into this.*
- *I'll get back to you (shortly).*
- *Once I've (checked the details) /*
- *As soon as I've (looked into it), I'll call you back.*

Referring to time/deadlines

- *by (Friday) at the latest*
- *by tomorrow / lunchtime / the end of the week*
- *in time for the deadline*
- *as soon as*
- *shortly*

Phrasal verb word order

A phrasal verb is a verb + a particle (a preposition or an adverb). You can use the same verb with different particles which changes the meaning.

Can you **look up** his number? (= research / find)

Look out! That box is going to fall on your head. (= beware / be careful)

Please **look after** the visitors. (= take care of)

Intransitive phrasal verbs

Some phrasal verbs are intransitive, meaning they are not followed by an object:

What time do you normally **get up**?

Please **speak up**. I can't hear you.

We probably **eat out** about twice a month.

Transitive phrasal verbs

Most phrasal verbs are transitive, meaning they are followed by an object:

I **deal with** clients from all over the world.

Can you **read** the number **back** to me?

Let me write **down** your contact details.

Separable phrasal verbs

Some phrasal verbs are intransitive, meaning they are not followed by an object:

1. For transitive separable phrasal verbs, the object can go before or after the particle, with no change in meaning:
 - We're **putting off** the meeting because most of our colleagues are on holiday.
 - We're **putting** the meeting **off** because most of our colleagues are on holidays.
2. For some separable phrasal verbs, the object can only go between the main verb and the particle:
 - After three hours of strike, we finally **talked** the government **around** to hear us.
 - (NOT: ... After three hours of strike, we finally **talked around** the government to hear us)
3. When the object is a pronoun, the object can only go between the main verb and the particle.
 - It isn't true. I **made it up**
 - (NOT: I made up it)

Inseparable phrasal verbs

With transitive inseparable phrasal verbs, the object can only go after the particle:

- He's **looking for** his passport.
- (NOT: He's looking it for.)

1. Use a verb from A (in the right form) and a Word from B to complete each sentence. Some words can be used more than once.

A look get sit fly get go get speak

B up around up away on down by out

1. The children were excited to see the birds _____ when they released them from the cage.
2. When the teacher said he couldn't hear John very well, John _____
3. Prices have _____ this last Q3 due to inflation.
4. During the tour, don't forget to _____ and appreciate the beautiful scenery.
5. The elderly couple is struggling to _____ with their limited pension.
6. The meeting is about to start. You all may _____ and let's get the ball rolling.
7. When the fire alarm rang, everyone quickly _____ of the building.
8. The train was really full. We couldn't _____. We will not arrive in time.

2. Use a verb from A (in the right form) and a Word from B to complete each sentence. Some words can be used more than once.

A fly in get away look up be back go up keep up look forward

B to with at through

1. The competition is tough, but she said she has _____ the top performers in her field before.
2. We wanted to _____ the terrace but it was raining.
3. I'm having a very hard meeting next week. I'm not _____ it.
4. There was a house robbery in my neighbour last night. The thieves _____ a lot of many.
5. Next Monday, I'm travelling back to Spain. I'll _____ the office.
6. As the fireworks filled the night sky, the spectators eagerly _____ the beautiful display.
7. I was sitting in my bedroom, reading a book when a bird _____ the open window!

3. Match the phrasal verbs (1-13) with their definitions (A-M).

Phrasal Verbs:

1. live up
2. put forward
3. throws around
4. point it out
5. move on
6. sink in
7. keep up with
8. bring with
9. pull back
10. jump out
11. put ahead
12. throws about

Definitions:

- A. To suggest or propose something, especially for consideration or discussion.
- B. To take with you or carry as a companion or accompaniment.
- C. To be immediately noticeable or easily seen.
- D. To proceed or advance, especially from past events.
- E. To maintain the same pace or level as someone or something.
- F. To gradually come to understand or feel the depth of a situation or piece of information.
- G. To retract or withdraw from a position or commitment.
- H. To discuss or mention something without much thought or consideration.
- I. To fulfill or meet certain standards or expectations.
- J. To reschedule for an earlier time or date.
- K. To state or reveal carelessly or without much thought.
- L. To indicate or show something specifically.

4. Fill in the gaps with the phrasal verbs on the left.

Phrasal Verbs:

1. live up
2. put forward
3. throws around
4. point it out
5. move on
6. sink in
7. keep up with
8. bring with
9. pull back
10. jump out
11. put ahead
12. throws about
13. point it out

Great Tips for Meetings

Navigating the maze of corporate meetings can be a daunting task. However, with some reliable techniques and strategies, you can ensure your points (1) _____ amidst the noise and are taken into consideration.

Firstly, always (2) _____ you a clear agenda and supporting materials. Having visual aids can help you (3) _____ when there's a specific issue or detail you want to address. This clarity ensures that your ideas (4) _____ faster with your audience.

When someone (5) _____ ideas without much structure, it's easy to get lost in the jumble. On the other hand, when you (6) _____ structured and well-thought-out proposals, you're more likely to capture attention. If someone interrupts with an idea that's already been discussed, it's okay to politely (7) _____ to keep the meeting focused.

To (8) _____ to the expectations of a productive meeting member, stay updated on the latest industry news and trends. This will help you (9) _____ the fast-paced discussions and bring fresh perspectives to the table. Remember, being proactive and suggesting meetings (10) _____ of deadlines will always be appreciated, as it shows foresight.

However, not every idea will be a winner. If you realize that a particular suggestion isn't getting the traction you hoped for, don't hesitate to (11) _____ and reconsider. There's no harm in re-evaluating and coming back with a refined idea.

Lastly, be wary of those who (12) _____ criticisms without constructive feedback. Constructive criticism is beneficial, but if you feel someone's feedback is not in the right spirit, you have the right to (13) _____.

5. Read two set of sentences (A-B). In one of them the phrasal verb is not properly used. Identify the wrong sentence.

1A. She wants to live up her dreams by traveling the world.

1B. I don't think I can live up to the standards set by my elder brother.

2A. She put forward a very intriguing proposal during the meeting.

2B. Can you put forward the groceries on the top shelf?

3A. He throws around his brother when they play catch.

3B. He throws around big ideas, but he rarely commits to any of them.

4A. Can you point it out the trash?

4B. I'll point it out on the map so you can find the location easily.

5A. It's time to forget the past and move on.

5B. Can you move on the table closer to the wall?

6A. Please sink in the tub, it's your bath time.

6B. It took a while for the tragic news to sink in.

7A. I try to keep up with the mountain when I hike.

7B. It's hard to keep up with all the technological advancements these days.

8A. He will bring with the cake to the party.

8B. I always bring with me a book when I travel.

9A. She decided to pull back her sister from school.

9B. The company decided to pull back its new product from the market.

10A. Can you jump out the cake for the surprise?

10B. The vibrant colors of the painting just jump out at you.

11A. Please put ahead my appointment by an hour.

11B. We should put ahead our differences and work together.

12A. She throws about her laptop whenever she gets angry.

12B. She throws about opinions without considering their impact.

13A. He tried to point it out his mistakes.

13B. I'm not sure what you're referencing; can you point it out?



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Business Upper Intermediate

Unit 10: Communications

Homework – Answer Key

Exercise 1

1. **Keep someone in the loop F)** *To keep someone informed or updated about certain developments or events.*
2. **Drink from a fire hose B)** *When someone feels overwhelmed due to a large influx of information they're receiving at once.*
3. **Get straight to the point I)** *To address the main issue directly without wasting any time.*
4. **Heard through the grapevine G)** *To learn something informally or unofficially through gossip or chatter.*
5. **Mixed blessing C)** *Something that has both positive and negative aspects.*
6. **Beating around the bush E)** *To avoid talking about what is important or to evade a direct question.*
7. **Talking to a brick wall H)** *To speak to someone who either isn't listening or doesn't seem to understand, despite your efforts.*
8. **Stew in his own juice A)** *To suffer the consequences of one's actions or to be left alone to think about what they've done.*
9. **Get a word in edgewise D)** *To find an opportunity to speak in a conversation where someone else is dominating the discussion.*

Exercise 2

1. **Drink from a fire hose** – When someone feels overwhelmed with the amount of information they're receiving.
2. **Get straight to the point** – To speak directly about the main topic without adding unnecessary details.
3. **Heard through the grapevine** – To learn something informally or unofficially through gossip or chatter.
4. **Keep someone in the loop** – To keep someone informed or updated about something.
5. **Mixed blessing** – Something that has both positive and negative aspects.
6. **Talking to a brick wall** – To speak to someone who is not listening or does not understand.
7. **Get a word in edgewise** – To find an opportunity to speak in a conversation where someone else is dominating the discussion.
8. **Beating around the bush** – To avoid talking about what is important.
9. **Stew in his own juice** – To suffer the consequences of one's actions or be left alone to think about what they've done.

Exercise 3

1. When I asked John for an update on the project, he told me he would **b) keep me in the loop**.
2. Whenever I try to discuss the issue with him, it's like **b) talking to a brick wall**.
3. I've just started this new course, and with all the information they're giving us, it feels like **a) drinking from a fire hose**.
4. Our team leader won't address the issue directly; he's **always b) beating around the bush**.
5. I've **a) heard through the grapevine** that our team might be getting a new project soon.
6. Having free time but no money to travel is a **a) mixed blessing**.
7. In that meeting, everyone was talking so much that I couldn't **a) get a word in edgewise**.
8. After making poor decisions, he was left to **a) stew in his own juice**.

Exercise 1

Verb/ Verb phrase	Preposition/s	Short Definition	Synonym
Bring	About	To cause to happen or occur	Induce
Put limits	Limits on	To set boundaries	Restrict
Make an impact	An impact on	To produce an effect	Influence
Collaborate	With	To work jointly with others, especially in an intellectual endeavor	Work together with
Get	Through	To endure or pass through a challenge or difficulty	Overcome
Be integrated	Integrated into	To be fully incorporated or included in something	Assimilated into
Sort	Out	To resolve issues	Organize
Break	Down	To separate into smaller parts or to malfunction	Disassemble
Take	In	To receive or understand information	Absorb
Have access	Access to	To be able to use or engage with	Utilize
Focus	On	To center attention or resources on something	Concentrate on
Miss	Out on	To fail to benefit or partake in an opportunity or event	Bypass

Exercise 2

- bring about
- put limits on
- make an impact on
- collaborate with
- take in
- have access to
- miss out on
- integrate
- focus on
- break down
- miss out on
- sort out

Exercise 3

1. **False** - Infoglut affects many sectors, not just business.
2. **False** - People have put limits on their data consumption to combat infoglut.
3. **True**
4. **False** - The ease of collaboration has increased, but managing the information is the challenge.
5. **True**
6. **False** - Information is updated rapidly in the digital age.
7. **True**
8. **False** - The digital age demands adaptation in our habits.
9. **True**
10. **False** - As technology evolves, so will our strategies to manage infoglut.

Exercise 4

1. Marla: 1-A - The main objective is integrating various communication tools into a singular platform. This approach will facilitate smoother collaboration, ensuring no team misses out on essential information.
2. Marla: 2-B - Our focus will be on tools that support real-time communication and are user-friendly. Also, direct feedback from every department, which I have access to, will guide our choices.
3. Marla: 3-A - We're organizing training sessions. It's vital to get through to everyone, showing the importance and benefits of these tools. I don't want anyone feeling they're talking to a brick wall when they have concerns.
4. Marla: 4-B - Clear and concise newsletters will be our go-to. It's best to get straight to the point to avoid misunderstandings.

Exercise 1

- 1. What seems to be the problem?
- 2. Talk me through it.
- 3. Let me get this straight.
- 4. Could I just clarify what you're saying?
- 5. I'm going to have to look into this.
- 6. Could you explain exactly what the problem is?
- 7. I'll look into it.
- 8. I'll get back to you

Exercise 2

Requesting information:

What seems to be the problem?

Establishing the facts:

Could you explain exactly what the problem is?

Talk me through (it)

Clarifying/checking facts:

Let me get this straight.

Could I just clarify what you're saying?

Promising action:

I'll look into it.

I'm going to have to look into this.

I'll get back to you (shortly).

Exercise 3

- 1. Could I just clarify what you're saying?
- 2. Talk me through it.
- 3. Let me get this straight.
- 4. I'm going to have to look into this.
- 5. What seems to be the problem?
- 6. Could you explain exactly what the problem is?
- 7. I'll look into it.

Exercise 1

- 1. fly away
- 2. spoke up
- 3. gone up
- 4. look around
- 5. get by
- 6. sit down
- 7. get out
- 8. get on

Exercise 2

- 1. kept up with
- 2. go up to
- 3. looking forward to
- 4. get away with
- 5. be back at
- 6. looked up at
- 7. flew in through

Exercise 3

- 1. **Live up** → **(I)**. To fulfill or meet certain standards or expectations.
- 2. **Put forward** → **(A)**. To suggest or propose something, especially for consideration or discussion.
- 3. **Throws around** → **(H)**. To discuss or mention something without much thought or consideration.
- 4. **Point it out** → **(L)**. To indicate or show something specifically.
- 5. **Move on** → **(D)**. To proceed or advance, especially from past events.
- 6. **Sink in** → **(F)**. To gradually come to understand or feel the depth of a situation or piece of information.
- 7. **Keep up with** → **(E)**. To maintain the same pace or level as someone or something.
- 8. **Bring with** → **(B)**. To take with you or carry as a companion or accompaniment.
- 9. **Pull back** → **(G)**. To retract or withdraw from a position or commitment.
- 10. **Jump out** → **(C)**. To be immediately noticeable or easily seen.
- 11. **Put ahead** → **(J)**. To reschedule for an earlier time or date.
- 12. **Throws about** → **(K)**. To state or reveal carelessly or without much thought.

Exercise 4

- | | | | |
|-----------------|------------------|-----------------|------------------|
| 1. jump out | 5. throws around | 9. keep up with | 13. point it out |
| 2. bring with | 6. put forward | 10. put ahead | |
| 3. point it out | 7. move on | 11. pull back | |
| 4. sink in | 8. live up | 12. throw about | |

Exercise 5

- 1A. Wrong.** *"Live up" means to fulfill expectations. "Live out" would be correct here.*
- 2B. Wrong.** *"Put forward" means to suggest or propose something. Incorrect in this physical placement context.*
- 3A. Wrong.** *"Throws around" usually refers to discussing or mentioning carelessly, not physically throwing someone.*
- 4A. Wrong.** *"Point it out" means to indicate or show something. The phrasing is awkward in this context.*
- 5B. Wrong.** *"Move on" means to proceed or advance, especially from past events. Doesn't fit with moving physical objects.*
- 6A. Wrong.** *"Sink in" means to gradually understand something. Doesn't relate to physical submersion.*
- 7A. Wrong.** *"Keep up with" means to stay at the same pace or level. Doesn't fit in this hiking context.*
- 8A. Wrong.** *"Bring with" means to carry along or have in one's possession. Incorrect phrasing here.*
- 9A. Wrong.** *"Pull back" means to withdraw or remove. The context of removing someone from school is not accurate.*
- 10A. Wrong.** *"Jump out" means something is immediately noticeable. It doesn't mean to physically jump out of something.*
- 11A. Wrong.** *"Put ahead" isn't a standard phrasal verb. "Put forward" might be more appropriate for rescheduling.*
- 12A. Wrong.** *"Throws about" means to state or reveal carelessly. It doesn't mean to physically throw objects.*
- 13A. Wrong.** *"Point it out" means to indicate or show something. The phrasing is incorrect for discussing admitting mistakes.*