

## Unit 1 – Living by the Sword

### Language Development

I

A **singer** sings songs.

A **baker** bakes / makes bread and cakes.

A **secretary** / a **typist** types letters and documents.

A **doctor** helps people who are sick / cures sick people.

A **boxer** fights in a ring.

A **cashier** takes money from customers and gives receipts to customers in a shop.

A **farmer** grows plants and animals for food.

A **painter** paints the walls of buildings.

A **magician** performs tricks.

A **hairstylist** cuts and styles hair.

A **bullfighter** fights with bulls.

II

1. A **mechanic** repairs car engines, whereas an **engineer** uses scientific knowledge to develop machines.

2. An **editor** is responsible for the preparation and publication of a newspaper, books or magazines, while a **publisher** prints them ready to be sold.

3. **Lifeguards** work on beaches or in swimming pools and save people from drowning, but **bodyguards** are hired to protect famous people.

4. **Booksellers** work in places from which you can buy books, whereas **librarians** work in places from which you can borrow books.

5. A **journalist** writes articles for newspapers or magazines, while a **newsreader** presents news stories on television or radio.

6. An **astronomer** is a scientist who studies the stars and planets, but an **astrologer** makes predictions by studying the positions of stars and planets.

7. A **weather presenter** informs people about the weather on TV or radio, whereas a **meteorologist** studies weather conditions so that the weather forecast can be given.

8. **Fishermen** catch fish which are then sold to **fishmongers** who sell them in their shops.

III

1. Salespeople need to be **persuasive** to get people to buy their products.

2. A scientist has to be **intelligent** in order to understand complex theories.

3. Receptionists should be **friendly** in order to make people feel welcome.

4. Surgeons must be very **accurate** as they should not make mistakes in their work.

5. A shop assistant has to be **polite** even when dealing with a rude customer.

6. Lifeguards have to be **brave** as they often find themselves in dangerous situations.

7. Teachers need to be **patient** as students sometimes take a long time to learn things.

8. Fashion designers should be very **creative** so that they can come up with new designs.

**Vocabulary practice:**

- Give away = a) reveal  
                  b) give something for free
- Give out = a) give freely  
                  b) come to an end  
                  c) emit
- Give up = a) stop  
                  b) surrender

Exercise:

Fill in the correct particles:

1. Linda has given ..... work so she can look after her children.
2. Someone gave.....the secret plans and now the boss is angry.
3. The factory gives .....a lot of smoke, causing pollution.
4. Although they were losing the match, the team refused to give .....
5. When our supplies give ....., we'll have to turn back.
6. The shop is giving ..... free gifts to anyone who spends more than 30 pounds.

Key:

1. up, 2. away, 3. out, 4. up, 5. out, 6. out/away

## Unit 2 - The Spirit of London

### Grammar

#### Present Perfect vs. Present Perfect Continuous

We use **Present Perfect (have/has + past participle)**:

- For an action which started in the past and continues up to present:  
Kate has known John since 1969.
- For a completed action whose result is visible in the present:  
He has just finished painting the living room.
- For an action which happened in the past with no time reference:  
Rob and Lucy have booked tickets to Paris.

Time expressions used with present perfect tense:

- Since, for, already, yet, just, ever, never, lately, recently, so far, today, this week/month etc.

We use **Present Perfect Continuous (have/has been + verb+-ing)**:

- To put emphasis on the duration of an action which started in the past and continues up to the present:  
Sybil has been writing letters all morning.
- For an action that started in the past and lasted for some time. The action may have finished or may still be going. The result of an action is visible in present:  
Mrs Lyon is upset. Her students have been misbehaving since lunchtime.
- to express anger, irritation or annoyance:  
Someone has been throwing their rubbish into my garden.

Exercise:

Put the verbs in brackets into present perfect or present perfect continuous:

1. Someone (eat) all the cakes. I'll have to buy some more.
2. What you (buy) your sister for her birthday?
3. It (rain) all day! Why can't it stop?
4. Brenda (learn) Russian but she finds it difficult.
5. My throat is sore. I (sing) all evening.

Key:

1. has eaten; 2. have you bought; 3. has been raining; 4. has been learning; 5. have been singing.

#### Vocabulary practice:

Take aback - surprise

Take after - look or behave like a relative

Take down - remove

Take in - a) deceive

b) make clothes narrower

Take off - a) leave the ground (for a plane)

b) remove (clothes)

Take over – take control of

Take to – like

Take up – a) begin a hobby, activity

b) make clothes shorter

Exercise:

Fill in with the correct particles:

1. They took..... the old painting and put up a new portrait.
2. I was taken ..... by his rude reply.
3. Don't be taken ..... by his friendly manner; Dave's not as nice as he appears.
4. Fasten your seat belts before the plane takes .....
5. The boss asked Mr Smith to take ..... the running office while he was away.
6. He took..... judo to get some exercise.
7. The children took ..... their new teacher the moment they saw her.

Key:

1. down; 2. aback; 3. in; 4. off; 5. over; 6. up; 7. to.

## Unit 3 – Stories

### Grammar

#### Reported Speech

-We use direct speech to quote people's exact words. We use inverted commas (" ") in direct speech.  
"I come from Ireland", Fiona said.

-We use reported speech to report the exact meaning of what someone said, but not the exact words.  
We do not use inverted commas in reported speech.

Personal pronouns, possessive adjectives and possessive pronouns change according to the meaning of the sentence.

Fiona said that she comes from Ireland.

-We can report someone's word either a long time after they were said (**out-of-date reporting**) or a short time after they were said (**up-to-date reporting**).

#### Say - Tell - Ask

**Say** can be used both in direct and reported speech. It is used with or without a personal object. When used with a personal object it is always followed by the preposition **to (said to me)**. In reported speech, **say** is not followed by any object pronoun but can be followed by **that**.

She said, "I'm happy." / She said to me, "I'm happy." >

She said (that) she was happy.

**Tell** can be used both in direct and reported speech. It is always followed by a personal object (**told me**).

She told me, "I'm happy." >

She told me (that) she was happy.

**Ask** is used in reported questions and requests. It is also used in direct questions.

"Where is Tom?" he asked me.

He asked me where Tom was.

"Will you do me a favour?" Mary said to me. >

Mary asked me to do her a favour.

#### Expressions with say, tell and ask:

SAY good morning/afternoon, etc  
something/nothing, etc  
a prayer, so, a few words, etc.

TELL the truth, a lie, a secret, a story a joke, the time, the difference, sb's name, sb the way, one from another, one's fortune, sb so, etc

ASK a favour, the time, a question, the price, etc.

#### Reported Statements

Verb tenses and time expressions change in reported speech:

a) when the introductory verb is in a past tense:

"I'm buying a new car next month", he said. >

He said that he was buying a new car the following month.

b) In out-of-date reporting:

(Wednesday 13 October) Tim said, "I have caught a cold." >

(Sunday 17 October) Tim said that he had caught a cold.

c) when we consider what the speaker says to be untrue:

"Peter and I are business partners", Jill said to me. >

Jill said that she and Peter were business partners. (but Peter had never met her.)

### **The tenses changes as follows:**

Present Simple > Past Simple

"I play the guitar very well." > He said that he played the guitar very well.

Present Continuous > Past Continuous

"I am learning French." > He said that he was learning French.

Present Perfect > Past Perfect

"I have already watered the flowers." > He said that he had already watered the flowers.

Past Simple > Past Perfect

"I won the chess tournament." > He said that he had won the chess tournament.

Past Continuous > Past Perfect Continuous

"I was writing a letter at five o'clock." > He said that he had been writing a letter at five o'clock.

future (will) > conditional (would)

"I will do the shopping." > He said that he would do the shopping.

The past perfect and past perfect continuous remain the same.

### **Modal Verbs**

Certain modal verbs change as follows:

Will>- would

"I will study medicine." > He said that he would study medicine.

can > could

"I can cook very well." > He said that he could cook very well.

can > could/would be able to(future reference)

"I can meet you at noon." > He said that he could/would be able to meet me at noon.

may > might

"I may go for a ride." > He said that he might go for a ride.

shall > should

"What shall I tell him?" > He asked what he should tell him.

shall > offer (expressing offers)

"Shall I help you?" > He offered to help me.

must > must / had to (obligation)

"You must write an essay." > He said that I must/had to write an essay.

must > must (speculation)

"You must be happy." > He said that I must be happy.

needn't > needn't / didn't need to / didn't have to

"You needn't feed the dog." > He said that I needn't/didn't need to/didn't have to feed the dog

**Would, could, might, should, ought to, had better, used to and mustn't** do not change.

## Time expressions

Some words and time expressions change according to the meaning of the sentence:

now > then, at that time, immediately  
today, tonight > that day, that night  
yesterday > the day before, the previous day  
two days ago > two days before  
last month > the month before, the previous month  
this week > that week  
tomorrow > the next day, the following day  
next month > the month after, the following month

Tenses do not change in reported speech when:

a) an introductory verb (say, tell, etc) is in the present or future tense  
"I live in Tokyo," he says. > He says that he lives in Tokyo.

b) the speaker reports something a short time after it was said (up-to-date reporting):  
"There is plenty of food in the fridge," Mum said. >  
Mum said that there is plenty of food in the fridge.

c) the reported sentence deals with type 2 or type 3 conditionals:  
"If I had the money, I would travel abroad," Kelly said. >  
Kelly said that if she had the money, she would travel abroad.

Tenses can either change or remain the same when the speaker reports a general truth, a law of nature or a permanent state:

"The sun sets in the west." > The teacher said that the sun set / sets in the west.

## Reported Questions

Reported questions are usually introduced with the verb **ask**, **inquire**, **wonder** or the expression **want to know**. The verb is in the affirmative. The question mark and words/expressions such as **please**, **well**, **oh**, etc. are omitted. The verb tenses, pronouns and time expressions change as in statements.

When the direct question begins with a question word (who, where, when, why, what, how, etc) the reported question is introduced with the same question word. When the direct question begins with an auxiliary verb (is, do, have, etc) or a modal verb (can, may, etc.) then the reported question begins with **if** or **whether**.

"Where are you from?" she asked me. > She asked me where I was from.

"Can you speak Italian?" Tom asked me. > Tom asked me if I could speak Italian.

## Reported Commands / Requests / Suggestions

To report commands, requests, suggestions, instructions, etc. in reported speech we use an appropriate introductory verb (**advise**, **ask**, **order**, **suggest**, etc.) and the **to-infinitive**, **-ing form** or **that-clause**, depending on the introductory verb (see the following paragraph about the introductory verbs)

"Be quiet." > He ordered me to be quiet.

"Will you help me set the table, please?" Susan said. > Susan asked me to help her set the table.

"Let's go to the shopping centre." > He suggested going to the shopping centre.

## Introductory Verbs

### + to-infinitive:

AGREE "Yes, I'll drive you home." > He agreed to drive me home.  
CLAIM "I've won \$1000." > He claimed to have won \$1000.  
DEMAND "Give me your wallet." > He demanded to be given my wallet.  
OFFER "Would you like me to help?" > He offered to help.  
PROMISE "I'll meet you at the cafe." > He promised to meet me at the cafe.  
REFUSE "No, I won't do the shopping." > He refused to do the shopping.  
THREATEN "Be quiet or I'll send you to your room." > She threatened to send me to my room if I wasn't quiet.

### + sb + to-infinitive:

ADVISE "You should eat less junk food." > He advised me to eat less junk food.  
ASK "Could you open the window?" > He asked me to open the window.  
BEG "Please, please don't hurt me." > He begged me not to hurt him.  
COMMAND "Give me all your money." > He commanded them to give him all their money.  
ENCOURAGE "You should study Maths." > He encouraged me to study Maths.  
FORBID "You mustn't park here." > He forbade me to park there.  
INVITE "Will you come to my party?" > He invited me to come to his party.  
ORDER "Stop talking!" > He ordered me to stop talking.  
REMINDE "Don't forget to feed the dog." > He reminded me to feed the dog.  
WARN "Don't touch those wires." > He warned me not to touch the wires.

### + -ing form

ACCUSE sb of "You stole my gold watch." > He accused me of stealing his gold watch.  
ADMIT (TO) "Yes, I lied to you." > He admitted (to) lying to me.  
APOLOGISE for "I'm sorry I broke your mug." > He apologized for breaking my mug.  
BOAST about/of "I'm the best tennis player in the world." > He boasted about/of being the best tennis player in the world.  
COMPLAIN (to sb) of "I live very far away from the city centre." > She complained (to me) of living far away from the city centre.  
DENY "No, I didn't use your keys." > He denied using my keys.  
INSIST on "You must rest more." > He insisted on me/my resting more.  
SUGGEST "Let's go to the cinema." > She suggested going to the cinema.

### + that-clause

EXPLAIN "I like this film because it was exciting." > She explained that she like that film because it was exciting.  
INFORM sb. "The manager will be back at noon." > He informed us that the manager would be back at noon.

The verbs **claim**, **demand**, **promise**, **threaten**, **admit**, **boast**, **complain**, **deny**, **insist**, **suggest** can also be followed by a that-clause in reported speech.

## Reporting a dialogue / conversation

In everyday conversations we use a mixture of statements, questions, requests, commands, etc. To report a conversation we use: and, and he added that, adding that, and then he went on to say that, because, but, while, since, then, etc. We can also use an appropriate introductory verb in the present participle form (explaining, offering, etc.)

Kevin: "I don't want to stay in tonight. Let's go to the cinema."  
Liz: "That's a good idea. I'd love to see the new James Bond film."

Kevin told Liz that he didn't want to stay in that night, and suggested going to the cinema. Liz said that it was a good idea and added that she would love to see the new James Bond film.

## Punctuation in Direct Speech

- We put the speaker's words in inverted commas and we use a capital letter at the beginning of the first word of the quoted sentence. When we mention the speaker after the quoted sentence, we put the comma inside the inverted commas. When we mention the speaker before the quoted sentence, we put the comma outside the inverted commas.

"You don't need to worry," she said.

She said, "You don't need to worry."

- If the quoted sentence is a question, we put a question mark and not a comma.

"Are you hungry?" Mum asked.

- We normally start a new paragraph each time the speaker changes.

## Vocabulary Practice

### Phrasal Verb - **GET**

Get away = a) go on holiday

b) avoid capture

Get away with = escape without being punished

Get by = survive

Get down to = start doing sth seriously

Get on with = a) have a good relationship with, get along with

b) continue after an interruption

Get over = a) recover

b) overcome

Get round = spread (news)

### Exercise:

Fill in the correct particles:

1. He got...the crime because there were no witnesses.
2. After I put down the phone I got ... my work.
3. They earn just enough to get ... .
4. He's got some problems, but I'm sure he can get ... them.
5. I'd love to get ... to an exotic country for a while.
6. We get ... our neighbours very well.
7. It took Sharon two months to get ... her illness.
8. The thieves got ..., even though the police had surrounded the building.
9. I'll have to get ... work soon - I've got lots to do.
10. The news of the party got ... the office very quickly.

**Key:** 1 away, 2 on with, 3 by, 4 over, 5 away, 6 on with, 7 over, 8 away, 9 down to, 10 round.

## Unit 4 – Disasters / Accidents

### Grammar

#### Conditionals

- Conditionals are clauses introduced with IF. They consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result). The if-clause can come before or after the main clause. When it comes before the main clause, the two clauses are separated with a comma. If you drive carefully, you won't have an accident. **or** You won't get hurt if you drive carefully.

- The main types of conditionals are: Type 0, Type 1, Type 2 and Type 3.

#### Type 0 Conditionals

-are used to express a general truth or a scientific fact. We can use **when** (= whenever) instead of **if** in this case.

If + present simple (if-clause) ---- present simple (main clause)

If / When you mix red and yellow, you get orange.

#### Type 1 Conditionals (real present)

-are used to express real or very probable situations in the present or future.

If + present tenses (if-clause) ---- will/can/may/should + present bare infinitive / imperative (main clause)

If I get paid today, I'll treat you to a meal tonight.

If I finish the project on time, I may take a few days off.

If the fire alarm goes off, evacuate the building immediately.

If they are studying, I won't make any noise.

If she hasn't cooked dinner, we will order a takeaway.

Note: We can use **when** instead of **if** in Type 1 Conditionals. **If** means that something may happen. **When** means that something will definitely happen.

If he calls, I'll tell him the news. (but he might not call)

When he calls, I'll tell him the news. (he will definitely call)

#### Type 2 Conditionals (unreal present)

-are used to express imaginary situations which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future. We can use **were** instead of **was** for all the persons in the if-clause. We can also use the structure *If I were you..* to give advice.

If + past simple/continuous (if-clause) ---- would/could/might + present bare infinitive (main clause)

If I got up early, I would arrive at work on time.

If I were earning more money, we could buy a house by the sea.

If I were you, I would attend a computer course.

#### Type 3 Conditionals (unreal past)

-are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If + past perfect/past perfect continuous (if-clause) ---- would/could/might + perfect bare infinitive (main clause)

If they had invited us, we would have gone to the party.  
If he had been listening, he might have heard what the teacher said.

- We can form conditionals by using words or expressions such as **unless, providing / provided that, so/as long as, suppose/supposing, on condition that**, etc.

Unless they have a ticket, they won't get into the theatre. (= if they don't have a ticket...)  
I'll pick your clothes up from the dry cleaner's providing / provided that I finish work before three o'clock. (= ...if I finish work...)  
So/As long as you behave yourself, you can come with me. (= if you behave yourself...)

Note: **Unless** means **if not**. It is followed by a verb in the affirmative.  
Unless it stops snowing, the plane won't take off. (= If it doesn't stop snowing...)

- We can omit **IF** and use **should** (type1), **were** (type2) and **had** (type3) before the subject. This structure is more common in formal English.

If you should need my advice, you can call me. = Should you need my advice...  
If she were more efficient, she would get a promotion. = Were she more efficient...  
If he had arrived on time, we wouldn't have missed the bus. = Had he arrived on time...

## Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an if-clause from one type with the main clause from another:

If I liked pop music (type2), I would have come to the concert with you. (type3)  
If you hadn't left the map at home (type3), we wouldn't be lost now. (type2)

## Wishes

We use the verb **wish** and the expression **if only** (which is more emphatic than wish) to express a wish.

**I wish / If only + past simple/continuous** --- to say that we would like something to be different in the present.

I wish / If only I were a millionaire. (but I'm not)  
I wish / If only we were travelling by train. (but we aren't)

**I wish / If only + past perfect** --- to express regret about something which happened or didn't happen in the past.

I wish / If only I had taken their advice. (but I didn't)

**I wish / If only + subject + would** --- to express: a) polite imperative; b) desire for a situation or someone's behaviour to change

I wish / If only you would stop playing your music so loudly.  
I wish / If only the wind would die down.

Note:

- After the subject pronouns **I** and **we**, we use **could** instead of **would**.

I wish I could come with you.

- We can use **were** instead of **was** after *wish* or *if only*

If only he was/were more patient.

## Exercises:

### I Fill in the correct tense:

1. If we lived in a well-built house, we (not be) in danger.
2. The car (not roll) back as long as you put the brakes on.
3. You might cut yourself if you (play) with knives.
4. I would always wear a helmet if I (be) you.
5. If you'd locked the medicine up, he (not drink) it.
6. Supposing you (get) stuck in the lift, what would you do?
7. If he (listen) to the weather forecast, he wouldn't have sailed in such stormy weather.
8. What you (do) if there was an emergency landing?
9. If you hear the alarm, (head) for the exit.
10. If he had been driving more carefully, he (avoid) the accident.

Key:

1 wouldn't be; 2 doesn't roll; 3 play; 4 were; 5 wouldn't have drunk it; 6 got; 7 had listened; 8 would you do; 9 head; 10 would have avoided.

### II Fill in the correct tense:

1. I didn't learn to play any instrument when I was at school. I wish I (learn) to play he guitar.
2. I'm over six feet. I wish I (not grow) so tall.
3. He's such a bad driver. I wish he (not be) given a driving licence.
4. I can't cook. I wish I (can) prepare a family dinner for twelve people.
5. We get invited to parties all the time. We wish we (not be) so popular.
6. I decided to study law. I wish I (become) a solicitor.
7. This car is fantastic. I wish I (have) a similar one.
8. This walkman was very cheap and it broke down at once. I wish I (not buy) it.

Key:

1 had learnt; 2 hadn't grown; 3 hadn't been; 4 could; 5 weren't; 6 became; 7 had; 8 hadn't bought

## Vocabulary Practice

### Phrasal Verb – CUT

Cut down – make sth. fall by cutting it (e.g. a tree)

Cut down on – reduce consumption of

Cut in – interrupt sb while speaking

Cut off – a) isolate (usually passive)

b) disconnect

Cut out – remove

### Exercise:

Fill in the correct particle(s):

1. The doctor advised her to cut ... sugar fat.
2. The secretary cut ... to tell them that someone was asking Mr Jones on the phone.
3. Their house was cut ... from the rest of the world by heavy snow.
4. They had their electricity cut ... because they didn't pay the bill.
5. The editor cut ... several paragraphs to make the text shorter.

Key: 1 down on; 2 in; 3 off; 4 off; 5 out.

## Unit 5 – Festivals / Celebrations

### Vocabulary Practice

#### Phrasal Verb CARRY

Be/get carried away – be/get excited

Carry on with – continue

Carry out – fulfill (a threat, promise, plan, etc.)

Carry sth through – complete (often in spite of difficulties)

Exercise:

Fill in the gaps with correct particles:

1. The audience were carried \_\_\_ by the singer's brilliant performance. (got excited)

2. Peter carried \_\_\_ his promise to help us. (fulfilled)

3. Despite the difficulties, they managed to carry \_\_\_ the task. (complete)

4. Although his ankle was bothering him, the dancer carried \_\_\_ the performance. (continue)

Key: 1 away, 2 out, 3 through, 4 on with.

### Grammar

#### Passive

We form the passive with the verb to be and the past participle of the main verb.

#### Study the following examples to see how the passive is formed in different tenses:

Present Simple: They develop films here. -> Films are developed here.

Present Continuous: They are developing a film now. -> A film is being developed now.

Present Perfect: They have already developed ten films. -> Ten films have already been developed.

Past Simple: They developed the film yesterday. -> The film was developed yesterday.

Past Continuous: They were developing a film when I arrived. -> A film was being developed when I arrived.

Past Perfect: They had developed five films by two o'clock. -> Five films had been developed by two o'clock.

Modals: They will develop a film tomorrow. -> A film will be developed tomorrow.

They must develop the film by noon. -> The film must be developed by noon.

Present Infinitive: They can develop the film. -> The film can be developed.

Perfect Infinitive: They must have developed the film. -> The film must have been developed.

-ing form: I insisted on them developing the film. -> I insisted on my watch being developed.

Note: The present perfect continuous, the future continuous and the past perfect continuous are not normally used in the passive.

In colloquial English, get is often used instead of be to express something happening by accident.

Alex got hit by a bus while he was cycling down the street. (=Alex was hit...)

We use the passive:

-when the person who carries out the action (the agent) is unknown, unimportant or obvious from the context

My car was stolen last night. (agent unknown)

The plants are watered every day. (agent unimportant)

The house was burgled. (by a burglar – agent obvious)

-when the action itself is more important than the agent, especially in news headlines, newspaper articles, formal notices, instructions, advertisements, etc.

The new wing of the hospital was opened by the President yesterday morning.

-when we want to avoid taking the responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.

The window has been smashed (instead of 'You have smashed the window.')

### Changing from active into passive:

-the object of the active sentence becomes the subject of the passive sentence

-the active verb remains in the same tense but changes into passive form

-the subject of the active sentence becomes the agent, and is either introduced with the preposition by or is omitted.

-only transitive verbs i.e. verbs that take an object can be changed into the passive.

Carol washed the clothes (transitive verb) -> The clothes were washed by Carol.

But: They live on the fifth floor. (intransitive verb)

Note: Some transitive verbs such as **have, fit, suit, resemble**, etc. cannot be changed into the passive. (Nick resembles his grandfather)

-**By + agent** is used to say who or what carries out an action.

The apple tart was baked by Charlie.

**With + instrumental/material/ingredient** is used to say what the agent used.

The tin is opened with a tin opener.

The walls were covered with posters.

The dish was made with eggs, onions and mayonnaise.

-The agent can be omitted when the subject of the active sentence is one of the following words:

**people, one, somebody/someone, they, he**, etc.

Somebody locked the door. -> The door was locked.

-The agent is not omitted when it is a specific or important person or when it is essential to the meaning of the sentence.

This dress was designed by my mother.

This novel was written by Leo Tolstoy.

-When we want to find out who or what did something, the passive question form is:

**Who/What ... by?**

Who was the Eiffel Tower built by?

What was the shop destroyed by?

-With verbs which take two objects such as **bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend**, etc., we can form two different passive sentences.

Lou sent me a postcard. -> I was sent a postcard by Lou. (more usual) and The postcard was sent to me by Lou. (less usual)

- The verbs **help, hear, see, make** are followed by the bare infinitive in the active but by the to-infinitive in the passive

They heard her call for help -> She was heard to call for help.

But: **hear, see, watch + ing-form** (active and passive)

They saw him swimming across the bay. -> He was seen swimming across the bay.

-Let becomes be allowed to in the passive

He lets me drive his car. -> I am allowed to drive his car.

### Causative form (have something done)

-We use **have + object + past participle** to say that we have arranged for someone to do something for us. The past participle has a passive meaning.

She had her kitchen redesigned by an interior designer. (She didn't redesign it herself. The interior designer redesigned it for her.)

-We also use *have something done* to talk about an unpleasant experience somebody had.  
Mary had her car broken into while she was shopping (Mary's car was broken into.)

-We can use the verb **get** instead of **have** in informal conversation  
Jim must get his phone fixed soon.

Present Simple: She **cleans** the floors. – She **has** the floors cleaned.

Present Continuous: She **is cleaning** the floors. – She **is having** the floors cleaned.

Present Perfect: She **has cleaned** the floors. – She **has had** the floors cleaned.

Past Simple: She **cleaned** the floors. – She **had** the floors cleaned.

Past Continuous: She **was cleaning** the floors. – She **was having** the floors cleaned.

Past Perfect: She **had cleaned** the floors. - She **had had** the floors cleaned.

Modals: She **will clean** the floors. – She **will have** the floors cleaned.

Exercises:

I Rewrite the sentences into passive where possible:

1. Mary hasn't written the postcards yet.
2. Paul goes bowling with his friends on Fridays.
3. The mechanic will repair our car on Saturday.
4. Susan enjoys cooking oriental food.
5. Had Jack ordered pizza?
6. They saw a man running out of the bank.
7. I have a shower every morning.
8. Mum is making dinner at the moment.
9. The Smiths will be cruising in the Caribbean next week.
10. The children walk to school every day.

Key:

1. The postcards haven't been written by Mary yet.
2. (not possible)
3. Our car will be repaired on Saturday.
4. (not possible)
5. Had pizza been ordered by Jack?
6. A man was seen running out of the bank.
7. (not possible)
8. Dinner is being made at the moment.
9. (not possible)
10. (not possible)

II Rewrite the sentences using *have something done*:

1. The hairdresser is cutting my hair on Tuesday.
2. Somebody stole my car last weekend.
3. An electrician fitted the new lights for Sandra.
4. The woman had asked the waiter to bring the bill to the table.
5. They employed a plumber to fit the shower.
6. Alan's mum washes all his clothes.

Key:

1. I'm having my hair cut on Tuesday by the hairdresser.
2. I had my car stolen last weekend.
3. Sandra had the new lights fitted by an electrician.
4. The woman had had the bill brought to the table by the waiter.
5. They had the shower fitted by a plumber.
6. Alan has his clothes washed by his mum.

## Unit 6 – Eating Habits

### Vocabulary Practice

#### Phrasal Verb TURN

Turn down – a) reduce volume (opp. Turn up)

b) reject, refuse an offer

Turn into – become; change into

Turn off – switch off (opp Turn on)

Turn out – prove to be in the end

Turn to – go to somebody for advice, help

Turn up – appear or arrive

Exercise:

Fill in the gaps with the correct particles:

1. We're planning to turn the spare bedroom \_\_\_ a study.
2. The play turned \_\_\_ to be a complete success.
3. John turned \_\_\_ the job they offered him.
4. Turn \_\_\_ the light now and go to bed.
5. Some guests turned \_\_\_ unexpectedly.
6. Who would you turn \_\_\_ if you had a problem?
7. Please turn \_\_\_ the volume on the TV, it's too loud.

Key:

1 into, 2 out, 3 down, 4 off, 5 up, 6 to, 7 down.

### Question Tags

Question tags are short questions at the end of statements. We use them mainly in speech when we want to confirm something or when we want to find out something is true or not. They are formed with the auxiliary or modal verb from the main sentence and the appropriate subject pronoun. A positive statement is followed by a negative question tag and a negative statement is followed by a positive question tag.

You have finished, haven't you?

He can't do this, can he?

-When the verb is in the present or past simple, we form the question tag with do, does or did and the subject pronoun.

Janet drinks coffee every day, doesn't she?

He bought a computer last month, didn't he?

-When the sentence contains a word with a negative meaning like **never, hardly, seldom** or **rarely** the question tag is positive

He never wakes up before 10, does he?

-The question tags of some verbs/expressions are formed differently. Study the following examples:

**I am -> aren't I?**

I'm older than you, aren't I?

**Imperative -> will/won't you?**

Open the windows, will/won't you?

Don't make any noise, will/won't you?

**Let's -> shall we?**

Let's have a party, shall we?

**I have got -> haven't I?**

They have got a big house, haven't they?

**I have -> don't I?**

You have some free time, don't you?

**There is/are -> isn't/aren't there?**

There is some milk in the fridge, isn't there?

**This/That is -> isn't it?**

This is your umbrella, isn't it?

**Everyone/Someone/Anyone/No one -> they**

Someone is knocking at the door, aren't they?

**Exercise:**

Fill in the blanks with the correct question tags:

1. You're from London, \_\_\_?
2. I am more experienced than you, \_\_\_?
3. She has a headache, \_\_\_?
4. That's his office, \_\_\_?
5. Everyone brought a gift, \_\_\_?
6. Drive slower, \_\_\_?
7. They have got a country house, \_\_\_?
8. You've been to the museum before, \_\_\_?
9. She knew what time the train arrived, \_\_\_?
10. You won't forget to call, \_\_\_?
11. She doesn't have much talent, \_\_\_?
12. No one knows about our plans, \_\_\_?

**Key:**

1. aren't you, 2 aren't I, 3 doesn't she, 4 isn't it, 5 didn't they, 6 will/won't you, 7 haven't they, 8 haven't you, 9 didn't she, 10 will you, 11 does she, 12 don't they.

## Unit 7 – Crime

### Vocabulary Practice

#### Phrasal Verb BREAK

Break down – stop working (for engines, etc.)

Break in (intransitive)/

Break into (transitive) – enter a place illegally

Break off – separate; cause to come apart

Break out (of a place) – escape

Break up – end a relationship

Exercise:

Fill in the gaps with correct particles:

1. Thieves broke \_\_\_ and stole a valuable painting.
2. Tom and Mary broke \_\_\_ last month and Mary is still very upset.
3. The car broke \_\_\_ so I called a mechanic.
4. Three prisoners broke \_\_\_ of the prison early this morning.
5. Someone broke \_\_\_ the post office last night.
6. He broke \_\_\_ a piece of bread and fed it to the birds.

Key:

1 in, 2 up, 3 down, 4 out, 5 into, 6 off.

### Grammar

#### Modal Verbs

##### Logical Assumptions

**Must** = I'm sure / certain that something is true

*Must* is used in the affirmative sentences and expresses positive logical assumptions.

He must be Tom's son. He looks just like him! (I'm sure he is Tom's son.)

**Can't/Couldn't** = I'm sure/certain that something isn't true, real, etc.

*Can't and couldn't* are used in negations and express negative logical assumptions.

That can't/couldn't be Sue walking down the street. She's in Paris on business. (I'm sure it isn't Sue)

##### Possibility

**Can + present infinitive** = general possibility, something is theoretically possible

We use it to show that something is possible in general; i.e. when we are not talking about a specific situation

The streets can get very slippery when it rains.

**Could/May/Might + present infinitive** = it's possible; it's likely; perhaps

We use it to show that something is possible in a specific situation

If it gets colder tomorrow, it could/may/might snow.

**Note:** In questions, we use **can/could/might**, but not **may**.

I can't find him anywhere. Where can/could/might he have gone?

**Could/Might + perfect infinitive** (refers to the past) = it was possible but it didn't happen  
Bob drove very carelessly yesterday. He could/might have had an accident, but luckily he didn't.

### Study these examples:

#### *Present infinitive:*

I'm sure she comes from Italy. - > She must **come** from Italy.  
Perhaps he will cook dinner. - > He may **cook** dinner.

#### *Present Continuous infinitive:*

It's possible that she's having a party tonight. - > She could **be having** a party tonight.  
Perhaps she'll be having a party tomorrow. - > She might **be having** a party tomorrow.

#### *Perfect infinitive:*

I'm sure he didn't receive the message. - > He can't **have received** the message.  
Perhaps they have won first prize. - > They might **have won** first prize.  
It's possible that she had visited a friend. - > She may **have visited** a friend.

#### *Perfect Continuous infinitive:*

I'm certain she was studying. - > She must **have been studying**.  
Perhaps she has been shopping. - > She may have **been shopping**.  
It's likely that they had been watching TV - > They could **have been watching** TV.

## Obligation/Duty/Necessity

**Must** = it is our duty; you are obliged to do something  
You must obey the school rules.

**Have to** = it is necessary to do something  
We have to buy a present for our grandfather.

We use *must* when the speaker decides that something is necessary.  
I must complete this project by Monday.

We use *have to* when somebody else other than the speaker has made a decision.  
The manager told me that I have to complete this project by Monday. (Somebody else has decided.)

*Must* and *Have to* have different meanings in questions.

**Must I** do my homework now? (=Do you insist that I do my homework now?)

**Do I have to** do my homework now? (=Is it necessary for me to do my homework now?)

**Should/Ought to** express duty. They are less emphatic than *must*.

Shop assistant should/ought to be polite to the customers.

**Need** = it is necessary to

Need I call the doctor today?

Note: *Need* can be used as a main verb or a modal verb with no difference in meaning. When it is used as a main verb it is followed by a to-infinitive and takes -s in the 3<sup>rd</sup> person singular. We form questions and negatives with *do/does*.

My brother needs to go to the library to get some information.

She doesn't need to do the shopping this week.

*Need* is used as a modal verb mainly in questions and negations.

Need I dress smartly?

You needn't buy any dog food. We've got plenty. (Also: You don't need to buy...)

## Absence of Necessity

**Needn't/Don't have to/Don't need to + present infinitive** (present/future) = it isn't necessary to do something

You needn't/don't have to/don't need to take a taxi. Dad will drive you to the airport.

**Didn't need to/didn't have to** = it wasn't necessary to do something

He didn't need to/didn't have to stay in a hotel. (It wasn't necessary for him to stay in a hotel. We don't know if he stayed or not.)

**Needn't + bare infinitive** = it was not necessary to do something but it was done.

You needn't have called Tom. I spoke to him this morning. (it wasn't necessary to call him, but you did.)

## Prohibition

**Mustn't/Can't** = it is forbidden to do something; you are not allowed to do something; it is against the rules/law to do something.

You mustn't/can't park your car on double yellow lines. (It's against the law.)

## Criticism

**Could/Should/Might/Ought to + perfect infinitive** = it would have been better if you had (past)

We use these structures to criticise someone else's actions.

She could/should/might/ought to have called the police. (but she didn't)

**Could/Should/Might/Ought to + present infinitive** = if would be better if (present)

You could/should/might/ought to tell me if you're going to be late.

Exercise:

Rewrite the sentences using correct modal verbs:

1. Perhaps Tom will work late tonight.
2. It's possible that Mary is trying to call us.
3. The students are obliged to finish the test in one hour.
4. It's possible that Mum is working in the garden.
5. I'm sure Rachel is hungry.
6. Perhaps Dad will take us out to dinner.
7. I'm sure Lucy hasn't reached the station yet.
8. It is necessary for Grandma to take her medication every morning.
9. It's likely that they have gone to the supermarket.
10. I'm certain Bob didn't leave the party.

Key:

1. Tom may/might work late tonight.
2. Mary may/might/could be trying to call us.
3. The students must/have to finish the test in an hour.
4. Mum may/might/could be working on the garden.
5. Rachel must be hungry.
6. Dad may/might/could take us to dinner.
7. Lucy can't have reached the station yet.
8. Grandma must/has to take her medication every morning.
9. They may/might/could have gone to the supermarket.
10. Bob can't/couldn't have left the party early.

## Unit 8

### Grammar

#### Forms of the Infinitive

Active:

Present – (to) give

Present Continuous – (to) be giving

Perfect – (to) have given

Perfect Continuous – (to) have been giving

Passive:

Present – (to) be given

Perfect – (to) have been given

**The verb tenses corresponding to the tenses of the infinitive are as follows:**

He studies/will study -> to study

He is studying/will be studying -> to be studying

He studied/has studied/had studied/will have studied -> to have studied

He was studying/has been studying/had been studying/will have been studying -> to have been studying

The **present infinitive** refers to the present or future.

I expect them to give me the information soon.

I hope to be accepted for the position.

The **present continuous infinitive** refers to an action happening at the time of speaking.

She appears to be studying at the moment.

The **perfect infinitive** refers to the past. It shows that the action of the infinitive happened before the action of the verb.

He claims to have finished the report.

The report seems to have been finished. (passive)

The **perfect continuous infinitive** refers to the past. It emphasises the duration of the action of the infinitive, which happened before the action of the verb.

She says she is exhausted. She claims to have been cleaning the house all morning. (We emphasise that she had been cleaning the house all morning.)

#### Note:

The perfect infinitive and perfect continuous infinitive are used with modal verbs and the verbs such as: *seem, expect, claim, believe, appear and know*.

The **to-infinitive** is used:

-to express purpose

Pam went to the supermarket to buy some eggs.

-after certain verbs (e.g. agree, appear, decide, expect, hope, plan, promise, refuse, etc.)

We have decided to sell our old car.

-after adjectives which:

a) describe feelings/emotions (happy, glad, etc.)

b) express willingness/unwillingness (willing, reluctant, anxious, etc)

c) refer to a person's character (clever, kind, etc.)

d) adjectives lucky and fortunate  
She was glad to hear the good news.  
I was lucky to have met him.

**Note:**

With adjectives which refer to the character we can also use an impersonal construction:  
*It + be + adjective + of + noun/pronoun.*  
It was kind of you to tell me what to do.

-after certain nouns and pronouns (e.g. something, anyone, etc.) to show that something is necessary or possible  
She's got a project to complete.  
There's nothing interesting to talk about.

-after *too/enough*  
They aren't fit enough to win the championship.

-with *it + be + adjective/noun*  
It is necessary to leave before dark.  
It is their dream to reach the South Pole.

-to talk about an unexpected event which can be unpleasant, usually with *only*  
They ran to the front door only to realize their mother had already left.

-after *be + first/second, etc., next/last/best, etc.*  
She was the last person to leave the building.

-after verbs and expressions such as *ask, learn, decide, find out, wonder, want to know, etc.*, when they are followed by question words (who, what, etc.). **Why** is followed by a *subject + verb*, not by an infinitive.  
She wanted to know what to do next.  
I wonder why she was crying.

-after *would like/would love/ would prefer* to express specific preference  
I would love to have spaghetti for dinner.

-in the expressions: *to tell you the truth, to be honest, to begin/start with, to sum up, etc.*  
To be honest, I don't like Kim very much.

**Note:**

If two to-infinitives are joined with 'and' or 'or', the 'to' of the second infinitive can be omitted.  
They promised to visit and tell us all about their trip to Moscow.

The **infinitive without 'to'** (*bare infinitive*) is used:

-after modal verbs  
She could speak three languages when she was 14.

-after the verbs *let, make, see, hear, feel*  
My father let me stay out late.

**But:** *be made, be heard, be seen + to-infinitive*  
They were made to clean the kitchen.

**Note:**

When *see, hear and watch* are followed by an -ing form, there is no change in the passive.  
He saw me watering the plants.  
I was seen watering the plants.

*Can/could + see/hear + -ing form*

We could hear people laughing in the flat above.

-after *had better* and *would rather*

You had better stop eating junk food.

-*Help* is followed by either the to-infinitive or the bare infinitive

He helped us (to) fix the computer.

## Forms of the –ing form

Simple: giving (active); being given (passive)

Perfect: having given (active); having been given (passive)

-The **simple –ing form** refers to the present or future

I like cooking for my friends.

-The **perfect –ing form** shows that the action of the –ing form happened before the action of the verb

He admitted having stolen the documents.

We can use the simple –ing form instead of the perfect –ing form with no difference in meaning

She denied cheating/having cheated in the test.

The **–ing form** is used:

-as a noun

Travelling is a great way to learn about other cultures.

-after certain verbs (admit, appreciate, avoid, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practice, consider, prevent, risk, etc.)

I fancy going for a walk down by the river.

-after *love, like, enjoy, prefer, dislike, hate*, to express general preference

Alison enjoys gardening very much.

But: would like/would love/would prefer + to-infinitive

-after expressions such as *be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble*, etc.

Joanna can't stand waiting in queues.

-after *spend, waste, lose* (time, money, etc.)

He spent a fortune building his house.

-after prepositions

She apologized for being late.

-after the preposition 'to' with verbs and expressions such as *look forward to, be used to, in addition to, object to, prefer* (doing sth to doing sth else), etc.

They aren't used to walking to work.

-after the verbs: *hear, listen to, notice, see, watch and feel* to describe an incomplete action, i.e. to say that somebody saw, heard, etc. only part of an action.

I heard Samantha talking on the phone. (I only heard part of the conversation.)

But: *hear, listen to, notice, see, watch, feel* + bare infinitive to describe a complete action, i.e. something that somebody saw, heard, etc., from beginning to end.

I heard Samantha tell the story (I heard the whole story)

## Verbs taking the to-infinitive or the -ing form with a change in meaning

**Forget + to-inf** = not remember

Tom forgot to pay the electricity bill.

**Forget + -ing form** = not recall

She'll never forget going to her first party.

**Remember + to-inf** = not forget

Did you remember to send the invitations?

**Remember + -ing form** = recall

I remember visiting this museum before.

**Mean + to-inf** = intend to

We mean to complete this project by December.

**Mean + -ing form** = involve

John is willing to attend the computer course even if it means sacrificing his free time.

**Regret + to-inf** = be sorry to (it is normally used in the present simple and is followed by verbs such as say, tell, inform)

I regret to inform you that you have failed.

**Regret + -ing form** = feel sorry about

She regrets buying such an expensive car.

**Try + to-inf** = attempt, do one's best

They tried to fix the roof.

**Try + -ing form** = do sth as an experiment

Why don't you try using olive oil instead of margarine when cooking?

**Go on + to-inf** = then

She handed us our test and went on to explain what we had to do.

**Go on + -ing form** = continue

She had a sandwich and then went on typing.

**Stop + to-inf** = stop briefly to do sth else

She stopped to fax the report and then went on typing a letter.

**Stop + -ing form** = finish, give up

We stopped using plastic bags.

**Be sorry + to-inf** = apologise for a present action/feel sad about sth

We were sorry to find out that he had lost his job.

**Be sorry for + -ing form** = apologise for an earlier action

I'm sorry for hurting your feelings.

Exercise:

Put the verbs in brackets into the correct infinitive form or the –ing form:

1. I hope (hear) from you soon.
2. We love (give) dinner parties at the weekends.
3. You had better (finish) the exercise before the bell rings.
4. Tim's mother objected to (have) a dog in the house.
5. I may (buy) you an ice cream if you behave yourself.
6. Jane detests (iron) clothes.
7. Mrs Hampton came round yesterday (show) us photographs of her holiday in Portugal.
8. I'll spend my day off (write) letters.
9. I would prefer (drink) bottled water.
10. (Knit) is a relaxing pastime.
11. Mike is used to (wear) suits to work.
12. We intended (go) away this weekend but we won't be able to.
13. Jane wastes her time (chat) in the phone.
14. Mike claims (be) half Irish.
15. We look forward to (have) dinner with you when you are in town.
16. Phil would rather (eat) than cook.
17. It's no use (go) to town for the tickets. They are sold out.

Key:

1 to hear, 2 giving, 3 finish, 4 having, 5 buy, 6 ironing, 7 to show, 8 writing, 9 to drink, 10 knitting, 11 wearing, 12 to go, 13 chatting, 14 to be, 15 having, 16 eat, 17 going.

## Unit 10 – Education

### Grammar

#### Future forms

##### **Future Simple (will + bare infinitive)**

We use the future simple for:

-predictions about the future, based on what we think, believe or imagine, with the verbs **think, believe, expect**, etc., the expressions **be sure, be afraid**, etc., and the adverbs **probably, certainly, perhaps**, etc.

I think Debbie will become a great artist one day.

She's afraid her son will fail his exams.

My uncle will probably make a speech at the wedding reception.

-on the spot decisions (decisions made at the moment of speaking)

I'll buy the blue jumper and not the yellow one.

-promises, threats, warnings, requests, hopes and offers

Will you give me a hand with the washing-up?

I'll never speak to you again!

-actions/events/situations which will definitely happen in the future which we cannot control

Halloween next year will fall on a Saturday.

##### **Be going to + bare infinitive**

We use *be going to* for:

-plans, intentions or ambitions for the future

I'm going to travel around the world one day.

-actions we have already decided to do in the near future

We are going to visit our grandparents next weekend.

-predictions based on what we can see or what we know, especially when there is evidence that something will happen

Look at that car, it's going to crash!

**Note:** We normally use present continuous with verbs which express movement, especially with the verbs *go* and *come*.

George is coming home in a week's time.

We are going to the shops this afternoon.

##### **Time expressions we use with the future simple and be going to:**

Tomorrow, the day after tomorrow, tonight, soon, next week/month/year, in a week/month/year, etc.

##### **Future Continuous Will be + verb+ing**

We use the future continuous for:

-actions which will be in progress at a stated future time

This time tomorrow I'll be flying to Budapest.

-actions which will definitely happen in the future as the result of a routine or arrangement  
You'd better not call Justine right now. She'll be heading for the train station.

-when we ask politely about someone's plans for the near future  
Will Helen be using the fax machine for long? I have to send a fax.

### **Future Perfect**

#### **Will have + past participle**

We use the future perfect for actions which will be finished before a stated future time.  
They will have painted the room by Thursday.

#### **Time expressions we use with the future perfect:**

**Before, by, by then, by the time, until/till** (only in negative sentences)

He won't have repaired my camera until/till the end of this week.

### **Future Perfect Continuous**

#### **Will have been + verb+ing**

We use the future perfect continuous to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with **by...for**.

By the end of this year he will have been lecturing at this college for ten years.

### **Note:**

We use **the present simple** for future actions when we refer to programmes, timetables, etc.

Flight OA562 to Vienna leaves at 8 a.m.

We use **the present continuous** for actions we have decided and arranged to do in the near future.

I'm meeting Paul at 9 p.m. tomorrow.

### **Time words / Expressions**

Time words/expressions such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time** introduce time clauses. We use the present simple or present perfect but not future forms after time words/expressions above.

Let me know as soon as you make your decision.

(NOT: ...as soon as you will make...)

We also use the present simple or present perfect and not future forms after words/expressions such as **unless, if, suppose/supposing, in case**, etc.

I won't call you unless I need help.

(NOT: ...unless I will need...)

We use future forms with:

a) **When**, when it is used as a question word

When will he have completed the project?

b) **If** (=whether) when it is used after expressions which show ignorance, uncertainty, etc., such as **I don't know, I wonder, I doubt**, etc.

I wonder if/whether it will be cloudy tomorrow.

Exercises:

I Put the verbs in brackets in the correct form:

1. Look at that car! It (run into) the tree!
2. Sue (give) a seminar at 10.30 tomorrow morning.
3. Don't take the rubbish out. I (take) it out in a little while.

4. The train to Brussels (depart) from platform 4 at 11.15 a.m.
5. The water is boiling. I (make) a pot of hot tea.
6. We (travel) to Spain by car this summer.
7. I (paint) the kitchen, that's why I'm wearing these old clothes.
8. Peter left a message for you. – Ok, I (call) him back.

Key:

1 is going to run into, 2 is giving, 3 am going to take, 4 departs, 5 am going to make, 6 are going to travel, 7 am going to paint, 8 will call.

II Put the verbs in brackets in the future continuous or the future perfect:

1. Sally can't come to the cinema on Friday, she (babysit) for her little brother then.
2. I (finish) typing all the letters by the time Howard arrives.
3. You (go) to the supermarket later?
4. I (not finish) work by 8 o'clock tonight.
5. In a few weeks Carol (sail) in the Caribbean.
6. I (see) Fred at the basketball practice later on, so I'll tell him about the party.

Key:

1 will be babysitting, 2 will have finished, 3 will you be going, 4 won't have finished, 5 will be sailing, 6 will be seeing.

## PHRASAL VERBS

### Phrasal Verb Give

- Give away = a) reveal  
                  b) give something for free
- Give out = a) give freely  
                  b) come to an end  
                  c) emit
- Give up = a) stop  
                  b) surrender

Exercise:

Fill in the correct particles:

1. Linda has given ..... work so she can look after her children.
2. Someone gave.....the secret plans and now the boss is angry.
3. The factory gives .....a lot of smoke, causing pollution.
4. Although they were losing the match, the team refused to give .....
5. When our supplies give ....., we'll have to turn back.
6. The shop is giving ..... free gifts to anyone who spends more than 30 pounds.

Key: 1. up, 2. away, 3. out, 4. up, 5. out, 6. out/away

### Phrasal Verb Take

- Take aback - surprise
- Take after - look or behave like a relative
- Take down - remove
- Take in - a) deceive  
                  b) make clothes narrower
- Take off - a) leave the ground (for a plane)  
                  b) remove (clothes)
- Take over – take control of
- Take to – like
- Take up – a) begin a hobby, activity  
                  b) make clothes shorter

Exercise:

Fill in with the correct particles:

1. They took..... the old painting and put up a new portrait.
2. I was taken ..... by his rude reply.
3. Don't be taken ..... by his friendly manner; Dave's not as nice as he appears.
4. Fasten your seat belts before the plane takes .....
5. The boss asked Mr Smith to take ..... the running office while he was away.
6. He took..... judo to get some exercise.
7. The children took ..... their new teacher the moment they saw her.

Key: 1. down; 2. aback; 3. in; 4. off; 5. over; 6. up; 7. to.

### Phrasal Verb - GET

- Get away = a) go on holiday  
                  b) avoid capture
- Get away with = escape without being punished
- Get by = survive
- Get down to = start doing sth seriously

Get on with = a) have a good relationship with, get along with  
                  b) continue after an interruption  
Get over = a) recover  
                  b) overcome  
Get round = spread (news)

**Exercise:**

Fill in the correct particles:

1. He got...the crime because there were no witnesses.
2. After I put down the phone I got ... my work.
3. They earn just enough to get ... .
4. He's got some problems, but I'm sure he can get ... them.
5. I'd love to get ... to an exotic country for a while.
6. We get ... our neighbours very well.
7. It took Sharon two months to get ... her illness.
8. The thieves got ..., even though the police had surrounded the building.
9. I'll have to get ... work soon - I've got lots to do.
10. The news of the party got ... the office very quickly.

**Key:** 1 away, 2 on with, 3 by, 4 over, 5 away, 6 on with, 7 over, 8 away, 9 down to, 10 round.

**Phrasal Verb – CUT**

Cut down – make sth. fall by cutting it (e.g. a tree)  
Cut down on – reduce consumption of  
Cut in – interrupt sb while speaking  
Cut off – a) isolate (usually passive)  
                  b) disconnect  
Cut out – remove

**Exercise:**

Fill in the correct particle(s):

1. The doctor advised her to cut ... sugar fat.
2. The secretary cut ... to tell them that someone was asking Mr Jones on the phone.
3. Their house was cut ... from the rest of the world by heavy snow.
4. They had their electricity cut ... because they didn't pay the bill.
5. The editor cut ... several paragraphs to make the text shorter.

**Key:** 1 down on; 2 in; 3 off; 4 off; 5 out.

**Phrasal Verb CARRY**

Be/get carried away – be/get excited  
Carry on with – continue  
Carry out – fulfill (a threat, promise, plan, etc.)  
Carry sth through – complete (often in spite of difficulties)

**Exercise:**

Fill in the gaps with correct particles:

1. The audience were carried \_\_\_\_ by the singer's brilliant performance. (got excited)
2. Peter carried \_\_\_\_ his promise to help us. (fulfilled)
3. Despite the difficulties, they managed to carry \_\_\_\_ the task. (complete)
4. Although his ankle was bothering him, the dancer carried \_\_\_\_ the performance. (continue)

**Key:** 1 away, 2 out, 3 through, 4 on with.

## Phrasal Verb TURN

Turn down – a) reduce volume (opp. Turn up)  
b) reject, refuse an offer

Turn into – become; change into

Turn off – switch off (opp Turn on)

Turn out – prove to be in the end

Turn to – go to somebody for advice, help

Turn up – appear or arrive

Exercise:

Fill in the gaps with the correct particles:

1. We're planning to turn the spare bedroom \_\_\_ a study.
2. The play turned \_\_\_ to be a complete success.
3. John turned \_\_\_ the job they offered him.
4. Turn \_\_\_ the light now and go to bed.
5. Some guests turned \_\_\_ unexpectedly.
6. Who would you turn \_\_\_ if you had a problem?
7. Please turn \_\_\_ the volume on the TV, it's too loud.

Key: 1 into, 2 out, 3 down, 4 off, 5 up, 6 to, 7 down.

## Phrasal Verb BREAK

Break down – stop working (for engines, etc.)

Break in (intransitive)/

Break into (transitive) – enter a place illegally

Break off – separate; cause to come apart

Break out (of a place) – escape

Break up – end a relationship

Exercise:

Fill in the gaps with correct particles:

1. Thieves broke \_\_\_ and stole a valuable painting.
2. Tom and Mary broke \_\_\_ last month and Mary is still very upset.
3. The car broke \_\_\_ so I called a mechanic.
4. Three prisoners broke \_\_\_ of the prison early this morning.
5. Someone broke \_\_\_ the post office last night.
6. He broke \_\_\_ a piece of bread and fed it to the birds.

Key: 1 in, 2 up, 3 down, 4 out, 5 into, 6 off.

## Phrasal Verb GROW

Grow from - develop from, result from

Grow into – become big enough to fit into one's clothes

Grow out of – a) become too old to like or do sth

b) become too big to wear sth

grow up – become older, become an adult

Exercise:

Fill in the gaps with correct particles:

1. This jumper is too big, but Jack will have grown \_\_\_ it by next year.
2. When she grows \_\_\_ she wants to be a nurse.
3. He has grown \_\_\_ his obsession with toy trains now that he's a teenager.
4. His interest in outer space grew \_\_\_ a film he had seen as a child.

5. My boots are too small. I've grown \_\_\_\_ them since last year.  
Key: 1 into, 2 up, 3 out of, 4 from, 5 out of.

### Phrasal Verb PUT

Put in – devote (time or effort)

Put off – a) postpone

b) discourage sb from liking, doing, etc. sth

put on – a) dress oneself in (opposite – take off)

b) increase (in weight)

put out – extinguish

put up – a) raise, increase (prices)

b) offer a room in one's home (to sb)

put up with – tolerate, bear

Exercise:

Fill in the gaps with correct particles:

1. Charles put \_\_\_\_ his boots and went into the garden.
2. It took them two hours to put \_\_\_\_ the fire.
3. I can't put \_\_\_\_ this toothache anymore. I'm going to the dentist's.
4. The artist put \_\_\_\_ a lot of time to finish the painting before the exhibition.
5. If you can't find the hotel, I'll put you \_\_\_\_ for the night.
6. The price of the tie put me \_\_\_\_ buying it.
7. I've put \_\_\_\_ weight recently – I must go on a diet.
8. They have put \_\_\_\_ the price of petrol again.
9. We can't put the meeting \_\_\_\_ . It's very important.

Key: 1 on, 2 out, 3 up with, 4 in, 5 up, 6 off, 7 on, 8 up, 9 off.

### Phrasal Verb BRING

Bring about – cause to happen

Bring out – a) reveal

b) produce sth new and sell it

bring round – a) make sb regain consciousness

b) persuade sb to change their opinion

bring up – a) raise a child

b) mention, introduce a subject

Exercise:

Fill in the gaps with correct particles:

1. That computer company has just brought \_\_\_\_ a new operating system.
2. The manager was able to bring the client \_\_\_\_ to his point of view.
3. She brought \_\_\_\_ the subject of money during the meeting.
4. They used smelling salts to bring her \_\_\_\_ after she had fainted.
5. The strike brought \_\_\_\_ a change of management in the company.
6. It's difficult to bring \_\_\_\_ a child nowadays.
7. This job brings \_\_\_\_ the best qualities in people.

Key: 1 out, 2 round, 3 up, 4 round, 5 about, 6 up, 7 out.

## Phrasal Verb RUN

Run away – secretly escape

Run away with – steal sth and leave with it

Run down/over – knock down (with a vehicle)

Run into – a) collide with sth (in a vehicle)

b) encounter, experience (difficulties)

c) meet sb unexpectedly

run out of – have no more of sth

run through – practice, repeat

Exercise:

Fill in the gaps with correct particles:

1. He was run \_\_\_ by a car last week, but luckily he only sprang his ankle.
2. The event organizers have run \_\_\_ some difficulties making the arrangements.
3. I've run \_\_\_ sugar, so I can't make a cake.
4. I ran \_\_\_ an old friend of mine at the market yesterday.
5. The dog ran \_\_\_ but came back two days later.
6. The choir ran \_\_\_ the songs once more before the concert began.
7. The thief ran \_\_\_ the jewellery.
8. He lost control of the car and ran \_\_\_ a tree.

Key: 1 down/over, 2 into, 3 out of, 4 into, 5 away, 6 through, 7 away with, 8 into.

## Phrasal Verb GO

Go in for – enter, take part in ( a competition)

Go off – a) explode (a bomb)

b) ring (an alarm)

c) go bad (food)

go on – a) continue

b) happen

go out – stop burning, be extinguished

go through – a) examine

b) experience

go up – rise, increase (opposite – go down)

Exercise:

Fill in the gaps with correct particles:

1. The alarm goes \_\_\_ every morning at 7 o'clock.
2. The price of first class stamps has gone \_\_\_ again.
3. The fire has gone \_\_\_\_. Would you like me to light it again?
4. What's going \_\_\_ there? There's a huge crowd.
5. Go \_\_\_ the contract very carefully before you sign it.
6. The cheese I bought last week is mouldy. It must have gone \_\_\_.
7. Although she had a headache she went \_\_\_ playing with her son.
8. Lots of people go \_\_\_ the cooking competition every year.
9. A bomb went \_\_\_ in the city centre last weekend. Fortunately, no one was seriously injured.
10. She went \_\_\_ a difficult time last winter when she lost her job.

Key: 1 off, 2 up, 3 out, 4 on, 5 through, 6 off, 7 on, 8 in for, 9 off, 10 through.