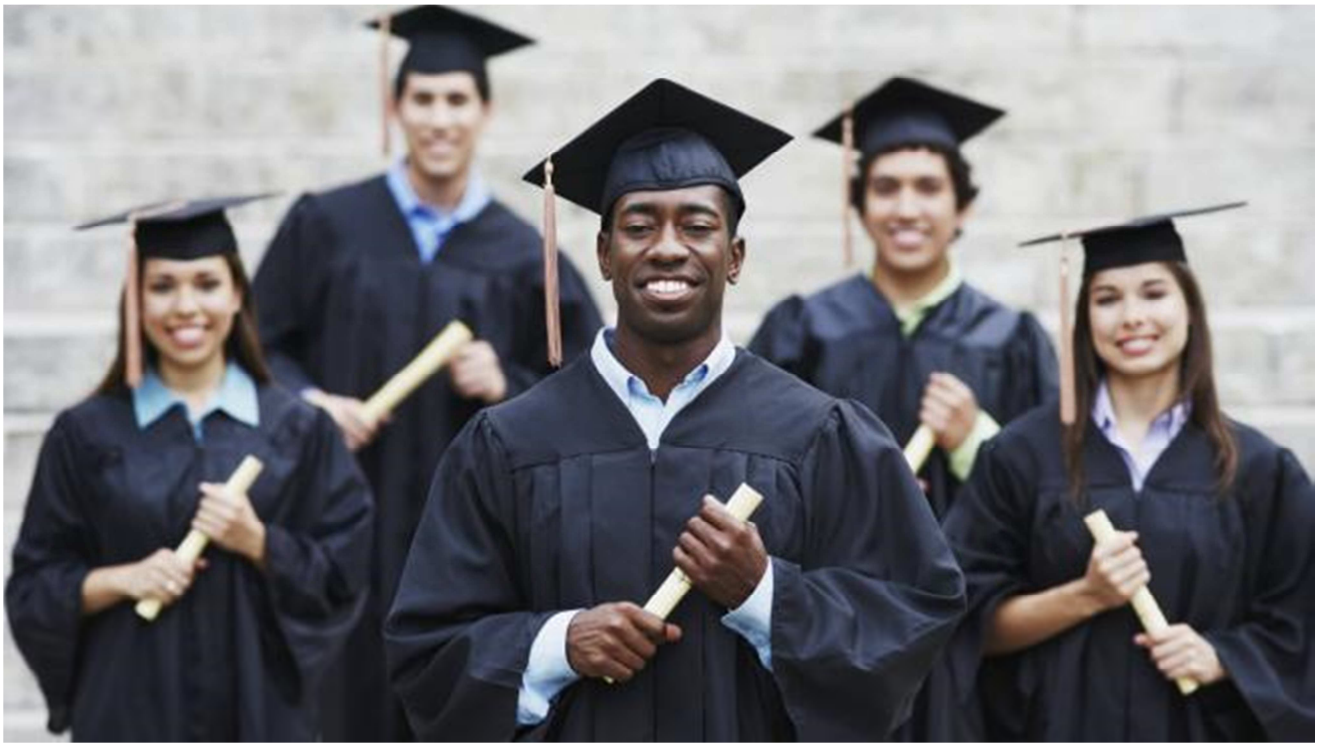
Future continous and future perfect

Do you know how to use phrases like *I'll be studying* or *I'll have finished*?



Look at these examples to see how the future continuous and future perfect are used.

In three years' time, I'll be studying medicine.
In five years' time, I'll have finished studying medicine.

Grammar explanation

Future continuous

We can use the future continuous (*will/won't be* + *-ing* form) to talk about future actions that:

- will be in progress at a specific time in the future:

  When you come out of school tomorrow, I'll be boarding a plane.
  Try to call before 8 o'clock. After that, we'll be watching the match.
  You can visit us during the first week of July. I won't be working then.

- we see as new, different or temporary:

  Today we're taking the bus but next week we'll be taking the train.
  He'll be staying with his parents for several months while his father is in recovery.
  Will you be starting work earlier with your new job?

Future perfect

We use the future perfect simple (*will/won't have* + past participle) to talk about something that will be completed before a specific time in the future.

The guests are coming at 8 p.m. I'll have finished cooking by then.
On 9 October we'll have been married for 50 years.
Will you have gone to bed when I get back?

We can use phrases like *by* or *by the time* (meaning 'at some point before') and *in* or *in a day's time / in two months' time / in five years' time* etc. (meaning 'at the end of this period') to give the time period in which the action will be completed.

I won't have written all the reports by next week.
By the time we arrive, the kids will have gone to bed.
I'll have finished in an hour and then we can watch a film.
In three years' time, I'll have graduated from university.

Future plans

Do you know how to talk about future plans using *will*, *going to* and the present continuous?

Look at these examples to see how *will*, *going to* and the present continuous are used.

Oh great! That meeting after work's been cancelled. I'll go to that yoga class instead.

I'm going to try to visit my relatives in Australia this year.
The restaurant is reserved for 8. We're having a drink at Beale's first.

Grammar explanation

We use different verb forms to talk about our plans for the future, depending on what kind of plan it is: a spontaneous plan, a pre-decided plan or an arrangement.

will

We use *will* to talk about spontaneous plans decided at the moment of speaking.

Oops, I forgot to phone Mum! I'll do it after dinner.
I can't decide what to wear tonight. I know! I'll wear my green shirt.
There's no milk. I'll buy some when I go to the shops.

going to

We use *going to* to talk about plans decided before the moment of speaking.

I'm going to phone Mum after dinner. I told her I'd call at 8 o'clock.
I'm going to wear my black dress tonight.
I'm going to go to the supermarket after work. What do we need?

Present continuous

We usually use the present continuous when the plan is an arrangement – already confirmed with at least one other person and we know the time and place.

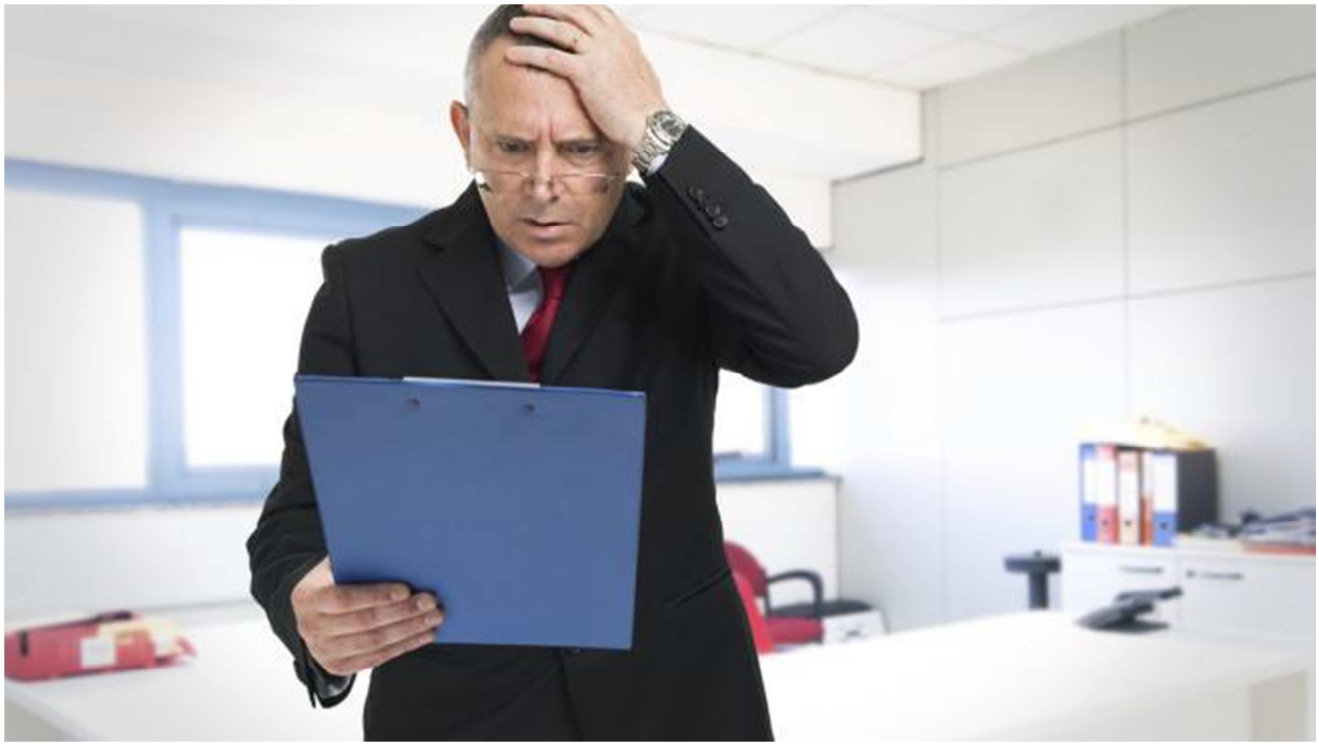
I'm meeting Jane at 8 o'clock on Saturday.
We're having a party next Saturday. Would you like to come?

We often use the present continuous to ask about people's future plans.

Are you doing anything interesting this weekend?

Modals – deductions about the past

Do you know how to use modal verbs to show how certain you are about past events?



Look at these examples to see how *must*, *might*, *may*, *could*, *can't* and *couldn't* are used in the past.

An earthquake? That must have been terrifying!
We don't know for sure that Alex broke the coffee table. It might have been the dog.
How did she fail that exam? She can't have studied very much.

Grammar explanation

We can use modal verbs for deduction – guessing if something is true using the available information. The modal verb we choose shows how certain we are about the possibility. This page focuses on making deductions about the past.

must have

We use *must have* + past participle when we feel sure about what happened.

Who told the newspapers about the prime minister's plans? It must have been someone close to him.
The thief must have had a key. The door was locked and nothing was broken.
Oh, good! We've got milk. Mo must have bought some yesterday.

might have / may have

We can use *might have* or *may have* + past participle when we think it's possible that something happened.

I think I might have left the air conditioning on. Please can you check?
Police think the suspect may have left the country using a fake passport.

May have is more formal than *might have*. *Could have* is also possible in this context but less common.

can't have / couldn't have

We use *can't have* and *couldn't have* + past participle when we think it's not possible that something happened.

She can't have driven there. Her car keys are still here.
I thought I saw Adnan this morning but it couldn't have been him – he's in Greece this week.

Modals – deductions about the present

Do you know how to use modal verbs to say how certain you are about a possibility?

Look at these examples to see how *must*, *might*, *may*, *could* and *can't* can be used.

That must be the main entrance. I can see people queuing to get in.
I've lost my keys. They might be at work or they could be in the car.
You can't be bored already! You've only been here five minutes.

Grammar explanation

We can use modal verbs for deduction – guessing if something is true using the available information. The modal verb we choose shows how certain we are about the possibility. This page focuses on making deductions about the present or future.

must

We use *must* when we feel sure that something is true or it's the only realistic possibility.

This must be her house. I can see her car in the garage.
He must live near here because he always walks to work.
Come inside and get warm. You must be freezing out there!

might, may, could

We use *might*, *may* or *could* to say that we think something is possible but we're not sure.

She's not here yet. She might be stuck in traffic.
He's not answering. He could be in class.
We regret to inform you that some services may be delayed due to the bad weather.

They all have the same meaning, but *may* is more formal than *might* and *could*.

can't

We use *can't* when we feel sure that something is not possible.

It can't be far now. We've been driving for hours.
She can't know about the complaint. She's promoted him to team leader.
It can't be easy for him, looking after three kids on his own.

Note that these verbs, like all modal verbs, are followed by an infinitive without *to*.

Modals – permission and obligation

Do you know how to use modal verbs to talk about permission and obligation?

Look at these examples to see how *can*, *can't*, *must*, *mustn't*, *have to* and *don't have to* are used.

You can put your shoes and coat over there.
You can't leave your bike there.
I must call the electrician and get that light fixed.
You mustn't worry about me. I'll be fine.
You have to have a licence to drive a car.
You don't have to have a licence to cycle on the roads.

Grammar explanation

We often use verbs with modal meanings to talk about permission and obligation.

Permission

can

We often use *can* to ask for and give permission.

Can I sit here?
You can use my car if you like.
Can I make a suggestion?

could

We also use *could* to ask for permission (but not to give it). *Could* is more formal and polite than *can*.

Could I ask you something?
Could I interrupt?
Could I borrow your pen for a moment, please?

may

May is the most formal way to ask for and give permission.

May I see your passport, please?
Customers may request a refund within a period of 30 days.
These pages may be photocopied for classroom use.

Prohibition

We use *can't* and *mustn't* to show that something is prohibited – it is not allowed.

can't

We use *can't* to talk about something that is against the rules, particularly when we didn't make the rules.

What does this sign say? Oh, we can't park here.
You can't take photos in the museum. They're really strict about it.
Sorry, we can't sell knives to under-18s.

must not/mustn't

We use *must not* to talk about what is not permitted. It is common on public signs and notices informing people of rules and laws.

Visitors must not park in the staff car park.
Baggage must not be left unattended.
Guests must not make noise after 10 p.m.

We use *mustn't* particularly when the prohibition comes from the speaker.

(Parent to child) *You mustn't say things like that to your sister.*
(Teacher to student) *You mustn't be late to class.*
I mustn't let that happen again.

Obligation

We use *have to* and *must* to express obligation. There is a slight difference between the way we use them.

have to

Have to shows us that the obligation comes from outside the speaker.

We have to wear a uniform when we're working in reception.
(Student to teacher) *When do we have to hand in our homework?*
Al has to work tomorrow so he can't come.

We sometimes call this 'external obligation'.

must

Must expresses a strong obligation or necessity. It often shows us that the obligation comes from the speaker (or the authority that wrote the sentence).

I must phone my dad. It's his birthday today.
(Teacher to student) *You must hand in your homework on Tuesday or you will lose ten per cent of your mark.*
(Sign on a plane) *Seat belts must be worn by all passengers.*

Note that we don't use *must* to express obligation in the past. We use *have to* instead.

I had to pay £85 to renew my passport last week.

No obligation

don't have to

We use *don't have to* to show that there is no obligation. You can do something if you want to but it's not compulsory.

You don't have to wear a tie in our office but some people like to dress more formally.
You don't have to go to the bank to do a transfer. You can do it online.
You don't have to come with me, honestly. I'll be fine!

Modifying comparisons

Do you know how to use phrases like *much shorter than*, *almost as fit as* and *exactly the same as*?

Look at these examples to see how comparisons can be modified.

He's much shorter than his brother.
Good-quality socks are almost as important as your running shoes.
Our hotel room was exactly the same as the photos showed.

Grammar explanation

There are several different ways to compare things in English. We can also modify comparisons to show big or small differences.

Comparing

We can use comparative adjectives to compare different things.

Max is taller than Judy.
You're more patient than I am.
His first book is less interesting than his second.

We can use *as … as* with an adjective to say that two things are the same, or *not as … as* to say that one thing is less than another.

Her hair is as long as mine.
It's not as sunny as yesterday.

We can also use expressions like *different from*, *similar to* and *the same as*.

England is different from the United Kingdom.
His car is similar to mine.
The results from the first test are the same as the results from the second.

Showing big differences

We can use *much*, *so much*, *a lot*, *even* or *far* with comparative adjectives.

Sales in July were a lot higher than sales in June.
He was far less experienced than the other applicant.

We can use *nowhere near* with *as … as*.

The interview was nowhere near as difficult as the written exam.

We can use *very*, *really*, *completely* or *totally* with *different from*.

They may be twins, but they're completely different from each other.

Showing small differences

We can use *slightly*, *a little*, *a bit*, *a little bit* or *not much* with comparative adjectives.

The number of registrations has been slightly lower than we expected.
Houses in my city are not much more expensive than flats.

We can use *almost*, *nearly*, *not quite*, *roughly*, *more or less* or *about* with *as … as* and *the same as*.

She's almost as old as I am.
The figures for May are more or less the same as the figures for June.

We can use *very* or *really* with *similar to*.

My son looks really similar to my father when he was that age.

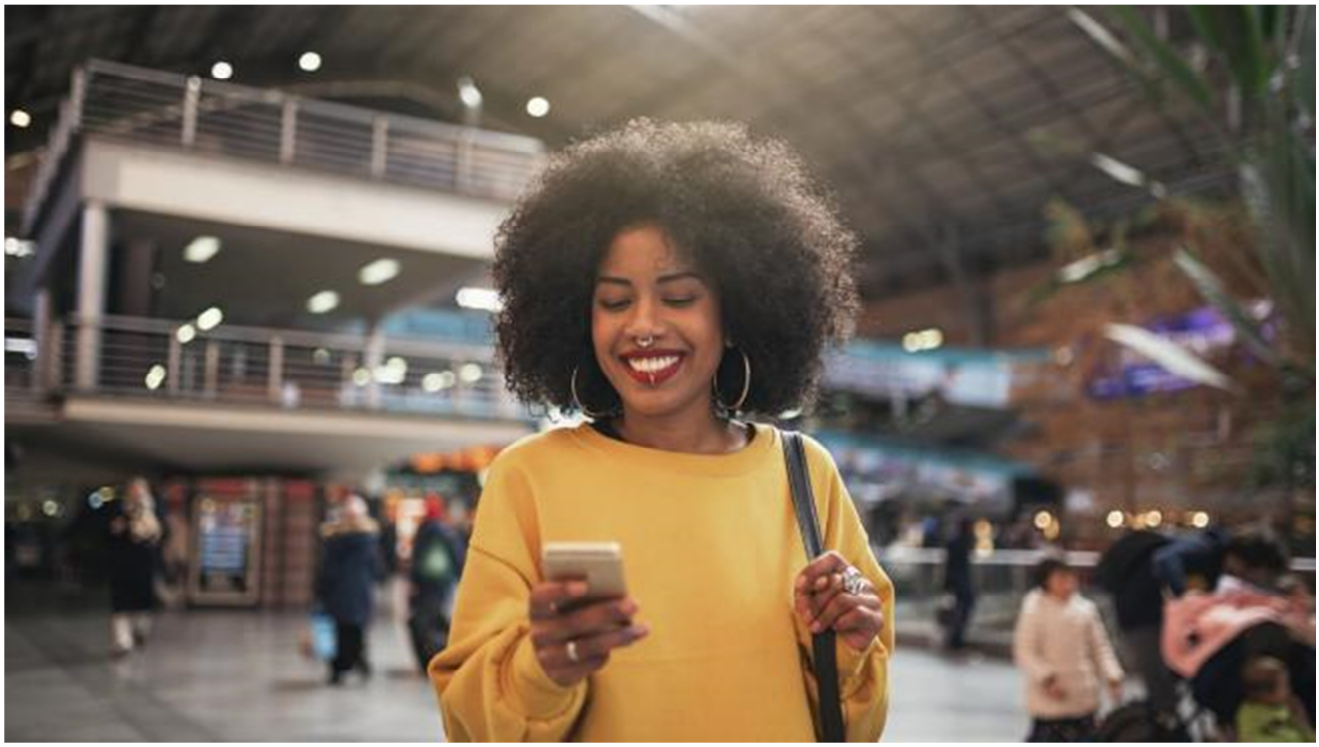
Showing there is no difference

We can use *exactly the same as* or *just as … as* to emphasise that there is no difference.

My grandma's cakes still taste exactly the same as when I was a child!
A new phone can be just as expensive as a new computer these days.

Participle clauses

Do you know how to use participle clauses to say information in a more economical way?



Look at these examples to see how participle clauses are used.

Looked after carefully, these boots will last for many years.
Not wanting to hurt his feelings, I avoided the question.
Having lived through difficult times together, they were very close friends.

Grammar explanation

Participle clauses enable us to say information in a more economical way. They are formed using present participles (*going*, *reading*, *seeing*, *walking*, etc.), past participles (*gone*, *read*, *seen*, *walked*, etc.) or perfect participles (*having gone*, *having read*, *having seen*, *having walked*, etc.).

We can use participle clauses when the participle and the verb in the main clause have the same subject. For example,

Waiting for Ellie, I made some tea. (*While **I** was waiting for Ellie, **I** made some tea.*)

Participle clauses do not have a specific tense. The tense is indicated by the verb in the main clause.

Participle clauses are mainly used in written texts, particularly in a literary, academic or journalistic style.

Present participle clauses

Here are some common ways we use present participle clauses. Note that present participles have a similar meaning to active verbs.

- To give the result of an action
  The bomb exploded, ***destroying the building****.*
- To give the reason for an action
  Knowing she loved reading*, Richard bought her a book.*
- To talk about an action that happened at the same time as another action
  Standing in the queue*, I realised I didn't have any money.*
- To add information about the subject of the main clause
  Starting in the new year*, the new policy bans cars in the city centre.*

Past participle clauses

Here are some common ways that we use past participle clauses. Note that past participles normally have a passive meaning.

- With a similar meaning to an *if* condition
  Used in this way*, participles can make your writing more concise.* (*If you use participles in this way, …*)
- To give the reason for an action
  Worried by the news*, she called the hospital.*
- To add information about the subject of the main clause
  Filled with pride*, he walked towards the stage.*

Perfect participle clauses

Perfect participle clauses show that the action they describe was finished before the action in the main clause. Perfect participles can be structured to make an active or passive meaning.

Having got dressed*, he slowly went downstairs.*
Having finished their training*, they will be fully qualified doctors.*
Having been made redundant*, she started looking for a new job.*

Participle clauses after conjunctions and prepositions

It is also common for participle clauses, especially with *-ing*, to follow conjunctions and prepositions such as *before*, *after*, *instead of*, *on*, *since*, *when*, *while* and *in spite of*.

Before cooking*, you should wash your hands.*
Instead of complaining about it*, they should try doing something positive.*
On arriving at the hotel*, he went to get changed.*
While packing her things*, she thought about the last two years.*
In spite of having read the instructions twice*, I still couldn't understand how to use it.*

Passives

Do you know how to use the passive voice to change the focus of a sentence?

Look at these examples to see how the passive voice is used.

A lot of olive oil is produced in Italy.
This book was written by Angela Davis.
The suspect will be released tomorrow.
This product has not been tested on animals.

Grammar explanation

We use the passive voice to change the focus of the sentence.

My bike was stolen. (passive – focus on *my bike*)
Someone stole my bike. (active – focus on *someone*)

We often use the passive:

- when we prefer not to mention who or what does the action (for example, it's not known, it's obvious or we don't want to say)
- so that we can start a sentence with the most important or most logical information
- in more formal or scientific writing.

How we make the passive

We make the passive using the verb *be* + past participle. We start the sentence with the object.

Avatar	*was*	*directed by James Cameron.*
↓	↓	↓
Object	+ *be* +	past participle

It is not always necessary to add who or what did the action.

My flight	*is*	*cancelled.*
↓	↓	↓
Object	+ *be* +	past participle

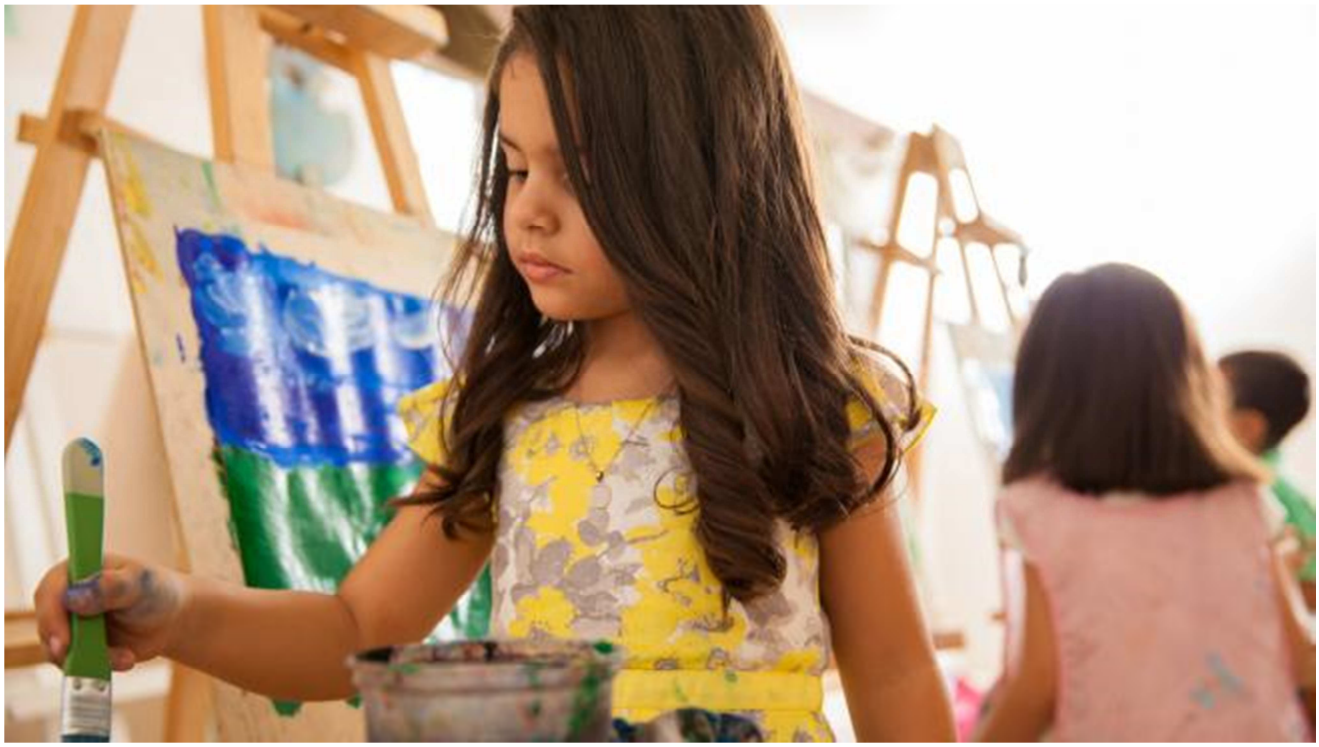
Only the form of *be* changes to make the tense. The past participle stays the same. Here are examples of the passive in its most common tenses.

Tense	Example	Structure
Present simple	*Alioli is made from oil, garlic and salt.*	*is/are* + past participle

Tense	Example	Structure
Present continuous	*The hall is being painted this week.*	*is/are being* + past participle
Past simple	*John F. Kennedy was assassinated in 1963.*	*was/were* + past participle
Past continuous	*The signs were being put up last week.*	*was/were being* + past participle
Present perfect	*Oranges have been grown here for centuries.*	*have been* + past participle
Past perfect	*When he got home, he found that his flat had been burgled.*	*had been* + past participle
Future simple	*The work will be finished next week.*	*will be* + past participle

Past ability

Do you know how to use *could*, *was able to* and *managed to* to talk about past abilities?



Look at these examples to see how *could*, *was able to* and *managed to* are used.

I could play the guitar when I was seven years old.
The police weren't able to catch the speeding car.
The bird managed to escape from its cage and fly away.

Grammar explanation

General ability

We usually use *could* or *couldn't* to talk about general abilities in the past.

She could paint before she started school.
I couldn't cook until I went to university.
When I lived next to the pool, I could go swimming every day.

Ability on one occasion – successful

When we talk about achieving something on a specific occasion in the past, we use *was/were able to* (= *had the ability to*) and *managed to* (= *succeeded in doing something difficult*).

The burglar was able to get in through the bathroom window.
The burglar managed to get in through the bathroom window even though it was locked.

Could is not usually correct when we're talking about ability at a specific moment in the past.

Ability on one occasion – unsuccessful

When we talk about a specific occasion when someone didn't have the ability to do something, we can use *wasn't/weren't able to*, *didn't manage to* or *couldn't*.

The speaker wasn't able to attend the conference due to illness.
She couldn't watch the match because she was working.
They worked on it for months but they didn't manage to find a solution.

Note that *wasn't/weren't able to* is more formal than *couldn't*, while *didn't manage to* emphasises that the thing was difficult to do.

Advanced vocabulary

PHRASAL VERBS WITH GET

Below we have a list of Phrasal verbs that begin with GET and then an explanation of each one with some examples

- Get across
- Get along / Get on with
- Get around
- Get at
- Get away
- Get down
- Get down to
- Get on
- Get out of
- Get over

Get across

= to communicate.

= to make someone understand something. (Especially if the details are too difficult to understand or if the person being explained to understands poorly).

- Although I couldn't speak the language, I managed to get my meaning across when necessary.
- Your meaning didn't really get across.
- He's not very good at getting his idea across.

Get along - Get on with

= to have a good / friendly relationship with someone.

(get on is used more in Britain)

- Even though there are six of them sharing the house, they all get on well with each other.
- He doesn't get along well with his mother-in-law.
- Our new boss is very easy to get on with.

Get around

1. = to become known. To spread or to circulate. If news or information gets around, people tell other people, so that soon many people know about it.

- It's a small place, so news and gossip get around pretty quickly.
- The news of his arrest got around quickly.
- News soon got around that Matthew was back in town.

2. = to find a way of avoiding a difficult or unpleasant situation, so that you don't have to deal with it.

- There is no way of getting around it - you are going to have to tell her the truth.
- Isn't there any way of getting around the regulations?

Get at

1. = to reach, to access to something.

- The cupboard is too high for me to get at.
- The report is locked in the cabinet and I can't get at them.

2. = to suggest something indirectly, to imply. (used only in the continuous tense)

- What exactly are you getting at? (=trying to say, suggest)

Get away

1. = to go away from someone or something

- Get away from me!
- Get away from that cake!
- It was so busy that Francisca couldn't get away from the phone all day.

2. = to escape from someone who is chasing you.

- They tried to get away from the police but they weren't quick enough.

3. = to have a holiday.

- We hope to get away for a couple of weeks around Christmas.

Get down

1. = to cause someone to be depressed.

- This weather is getting me down
- Don't let these problems get you down too much.

Get down to

1. = to reach the point of dealing with something.

2. = to begin to work on something seriously. To give serious attention to something.

3. = to finally start doing something, after you have been avoiding it or after something has prevented you from doing it.

- Now, let's get down to business
- It's time I got down to some serious work.
- Once it is Summer, we will get down to painting the house.

Get on

1. = to put yourself on or in something

- I get on the bus at 8am every morning.
- We got on the train just before it left.

2. = to remind someone to do something; to continue

- Your story is taking all day. Get on with it!

Get out of

1. = to avoid something

- He always tells his parents he has homework to get out of doing the dishes.
- She was lucky to get out of that dangerous situation.

2. = to physically remove yourself from somewhere or something

- I got out of bed as soon as my alarm went off.
- The police officer told me to get out of the car.

Get over

1. = to recover from something or return to your usual state of health or happiness.

- I thought he would never get over her illness.
- It took her a long time to get over their separation.
- He never got over the shock of losing his wife.

2. = to overcome or deal with or gain control of something.

- She can't get over her shyness.

Can't get over

1. = to be amazed or surprised by something.

- I can't get over how much your kids have grown.

PHRASAL VERBS WITH LOOK

Below we have a list of Phrasal verbs that begin with LOOK and then an explanation of each one with some examples.

- Look after
- Look away
- Look for
- Look into
- Look out
- Look through
- Look up
- Look up to

Look after (someone or something)

1. = to take care of.

2. = to make sure that someone is safe and well.

- Make sure you look after yourself. I don't want you to be ill due to this weather.
- I have to look after my son tonight.

Look away

1. = to turn your eyes away from someone or something that you were looking at.

- The accident was so horrible that I had to look away.
- She looked away in embarrassment.

Look for (someone or something)

1. = to search for something or someone.

2. = to try and find something or someone

- Can you help me look for my brother, he was meant to be here 20 minutes ago.
- I am looking for my black shirt have you seen it?

Look into

Normally - Look into (something)

1. = to find out more about something in order to improve the situation.

2. = to investigate or examine.

- The manager promised to look into my complaint
- I will look into this matter and see what I can do about it.

Look out

1. = to be careful.

2. = to avoid imminent danger.

- Look out! An angry dog is coming your way.
- Look out! There is a broken bottle near your foot.

Look through

1. = to examine something, usually quickly.

- I must look through this report to establish the full story.
- I will look through my email to see if I can find your request.

Look up

1. = to search for information (usually in a book)

- I need to look that word up in the dictionary, I have never heard it before.
- I will look up your number when I get to Santiago.

Look up to

1. = to respect or admire someone.

- I really look up to my father.
- She will always look up to her father as he had such a positive effect on her youth.

PHRASAL VERBS WITH MAKE

Below we have a list of Phrasal verbs that begin with MAKE and then an explanation of each one with some examples.

- Make for (something)
- Make (sb/st) into (sb/st)
- Make of
- Make off
- Make off with
- Make out
- Make (something) out
- Make (something) out to be
- Make (somebody) out
- Make up
- Make up for

Make for (Something)

1. = to move towards something or a place

- **Make for** the hills, a tsunami is approaching!
- He **made for** his apartment a couple of hours ago.

2. = to contribute to, lead to or cause a result or situation.

- Shakespeare's writing **makes for** a difficult read.
- His gift of $1,000 will certainly **make for** a happy birthday.
- Both candidates are popular so it should **make for** an interesting election.

Make (somebody/something) into (somebody/something)

1. = to convert one thing into another thing

- His parents **made** his bedroom **into** a billiards room once he moved out.
- His father said that joining the army would **make** him **into** a real man, but he was wrong.

Make (something) out

1. = to just be able to hear, read or see something

- He spoke so quietly we could hardly **make out** what he was saying.
- If you can **make out** the billboard from such a distance you really have excellent vision.

2. = to fill out the details of a document (usually a check)

- You can **make out** the cheque to Woodward Ltd.

Make (something) out to be

1. = to claim; to assert

- He **makes** himself **out** to be an important artist but his paintings are utter garbage.
- I think the critics **make** that movie **out** to be more profound than it really is.

Make of

1. = to try to understand and find a reason for something

- I don't know what to **make of** her suddenly unfriendly attitude towards me.
- Can you **make** anything **of** these ruins?

2. = to think and have an opinion about something

- What do you **make of** the new policy the president signed?

Make off

1. = To hurry away, especially in order to escape

- The thieves had to **make off** in their car when the police arrived.
- The pop star **made off** from the concert before the fans could find him.

Make off with

1. = To steal something and (quickly) take it away.

- The looters **made off with** all the laptops that were in the computer store.

Make out

1. = Manage; fare; deal with. Usually used informally in a question after "How...?"

- How did you **make out** yesterday on the biology test?
- How is she **making out** with the recent death of her mother?

2. = slang for to kiss and grope, though not to have sex.

- We were **making out** in the gym and got caught by the teacher

Make (somebody) out

1. = To understand a person's character

- Since she is normally quiet and reserved it is hard to **make** her **out**.

Make (something) over to (somebody)

1. = Transfer ownership

- The government of Mugabe **made** all the lands of the whites **over** to black African farmers.

Make up

1. = the composition of something

- The committee was **made up** of all the regional managers.

2. = combination of qualities that form a part of someone's character

- Flexibility and integrity are key elements of her **make up**.
- He is **made up** of old fashioned values.

3. = to apply make up, rouge, powder, eyeliner, etc. Also to make somebody up

- The actors must **make** themselves **up** before going on stage.
- The stylist **made up** her eyes that they looked huge for the party.

4. = to invent a story, usually to deceive or entertain

- My four year old niece is always **making up** stories, last week she told me that she and her friends flew to the moon.
- He always **makes up** wonderful fairytales about distant lands for the children before they go to sleep.

5. = To form or constitute something

- It's an interesting neighbourhood because it's **made up** of an eclectic mix of people from all over the world.
- The class is made up of three sections of conversation and two sections of written exercises.

6. = a required number or an amount to complete something

- We need two more people to **make up** a football team.

7. = To prepare a bed (or something) for use

- The room is tidy, I just have to **make up** the bed for you.

8. = To put something together from many different things

- Let's **make up** an Easter basket for your nephew.

9. = To become friendly with someone again, usually after an argument or fight.

- After three years without talking to each other, they finally **made up**.

Make up for

1. = the compensate for something; to replace something lost

- I know I ruined your favourite dress but I hope this new one I bought you **makes up for** it.
- What she lacked in experience, she **made up for** in the way she learns quickly.
- She spend two weeks with her family to **make up for** her year long absence.
- Hopefully insurance will **make up for** the damages from the fire.

PHRASAL VERBS WITH PUT

Below we have a list of Phrasal verbs that begin with PUT and then an explanation of each one with some examples.

- Put aside
- Put away
- Put off
- Put out
- Put through
- Put up
- Put up with

Put Aside

(to put something aside)

1. = to save (especially money/time)

- We have to put some money aside for our holiday.

2. = to reserve something for a customer to collect later.

- Don't worry, we will put it aside for you until you come back tomorrow.

3. = to ignore or forget something.

- They decided to put aside their differences.

Put away

(to put something away)

1. = to store, to tidy. to put something in a box, drawer etc because you have finished using it.

- Please put your toys away now children.
- I'm going to put the car away. (= in the garage).

2. = to save money to spend later.

- He put some money away every month for his retirement.

3. = to put somebody into prison. (informal)

- He was put away for 15 years for armed robbery.

Put off

(to put something off)

1. = to postpone. To leave or delay something for another time in the future.

2. = to decide to do something later than when you planned to do it.

- They put off the meeting until next Friday.
- We can't put his off until tomorrow. It needs to be ready today.
- I really should go to the dentist but I keep putting it off.

Put out

1. (to put something out) = to extinguish, to stop something from burning.

- The firemen managed to put out the fire very quickly.
- He put out his cigarette before getting on the bus.

Put through

1. (to put someone through) = to connect somebody by telephone.

- Could you put me through to the manager please?

2. (to put someone through something) = to make someone experience something very difficult or unpleasant.

- You have put your family through a lot recently. (= you have made them suffer)
- The applicants were put through an exhausting set of tests.

Put up

1. (to put somebody up) = provide food and accommodation for someone in your home.

- Don't worry, we can put you up for the night.
- My sister will put me up while I am in Auckland.

Put up with

1. = to tolerate. (to tolerate is more formal than to put up with)

2. = to accept an annoying situation or behaviour.

- I can't put with the noise any more. (=I can't tolerate the noise any more)
- We had to put up with their children when they visited us. (because they were very disruptive and naughty)

PHRASAL VERBS WITH TAKE

Below we have a list of Phrasal verbs that begin with TAKE and then an explanation of each one with some examples.

- Take after (somebody)
- Take apart
- Take back
- Take down
- Take in
- Take off
- Take on
- Take out
- Take over
- Take up

Take after (somebody)

(to resemble somebody else, usually a family member)

- Mark is so hot-headed. He **takes after** his father.

Take apart

(to disassemble something)

- He **took his** laptop **apart** to see if he could fix its problem.

Take back

(to admit wrongdoing)

- You're right - I **take back** what I said, it was totally inappropriate.

Take down

(to dismantle)

- It's time to **take down** the Christmas tree until next year.

Take (somebody) in

(to allow someone to stay in your house)

- They **took in** the refugees while they found a more permanent place to stay.

(to be deceived or swindled)

- She was **taken in** by all his lies.

Take (something) in

(to observe something)

- They **took in** every detail to tell their friends about it later.

(to make a piece of clothing narrower or tighter)

- She had lost weight so the dress had to be **taken in** more at the waist.

Take off

(to leave the ground and fly)

- The plane was able to **take off** once the runway was clear.
- When does the plane **take off**?

(to become popular or successful)

- That new song by Samantha Star has really **taken off** in the charts.

(to leave a place quickly - colloquial)

- Sorry, but I have to **take off** now since my partner is waiting for me at the restaurant.

Take on

(to hire/employ)

- The department store **took on** more staff over the busy Christmas period.

Take out

(to remove)

- The robber **took out** his gun and shot the guard in the bank.
- He **took** the onion **out** of the sandwich because he doesn't like it.

(to go on a date with someone)

- Where is he taking you out? - We're going to that new restaurant on Woodward street.

Take over

(to take control of something)

- Fabio Capello has **taken over** as the new manager of the football team.

Take up

(to begin a sport, hobby or a challenge)

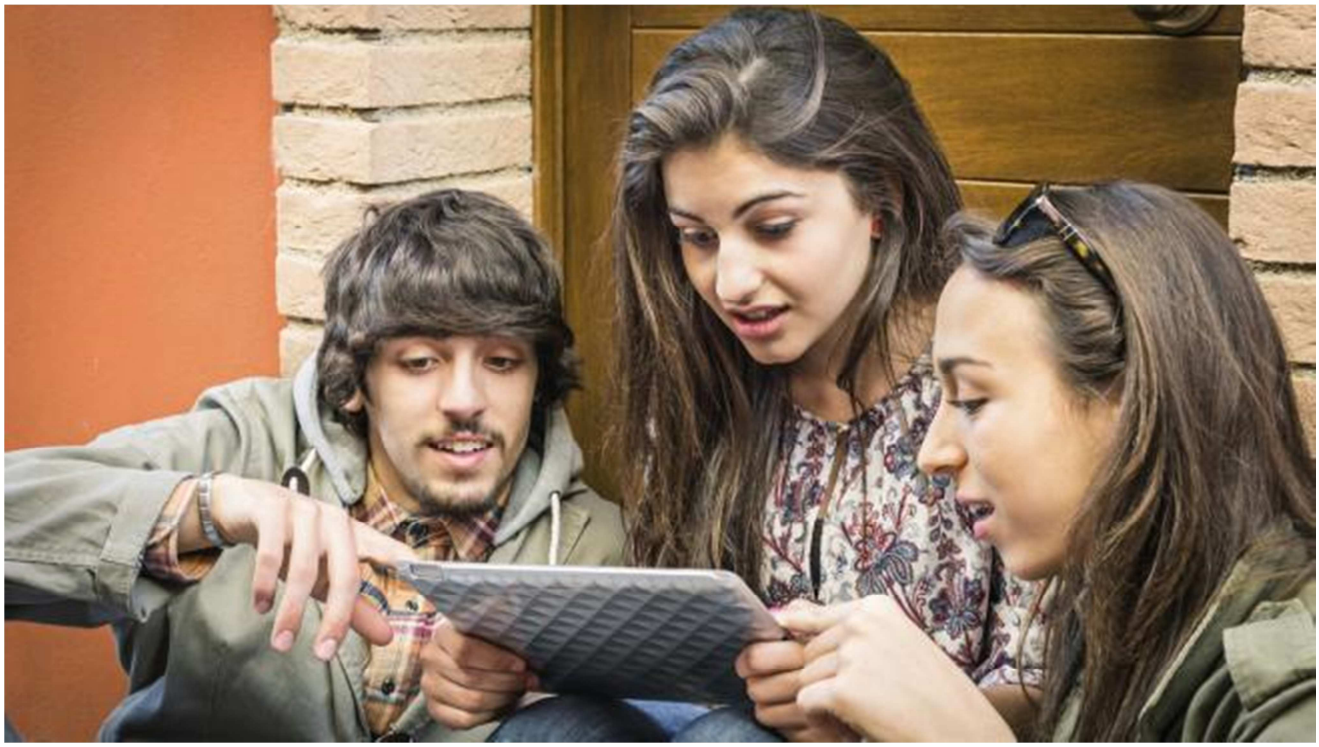
- He **took up** karate at a young age and is now an expert.

(to fill space)

- That sofa **takes up** a lot of space in the living room.

Relative clauses

Do you know how to define who or what you are talking about using relative clauses?



Look at these examples to see how defining relative clauses are used.

Are you the one who sent me the email?
The phone which has the most features is also the most expensive.
This is the video that I wanted to show you.
The person they spoke to was really helpful.

Grammar explanation

Relative clauses give us information about the person or thing mentioned.

Defining relative clauses give us *essential* information – information that tells us who or what we are talking about.

The woman ***who lives next door*** *works in a bank.*
These are the flights ***that have been cancelled****.*

We usually use a relative pronoun or adverb to start a defining relative clause: *who*, *which*, *that*, *when*, *where* or *whose*.

who/that

We can use *who* or *that* to talk about people. *that* is more common and a bit more informal.

*She's the woman **who** cuts my hair.*
*He's the man **that** I met at the conference.*

which/that

We can use *which* or *that* to talk about things. *that* is more common and a bit more informal.

*There was a one-year guarantee **which** came with the TV.*
*The laptop **that** I bought last week has started making a strange noise!*

Other pronouns

when can refer to a time.

*Summer is the season **when** I'm happiest.*

where can refer to a place.

*That's the stadium **where** Real Madrid play.*

whose refers to the person that something belongs to.

*He's a musician **whose** albums have sold millions.*

Omitting the relative pronoun

Sometimes we can leave out the relative pronoun. For example, we can usually leave out *who*, *which* or *that* if it is followed by a subject.

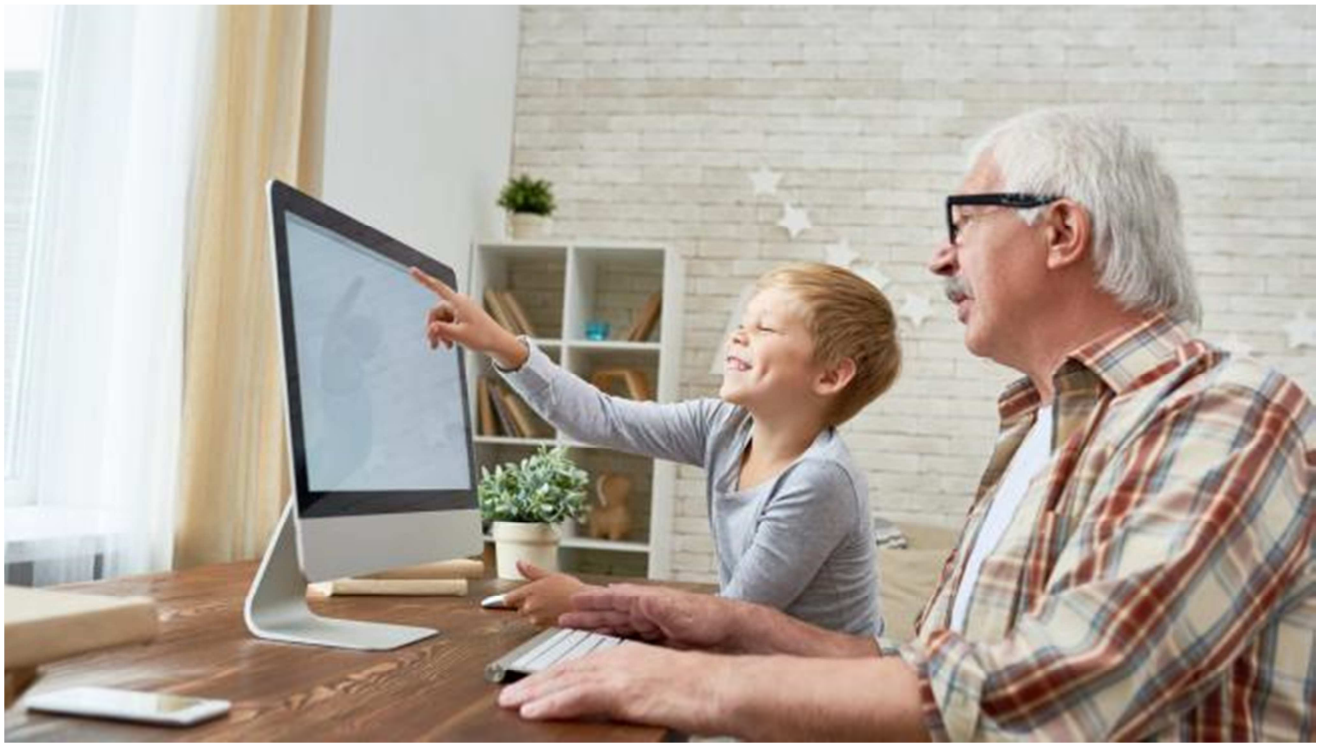
*The assistant [that] **we** met was really kind.*
(*we* = subject, can omit *that*)

We can't usually leave it out if it is followed by a verb.

*The assistant that **helped** us was really kind.*
(*helped* = verb, can't omit *that*)

Relative clauses – non-defining relative clauses

Do you know how to give extra information about someone or something using relative clauses?



Look at these examples to see how non-defining relative clauses are used.

Jack, who's retired now, spends a lot of time with his grandchildren.
We want to see the new Tom Carter film, which was released on Friday.
My sister, whose dog I'm looking after, is visiting a friend in Australia.

Grammar explanation

Relative clauses give us information about the person or thing mentioned.

Non-defining relative clauses give us *extra* information about someone or something. It isn't essential for understanding who or what we are talking about.

*My grandfather**, who's 87,** goes swimming every day.*
*The house**, which was built in 1883,** has just been opened to the public.*
*The award was given to Sara**, whose short story impressed the judges**.*

We always use a relative pronoun or adverb to start a non-defining relative clause: *who*, *which*, *whose*, *when* or *where* (but not *that*). We also use commas to separate the clause from the rest of the sentence.

who, *which* and *whose*

We can use *who* to talk about people, *which* to talk about things and *whose* to refer to the person or thing that something belongs to.

*Yesterday I met my new boss, **who** was very nice.*
*The house, **which** is very big, is also very cold!*
*My next-door neighbour, **whose** children go to school with ours, has just bought a new car.*
*After the port there is a row of fisherman's houses, **whose** lights can be seen from across the bay.*

Places and times

We can use *which* with a preposition to talk about places and times. In these cases it's more common to use *where* or *when* instead of *which* and the preposition.

*City Park, **which** we used to go **to**, has been closed down.*
*City Park, **where** we used to go, has been closed down.*
*December, **which** Christmas is celebrated **in**, is a summer month for the southern hemisphere.*
*December, **when** Christmas is celebrated, is a summer month for the southern hemisphere.*

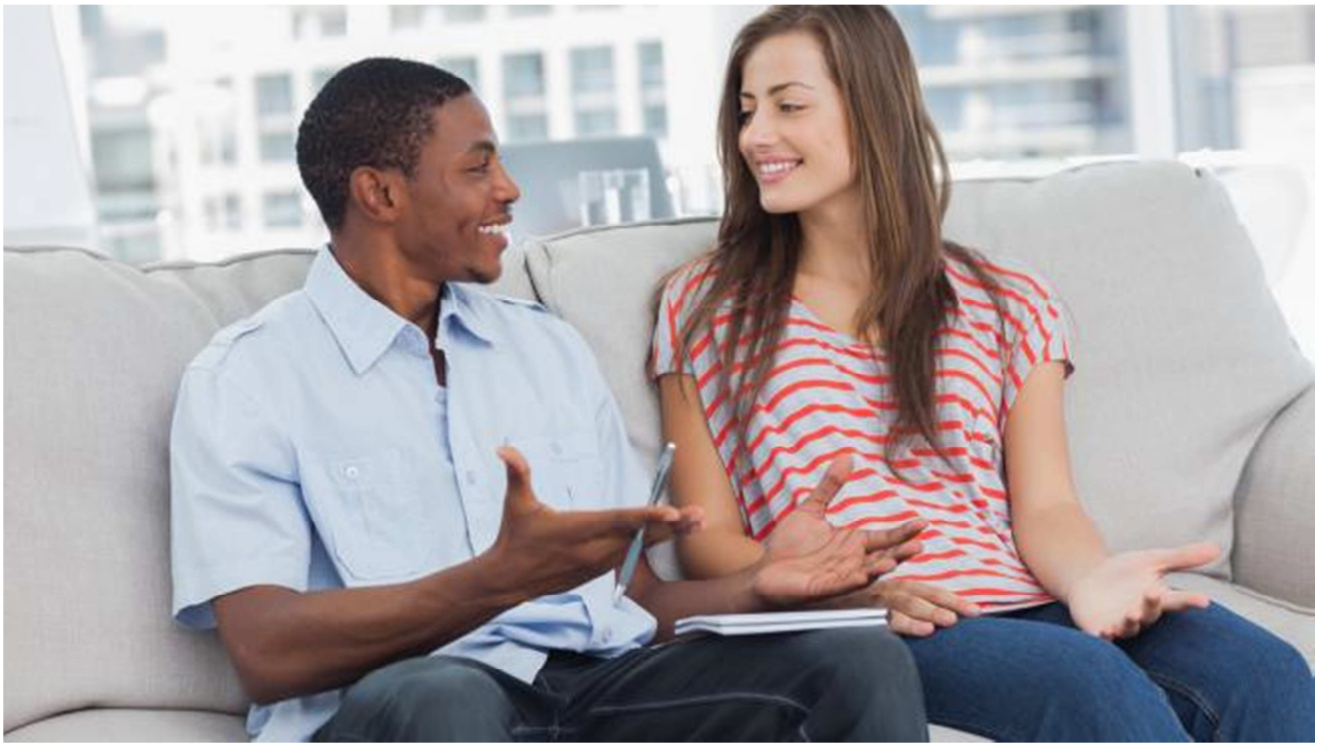
However, when we use *which* without a preposition, we can't use *where* or *when*.

*Centre Park, **which** we love, is always really busy on Saturdays.*
*February, **which** is my favourite month, lasts 29 days this year.*

REPORTED SPEECH

Reported speech 1 – statements

Do you know how to report what somebody else said?



Look at these examples to see how we can tell someone what another person said.

direct speech: *'I love the* Toy Story *films,' she said.*
indirect speech: *She said she loved the* Toy Story *films.*

direct speech: *'I worked as a waiter before becoming a chef,' he said.*

indirect speech: *He said he'd worked as a waiter before becoming a chef.*

direct speech: *'I'll phone you tomorrow,' he said.*
indirect speech: *He said he'd phone me the next day.*

Grammar explanation

Reported speech is when we tell someone what another person said. To do this, we can use direct speech or indirect speech.

direct speech: *'I work in a bank,' said Daniel.*
indirect speech: *Daniel said that he worked in a bank.*

In indirect speech, we often use a tense which is 'further back' in the past (e.g. *worked*) than the tense originally used (e.g. *work*). This is called 'backshift'. We also may need to change other words that were used, for example pronouns.

Present simple, present continuous and present perfect

When we backshift, present simple changes to past simple, present continuous changes to past continuous and present perfect changes to past perfect.

'I travel a lot in my job.'

- *Jamila said that she travelled a lot in her job.*

'The baby's sleeping!'

- *He told me the baby was sleeping.*

'I've hurt my leg.'

- *She said she'd hurt her leg.*

Past simple and past continuous

When we backshift, past simple usually changes to past perfect simple, and past continuous usually changes to past perfect continuous.

'We lived in China for five years.'

- *She told me they'd lived in China for five years.*

'It was raining all day.'

- *He told me it had been raining all day.*

Past perfect

The past perfect doesn't change.

'I'd tried everything without success, but this new medicine is great.'

- *He said he'd tried everything without success, but the new medicine was great.*

No backshift

If what the speaker has said is still true or relevant, it's not always necessary to change the tense. This might happen when the speaker has used a present tense.

'I go to the gym next to your house.'

- *Jenny told me that she goes to the gym next to my house. I'm thinking about going with her.*

'I'm working in Italy for the next six months.'

- *He told me he's working in Italy for the next six months. Maybe I should visit him!*

'I've broken my arm!'

- *She said she's broken her arm, so she won't be at work this week.*

Pronouns, demonstratives and adverbs of time and place

Pronouns also usually change in indirect speech.

'I enjoy working in my garden,' said Bob.

- *Bob said that he enjoyed working in his garden.*

'We played tennis for our school,' said Alina.

- *Alina told me they'd played tennis for their school.*

However, if you are the person or one of the people who spoke, then the pronouns don't change.

'I'm working on my thesis,' I said.

- *I told her that I was working on my thesis.*

'We want our jobs back!' we said.

- *We said that we wanted our jobs back.*

We also change demonstratives and adverbs of time and place if they are no longer accurate.

'This is my house.'

- *He said this was his house.* [You are currently in front of the house.]
- *He said that was his house.* [You are not currently in front of the house.]

'We like it here.'

- *She told me they like it here.* [You are currently in the place they like.]
- *She told me they like it there.* [You are not in the place they like.]

'I'm planning to do it today.'

- *She told me she's planning to do it today.* [It is currently still the same day.]
- *She told me she was planning to do it that day.* [It is not the same day any more.]

In the same way, *these* changes to *those*, *now* changes to *then*, *yesterday* changes to *the day before*, *tomorrow* changes to *the next/following day* and *ago* changes to *before*.

Reported speech 2 – questions

Do you know how to report a question that somebody asked?

Look at these examples to see how we can tell someone what another person asked.

direct speech: *'Do you work from home?' he said.*
indirect speech: *He asked me if I worked from home.*

direct speech: *'Who did you see?' she asked.*
indirect speech: *She asked me who I'd seen.*

direct speech: *'Could you write that down for me?' she asked.*
indirect speech: *She asked me to write it down.*

Grammar explanation

A reported question is when we tell someone what another person asked. To do this, we can use direct speech or indirect speech.

direct speech: *'Do you like working in sales?' he asked.*
indirect speech: *He asked me if I liked working in sales.*

In indirect speech, we change the question structure (e.g. *Do you like*) to a statement structure (e.g. *I like*).

We also often make changes to the tenses and other words in the same way as for reported statements (e.g. *have done* → *had done*, *today* → *that day*). You can learn about these changes on the Reported speech 1 – statements page.

Yes/no questions

In *yes/no* questions, we use *if* or *whether* to report the question. *If* is more common.

'Are you going to the Helsinki conference?'

- *He asked me if I was going to the Helsinki conference.*

'Have you finished the project yet?'

- *She asked us whether we'd finished the project yet.*

Questions with a question word

In *what*, *where*, *why*, *who*, *when* or *how* questions, we use the question word to report the question.

'What time does the train leave?'

- *He asked me what time the train left.*

'Where did he go?'

- *She asked where he went.*

Reporting verbs

The most common reporting verb for questions is *ask*, but we can also use verbs like *enquire*, *want to know* or *wonder*.

'Did you bring your passports?'

- *She wanted to know if they'd brought their passports.*

'When could you get this done by?'

- *He wondered when we could get it done by.*

Offers, requests and suggestions

If the question is making an offer, request or suggestion, we can use a specific verb pattern instead, for example *offer* + infinitive, *ask* + infinitive or *suggest* + ing.

'Would you like me to help you?'

- *He offered to help me.*

'Can you hold this for me, please?'

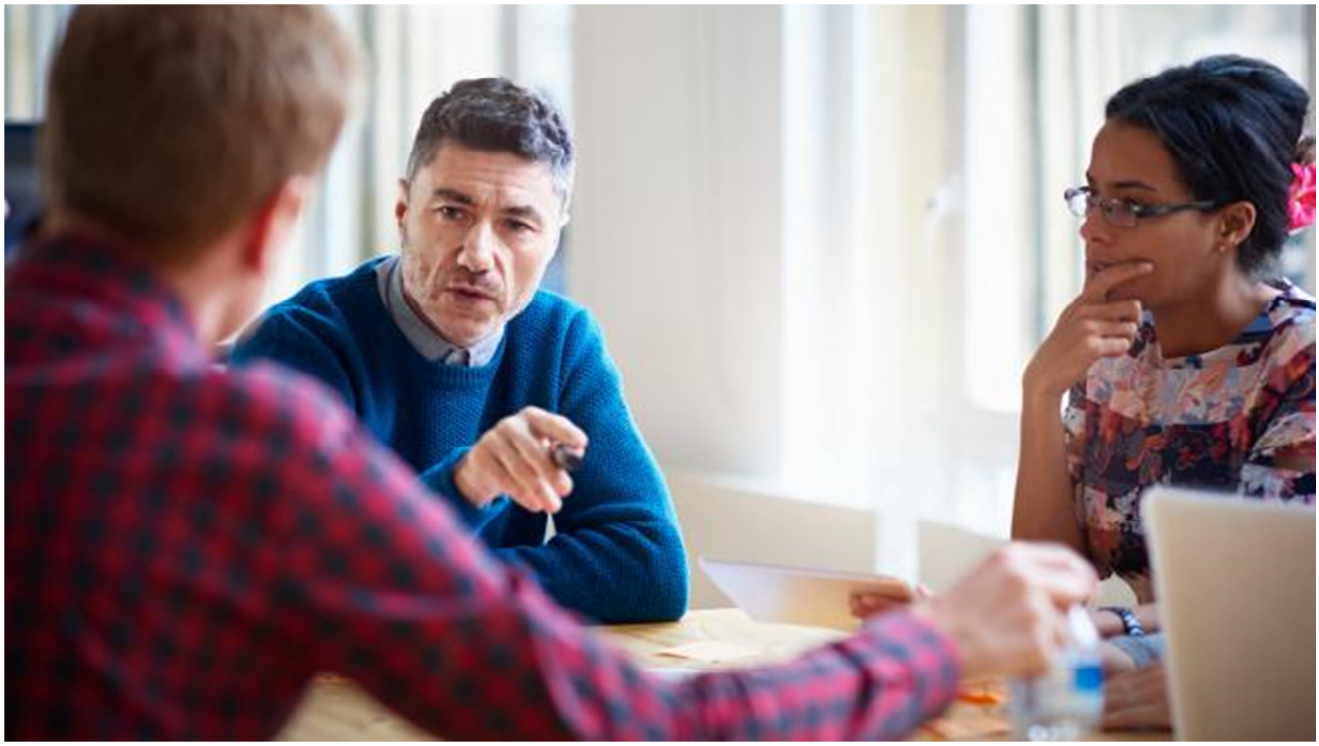
- *She asked me to hold it.*

'Why don't we check with Joel?'

- *She suggested checking with Joel.*

Reported speech 3 – reporting verbs

Do you know how to tell someone what another person said using reporting verbs?



Look at these examples to see how reporting verbs are used.

direct speech: *'You should come, it's going to be a lot of fun,' she said.*
indirect speech: *She persuaded me to come.*

direct speech: *'Wait here,' he said.*
indirect speech: *He told us to wait there.*

direct speech: *'It wasn't me who finished the coffee,' he said.*
indirect speech: *He denied finishing the coffee.*

Grammar explanation

When we tell someone what another person said, we often use the verbs *say*, *tell* or *ask*. These are called 'reporting verbs'. However, we can also use other reporting verbs. Many reporting verbs can be followed by another verb in either an infinitive or an *-ing* form.

Reporting verb + infinitive

Verbs
like *advise*, *agree*, *challenge*, *claim*, *decide*, *demand*, *encourage*, *invite*, *offer*, *persuade*, *promise*, *refuse* and *remind* can follow an infinitive pattern.

'Let's see. I'll have the risotto, please.'

- *He decided **to have** the risotto.*

'I'll do the report by Friday, for sure.'

- *She promised **to do** the report by Friday.*

'It's not a good idea to write your passwords down.'

- *They advised us **not to write** our passwords down.*

We can also use an infinitive to report imperatives, with a reporting verb
like *tell*, *order*, *instruct*, *direct* or *warn*.

'Please wait for me in reception.'

- *The guide told us **to wait** for her in reception.*

'Don't go in there!'

- *The police officer warned us **not to go** in there.*

Reporting verb + *-ing* form

Verbs like *admit*, *apologise for*, *complain about*, *deny*, *insist on*, *mention* and *suggest* can follow an *-ing* form pattern.

'I broke the window.'

- *She admitted **breaking** the window.*

'I'm really sorry I didn't get back to you sooner.'

- *He apologised for **not getting** back to me sooner.*

'Let's take a break.'

- *She suggested **taking** a break.*