

1A present simple and continuous, action and non-action verbs

present simple: *I live, he works, etc.*

They **work** in a bank.
Where do you **live**?
He **doesn't wear** glasses.
She **usually has** cereal for breakfast.
I'm **never late** for work.

- Use the present simple for things that are always true or happen regularly.
- Remember the spelling rules, e.g. *lives, studies, watches*.
- Use ASI (auxiliary, subject, infinitive) or QUASI (question word, auxiliary, subject, infinitive) to help you with word order in questions.
- Put adverbs of frequency, e.g. *usually*, before the main verb and after *be*.

present continuous:
be + verb + -ing

A Who are you **waiting for**?
B I'm **waiting** for a friend.
A What are you **doing** after class?
B I'm **going** to the café.

- Use the present continuous (not present simple) for actions in progress at the time of speaking or for future arrangements.
- Remember the spelling rules, e.g. *living, studying, getting*.

action and non-action verbs

A What are you **cooking** tonight?
B I'm **making** pasta.
A Great! I really **like** pasta.

- Verbs which describe actions, e.g. *make, cook*, can be used in the present simple or continuous.
- Verbs which describe states or feelings (not actions), e.g. *like, want, be*, are **not** normally used in the present continuous.
- Common non-action verbs are **agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, seem, suppose**.

⚠ A few verbs have an action and a non-action meaning. The most common is *have*.
I have a big flat. = possession (non-action)
I can't talk now. I'm having lunch.
= an activity (action)

1B past tenses

past simple: *worked, stopped, went, had, etc.*

They **got married** last year.
What time **did you wake up** this morning?
I **didn't have** time to do my homework.

- Use the past simple for finished past actions.

past continuous: *was / were + verb + -ing*

A What **were you doing** at six o'clock last night?
B I **was watching** TV. It was a cold night and it was raining.

- Use the past continuous to describe an action in progress at a specific time in the past.

past perfect: *had + past participle*

When they **turned on** the TV, the match **had finished**.
I **felt nervous** because I **hadn't flown** before.

- Use the past perfect when you are talking about the past and you want to talk about an earlier past action.

using narrative tenses together

When John **arrived**, they **had** dinner.
(first John arrived, then they had dinner)

When John **arrived**, they **were having** dinner.

(when John arrived they were in the middle of dinner)

When John **arrived**, they **had had** dinner.
(they had dinner before John arrived).

- Remember Irregular verbs p.156.

1C future forms

be going to + infinitive

future plans and intentions

My sister's **going to adopt** a child.
Are you **going to buy** a new car?
I'm **not going to go** to New York next week.

predictions

I think they're **going to win**. (They're playing very well.)
It's **going to rain**. (The sky is very dark.)

- Use *going to* NOT *will / won't* when you have already decided to do something.
- With the verb *go* you can leave out the infinitive.
I'm not going (to go) to New York.

present continuous: *be + verb + -ing*

future arrangements

We're **getting married** in October.
They're **meeting** at 10.00.
She's **leaving** on Friday.

- You can usually use present continuous or *going to* for future plans / arrangements.
 - *going to* shows that you have made a decision.
We're going to get married in the summer.
 - Present continuous emphasizes that you have made the arrangements.
We're getting married on July 12th (e.g. we've booked the church).

will / shall + infinitive

I'll **have** the steak. (instant decision)
I **won't tell** anybody where you are. (promise)
I'll **carry** that bag for you. (offer)
Shall I **help** you with your homework? (offer)
Shall we **eat out** tonight? (suggestion)
You'll **love** the film! (prediction)

- Use *will / won't* (NOT the present simple) for instant decisions, promises, offers, and suggestions.
- Use *shall* (NOT *will*) with *I* and *we* for offers and suggestions when they are questions.
- Use *will* or *going to* for predictions.

2A present perfect and past simple

present perfect simple: *have / has + past participle (worked, seen, etc.)*

past experiences	recent past actions	with <i>yet</i> and <i>already</i> (for emphasis)
I've been to London, but I haven't been to Oxford. She's never met his ex-wife. Have you ever lost your credit card?	I've cut my finger! He's just arrived at the airport.	I've already done my homework. Can I watch TV? Have you finished yet ? My brother hasn't found a new job yet .

- We often use *ever* and *never* when we ask or talk about past experiences. They go before the main verb.
- *just* and *already* go before the main verb in (+) sentences, *yet* goes at the end of the phrase in (-) sentences and (?).
- For irregular past participles see Irregular verbs p.156.

unfinished states (non-action verbs) which start in the past and are still true now

- A They've **known** each other **for** 10 years.
B How long **have** they **been** married?
A **Since** 2004.

- Use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- Use *for* + a period of time, e.g. *for two weeks*, or *since* with a point of time, e.g. *since 1990*.

present perfect or past simple?

I've been to Madrid twice. (= in my life up to now) How long have you been married to Alan? (= you are married to Alan now)	I went there in 1998 and 2002. (= on two specific occasions) How long were you married to Jake? (= you are not married to Jake now)
I've (just) bought a new computer. (= I don't say exactly when)	I bought it on Saturday. (= I say when)

- Use the present perfect when there is a connection between the past and the present.
- Use the past simple to ask or talk about **finished** actions in the past, when the time is mentioned or understood. We often use a past time expression, e.g. *January*, *last week*, etc.

2B present perfect continuous

present perfect continuous for unfinished actions

How long **have** you **been learning** English?
He's **been working** here since April.
They've **been going out** together for three years.

- *have / has been + verb + -ing*
- Use the present perfect continuous with *for* and *since* with **action verbs** (e.g. *learn*, *go*, etc.).

A With **non-action verbs** (e.g. *know*, *be*, etc.) use the present perfect simple NOT the present perfect continuous with *for* and *since*.

I've known her for ages. NOT *I've been knowing her for ages.*

With *live* and *work* you can use the present perfect simple or continuous with *for* and *since*.

I've been living here for six months.
I've lived here for six months.

present perfect continuous for recent continuous actions

- A Your eyes are red. **Have** you **been crying**?
B No, I've **been cutting** onions.

- Use the present perfect continuous for actions which have been going on very recently. They have usually just stopped.

2C comparatives and superlatives

comparing two things (or actions)

My sister is a bit **taller than** me.
London is **more expensive than** Edinburgh.
This test is **less difficult than** the last one.

Olive oil is **better for you than** butter.
You drive **more slowly than** me.
Liverpool played **worse today than** last week.

Flying isn't as **comfortable as** going by train.
He doesn't smoke as **much as** she does.
Her new car looks **the same as** the old one.

- Regular comparative adjectives / adverbs: *hard*>*harder*, *big*>*bigger*, *easy*>*easier*, *modern*>*more modern*, *difficult*>*more difficult*, *carefully*>*more carefully*
- Irregular comparative adjectives / adverbs: *good / well*>*better*, *bad / badly*>*worse*, *far*>*further*
- After *than* or *as* we can use an object pronoun *me*, *him*, *her*, etc. or a subject pronoun (*I*, *he*, *she*) + auxiliary verb, e.g. *She's taller than me* OR *She's taller than I am* but NOT *She's taller than I*.

superlatives

He's **the tallest** player in the team.
Oslo is **the most expensive** capital city in Europe.
This book is **the least difficult** to understand.
She's **the best** student in the class.

Who drives **the most carefully** in your family?
That's **the worst** they've ever played.

- Form superlatives like comparatives but use *-est* instead or *-er* and *most / least* instead of *more / less*.
- You normally use *the* before superlatives, but you can also use possessive adjectives, e.g. *my best friend*, *their most famous song*.

3A *must, have to, should* (obligation)

obligation / necessity: *have to / must* (+ infinitive)

You **have to** wear a seatbelt in a car.
Do you **have to** work on Saturdays?
I **had to** wear a uniform at my primary school.
I'll **have to** get up early tomorrow. My interview is at 9.00.

I **must** remember to phone Emily tonight – it's her birthday.
You **must** be on time for class tomorrow – there's a test.

- *Must* and *have to* have a very similar meaning. *Have to* is more common for **general, external** obligations, for example rules and laws. *Must* is more common for **specific** (i.e. on one occasion) or **personal** obligations.
Compare:
I have to wear a shirt and tie at work (It's the rule in this company).
I must buy a new shirt – this one is too old now (It's my own decision).
- *Have to* is a normal verb and it exists in all tenses.
- *Must* is a modal verb. The only forms are *must* and *mustn't*.
- You can also use *have to* or *must* for strong recommendations, e.g. *You have to / must see that film – it's fantastic.*

advice or opinion: *should / shouldn't* (+ infinitive)

You **should** take warm clothes with you to Dublin. It might be cold at night.
I think the government **should** do something about unemployment.

- *Should* is not as strong as *must / have to*. We use it to say if we think something is the right or wrong thing to do.
- *Should* is a modal verb. The only forms are *should* and *shouldn't*.
- You can also use *ought to* and *ought not to* instead of *should / shouldn't*.
You should take an umbrella with you. You ought to take an umbrella with you.

3B *must, may, might, can't* (deduction)

when you are sure something is true: *must*

They **must** be out. There aren't any lights on.
She **must** have a lot of money. She drives a Porsche.

when you think something is possibly true: *may / might*

His phone's switched off. He **might** be on the plane now.
She **might not** like that skirt. It's not her style.
She's not at home. She **may** be working.
He hasn't written. He **may not** have my address.

when you are sure something is impossible / not true: *can't*

He **can't** be ill. I saw him at the gym.
They **can't** be Italian. They're speaking to each other in Spanish.

- We often use *must, may / might*, and *can't* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't* NOT *mustn't*.

3C *can, could, be able to* (ability and possibility)

can / could

I **can** speak Spanish very well.
She **could** play the violin when she was three.
She **can't** come tonight. She's ill.
They **couldn't** wait because they were in a hurry.
Could you open that door, please?

- *Can* is a modal verb. It only has a present, past, and conditional form (but can also be used with a future meaning).
- For other tenses and forms use *be able to*.

be able to + infinitive

I **am able to** accept your invitation.
They **weren't able to** come.
I'll **be able to** practise my English in London.
She **has been able to** speak French since she was a child.
I'd like **to be able to** ski.
I'd love **being able to** sleep late at weekends.

- You can use *be able to* in the present, past, future, present perfect, and as a gerund or infinitive.
- *be able to* in the present and past is more formal than *can / could*.

4A first conditional and future time clauses + *when, until, etc.*

first conditional sentences: *if* (or *unless*) + present simple, *will / won't* + infinitive

If you **don't do** more work, you'll fail the exam.
He'll be late for work **if** he **doesn't hurry up**.
She won't get into university **unless** she **gets** good grades.

- Use the present tense (NOT the future) after *if* in first conditional sentences.
- *unless* = *if...not*
I won't go unless she invites me. = I won't go if she doesn't invite me.
- You can also use an imperative instead of the *will* clause, e.g. *Come and see us next week **if** you have time.*

future time clauses

As soon as you **get** your exam results, **call** me.
We'll have dinner **when** your father **gets** home.
I **won't** go to bed **until** you **come** home.
I'll have lunch **before** I **leave**.

After I **finish** university, I'll probably **take** a year off and travel.

- Use the present simple (NOT the future) after *when, as soon as, until, before, and after* to talk about the future.
- *as soon as* = at the moment when, e.g. *I'll call you as soon as I arrive.*

4B second conditional

second conditional sentences: *if* + past simple, *would / wouldn't* + infinitive

If I **had** more money, I'd **buy** a bigger house.
If he **spoke** English, he **could** **get** a job in a hotel.
I **would** get on better with my parents if I **didn't** live with them.
I **wouldn't** do that job unless they **paid** me a really good salary.
If I **were** you, I'd **buy** a new computer.

- Use the second conditional to talk about a hypothetical / imaginary situation in the present or future and its consequence. Compare:
I don't have much money, so I can't buy a bigger house (real situation).
If I had more money, I'd buy a bigger house (hypothetical / imaginary situation).
- Use second conditionals beginning *If I were you, I'd...* to give advice. Here you can't use *If I was you*.

would / wouldn't + infinitive

My ideal holiday **would be** a week in the Bahamas.
I'd **never buy** a car as big as yours.

- You can also use *would / wouldn't* + infinitive (without an *if* clause) when you talk about imaginary situations.
- The contraction of *would* is 'd.

▲ Remember the difference between first and second conditionals.

If I have time, I'll help you.

= a possible situation. I may have time.

If I had time, I'd help you.

= an imaginary / hypothetical situation.

I don't / won't have time.

4C *usually* and *used to*

present habits and states

I **usually** get up at 8.00 on school days.
I **don't usually** go out during the week.
Houses in the suburbs **usually** have gardens.
Do you **usually** walk to work?

past habits and states

We **used to be** close friends but we **don't** see each other **any more**.
I **used to go** out with that girl when I was at school.
Did you **use to wear** glasses?
She **didn't use to have** fair hair. She had dark hair before.

- For present habits use *usually* or *normally* + present simple.
- For past habits use *used to / didn't use to* + infinitive. *Used to* does not exist in the present tense.
- We use *used to* for things that were true over a period of time in the past. It usually refers to something which is not true now.
I used to smoke. = I smoked for a period time in the past but now I don't.
- *Used to / didn't use to* can be used with action verbs (e.g. *wear, go out*) and non-action verbs (e.g. *be, have*).
- We often use *not...any more / any longer* (= not now) with the present simple to contrast with *used to*.
I used to go to the gym but I don't any more / any longer.

5A quantifiers

large quantities

They have a **lot of** money.
She has **lots of** friends.
He eats a **lot**.
There aren't **many** cafés near here.
Do you watch **much** TV?
Don't run. We have **plenty of** time.

- Use *a lot of / lots of* in \oplus sentences.
- Use *a lot* when there is no noun, e.g. *He talks a lot*.
- *Much / many* are normally used in \ominus sentences and ? , but *a lot of* can also be used.
- Use *plenty of* in \oplus sentences to mean *as much as we need or more*.

small quantities

A Do you want some ice cream? B Just a **little**.
The town only has a **few** cinemas.
Hurry up. We have **very little** time.
I have **very few** close friends.

- Use *little* + uncountable nouns, *few* + plural countable nouns.
- *a little* and *a few* = some, but not a lot,
- *very little* and *very few* = not much / many.

zero quantity

There **isn't any** room in the car.
There's **no** room in the car.
A How much money do you have?
B **None**.

- Use *any* for zero quantity with a \ominus verb. Use *no* with a \oplus verb.
- Use *none* (without a noun) in short answers.

more than you need or want

I don't like this city. It's **too big**.
There's **too much** traffic.
There are **too many** tourists.

- Use *too* + adjective, *too much* + uncountable noun, *too many* + plural countable nouns.
- Use *enough* before a noun but after an adjective.

less than you need

There aren't **enough** parks.
The buses aren't **frequent enough**.

5B articles: a / an, the, no article

Use a / an with singular countable nouns

- the first time you mention a thing / person. I saw **an old man** with a **dog**.
- when you say what something is. It's **a nice house**.
- when you say what somebody does. She's **a lawyer**.
- in exclamations with *What...!* What **an awful day!**
- in expressions like ... three times a week

Use the

- when we talk about something we've already mentioned. I saw an old man with a dog, and **the dog** was barking.
- when there's only one of something. **The moon** goes round **the sun**.
- when it's clear what you're referring to. He opened **the door**.
- with places in a town, e.g. *cinema* and *theatre*. I'm going to **the cinema**.
- with superlatives. It's **the best** restaurant in town.

Don't use the

- when you are speaking in general (with plural and uncountable nouns). **Women** talk more than **men**.
Love is more important than **money**.
- with some nouns (e.g. *home*, *work*, *school*, *church*) after *at / to / from*.
She's not **at home** today.
I get back **from work** at 5.30.
- before meals, days, and months.
I never have **breakfast** on **Sunday**.
- before *next / last* + days, week, etc.
See you **next Friday**.

5C gerunds and infinitives

Use the gerund (verb + -ing)

- 1 after prepositions and phrasal verbs. I'm very good **at remembering** names.
She's **given up smoking**.
- 2 as the subject of a sentence. **Eating out** is quite cheap here.
- 3 after some verbs, e.g. *hate*, *spend*, *don't mind*. I **don't mind getting** up early.

Common verbs which take the gerund include: **enjoy**, **hate**, **finish**, **like**, **love**, **mind**, **practise**, **spend**, **stop**, **suggest** and phrasal verbs, e.g. **give up**, **go on**, etc.

Use the infinitive (+ to)

- 1 after adjectives. My flat is **easy to find**.
- 2 to express a reason or purpose. He's saving money **to buy** a new car.
- 3 after some verbs, e.g. *want*, *need*, *learn*. She's never **learnt to drive**.
Try not to make a noise.

Common verbs which take the infinitive (with *to*) include: (**can't**) **afford**, **agree**, **decide**, **expect**, **forget**, **help**, **hope**, **learn**, **need**, **offer**, **plan**, **pretend**, **promise**, **refuse**, **remember**, **seem**, **try**, **want**, **would like**

Use the infinitive (without to)

- 1 after most modal and auxiliary verbs. I **can't** drive. We **must** hurry.
- 2 after *make* and *let*. My parents don't let me **go out** much.
She always **makes me laugh**.

- Gerunds and infinitives form the negative with *not*, e.g. *not to be*, *not being*.
- More verbs take the infinitive than the gerund.
- These common verbs can take either the gerund or infinitive with no difference in meaning: **begin**, **continue**, **prefer**, **start**.

⚠ These verbs can take a gerund or an infinitive but the meaning is different.

Try to be on time.

= make an effort to be on time.

Try doing yoga.

= do it to see if you like it.

Remember to phone him.

= Don't forget to do it.

I remember meeting him years ago.

= I have a memory of it.

6A reported speech: statements and questions

direct statements	reported statements
'I like shopping.'	She said (that) she liked shopping.
'I'm going tomorrow.'	He told her he was going the next day.
'I'll always love you.'	He said he would always love me.
'I passed the exam!'	She told him she had passed the exam.
'I've forgotten my keys.'	He said he had forgotten his keys.
'I can't come.'	She said she couldn't come.
'I may be late.'	He said he might be late.
'I must go.'	She said she had to go.

- Tenses usually change like this: **present**>**past**; **will**>**would**; **past simple** / **present perfect**>**past perfect**
- Some modal verbs change, e.g. **can**>**could**, **may**>**might**, **must**>**had to**. Other modal verbs stay the same, e.g. *could*, *might*, *should*, etc.

direct questions	reported questions
'Are you married?'	She asked him if he was married.
'Did she phone?'	He asked me whether she had phoned.
'What's your name?'	I asked him what his name was.
'Where do you live?'	They asked me where I lived.

reported speech: commands

direct speech	reported speech
'Go away.'	She told him to go away .
'Don't worry.'	The doctor told me not to worry .
'Can / Could you help me?'	I asked the shop assistant to help me .

- To report an imperative or request, use *told* or *asked* + person + the infinitive with *to*.
- To report a negative imperative, use a negative infinitive (e.g. **not to do**).

6B the passive: *be* + past participle

A lot of films are shot on location.	My bike has been stolen .
My car is being repaired today.	You'll be picked up at the airport.
<i>Death in Venice</i> was directed by Visconti.	This bill has to be paid tomorrow.
She died when the film was being made .	

- We often use the passive when it's not clear or important who does an action, e.g. *My bike has been stolen* (= Somebody has stolen my bike. I don't know who.)
- If you want to say who did the action, use *by*.

6C relative clauses

defining relative clauses

Julia's the woman **who / that** works with me.
 It's a book **which / that** tells you how to relax.
 That's the house **where** I was born.
 That's the boy **whose** father plays for Real Madrid.
 He's the man (**who / that**) I met on the plane.

- To give important information about a person, place, or thing use a relative clause (= a relative pronoun + subject + verb).
- Use the relative pronouns *who* for people, *which* for things, and *where* for places. Use *whose* to mean 'of who / of which'.
- You can use *that* instead of *who* or *which*.
- *Who*, *which*, and *that* can be omitted when the verbs in the main clause and the relative clause **have a different subject**, e.g. *He's the man I met on the plane*. (The subject of *met* is *I*, so it's not necessary to put *who*.)

non-defining relative clauses

This painting, **which** was painted in 1860, is worth £2 million.
 Last week I visited my aunt, **who's** nearly 90 years old.
 Burford, **where** my mother was born, is a beautiful town.
 My neighbour, **whose** son goes to my son's school, has just re-married.

- If a relative clause gives extra, non-essential information (the sentence makes sense without it), you must put it between commas (or a comma and a full stop).
- In these clauses, you can't leave out the relative pronoun (*who*, *which*, etc.).
- In these clauses, you can't use *that* instead of *who* / *which*.

⚠ *Must* changes to *had to* BUT *mustn't* stays the same.
'You mustn't touch it.' She said I *mustn't* touch it.

- You usually have to change the pronouns. 'I like... '>She said **she** liked...
- Using **that** after *said* and *told* is optional.
- If you report what someone said on a different day or in a different place, some time and place words can change, e.g. **tomorrow**>**the next day**, **here**>**there**, **this**>**that**, etc.
'I'll meet you here tomorrow.'>He said *he'd meet me there the next day*.

⚠ After *said* **don't** use a person or pronoun.
 He said he was tired NOT He said ~~me~~...
 After *told* you **must** use a person or pronoun.
 He told me he was tired. NOT He told he was...

- When you report a question, the tenses change as in reported statements.
- When a question begins with a verb (not a question word), add *if* (or *whether*).
- You also have to change the word order to subject + verb, and not use *do* / *did*.

⚠ You can't use *said* in these sentences.
 NOT *She said him to go away*.

7A third conditional

third conditional sentences: *if + had + past participle, would + have + past participle.*

If I'd known about the meeting, I would have gone.
If I hadn't gone to that party, I wouldn't have met my wife.
You wouldn't have been late if you'd got up earlier.
We would have arrived at 6.00 if we hadn't got lost.

- The contraction of *had* is 'd.

- Use third conditional sentences to talk about a hypothetical / imaginary situation in the past (which didn't happen) and its consequence. Compare:
Yesterday I got up late and missed my train (= the real situation).
If I hadn't got up late yesterday, I wouldn't have missed my train (= the hypothetical / imaginary situation).
- To make a third conditional, use *if + past perfect* and *would have + past participle*.

7B question tags, indirect questions

question tags

positive verb, negative tag	negative verb, positive tag
It's cold today, isn't it?	She isn't here today, is she?
You're Polish, aren't you?	You aren't happy, are you?
They live in Ankara, don't they?	They don't smoke, do they?
The match finishes at 8.00, doesn't it?	She doesn't eat meat, does she?
She worked in a bank, didn't she?	You didn't like the film, did you?
We've met before, haven't we?	She hasn't been to Rome before, has she?
You'll be OK, won't you?	You won't tell anyone, will you?

- Question tags are often used to check something you already think is true.
Your name's Maria, isn't it?
- To form a question tag use:
 - the correct auxiliary verb, e.g. *do / does* for the present, *will / won't* for the future, etc.
 - a pronoun, e.g. *he, it, they*, etc.
 - a negative tag if the sentence is positive, and a positive tag if the sentence is negative.

indirect questions

direct question	indirect question
Where's the bank?	Could you tell me where the bank is?
What time do the shops close?	Do you know what time the shops close?
Is there a bus stop near here?	Do you know if there's a bus stop near here?
Does this train go to Victoria?	Could you tell me if this train goes to Victoria?

- If the question begins with an auxiliary verb, add *if (or whether)* after *Could you tell me...? / Do you know...?*
- We also use this structure after *Can you remember...?*, e.g. *Can you remember where he lives?*

- To make a question more polite we often begin *Could you tell me...? or Do you know...?* The word order changes to subject + verb, e.g. *Do you know where the post office is?* NOT *Do you know where is, the post office?*

7C phrasal verbs

group 1: no object – verb and *up, on, etc.* can't be separated.

Come on! Hurry up! We're late.
The plane took off two hours late.
Go away and never come back!

group 2: with object – verb and *up, on, etc.* can't be separated.

I'm looking for my keys. NOT *I'm looking my keys for.*
I asked for chicken, not steak.
Please look after the baby.
I don't get on with my sister.
I'm looking forward to the party.

group 3: with object – verb and *up, on, etc.* can be separated.

Please switch off your phone. / Please switch your phone off.
Can you fill in this form, please? / Can you fill this form in, please?
They've set up a new company. / They've set a new company up.
Don't throw away those papers. / Don't throw those papers away.

- A phrasal verb is a verb combined with a particle (= an adverb or preposition).
- Sometimes the meaning of the phrasal verb is obvious from the verb and the particle, e.g. *sit down, come back*.
- Sometimes the meaning is not obvious, e.g. *give up smoking* (= stop smoking), *carry on talking* (= continue talking).
- In group 3, where the verb and particle can be separated, if the object is a pronoun, it must go between the verb and particle.
Switch it off. NOT *Switch off it.*
Throw them away. NOT *Throw away them.*

⚠ Sometimes a phrasal verb has more than one meaning, e.g. *The plane took off. He took off his shoes.*