

# B1 CHAPTER 1 SECTION 1

## REVIEW: PRESENT SIMPLE

To express actions done daily	I <b>take</b> a shower every day. She <b>brushes</b> her teeth at the bathroom sink.
To express facts	The bus <b>leaves</b> at 8 o'clock. The sun <b>warms</b> your face.
To express feelings	She <b>feels</b> happy today. They <b>want</b> to sleep late this morning.

## FORMATION OF THE PRESENT SIMPLE

<b>Regular Verbs - Affirmative:</b>  ( <b>verb</b> + <b>s</b> for 3rd person singular)	Examples:  I <b>shave</b> He <b>shaves</b> in the morning.
<b>Irregular Verbs - Affirmative:</b>  If the <b>verb</b> ends with: -o, -s, -ch, -sh, -x, -z, then you add an <b>-es</b> for the 3rd person singular.	Examples:  I <b>have</b> He <b>has</b> breakfast in the morning.  I <b>am</b> He <b>is</b> in the shower.  I <b>go</b> He <b>goes</b> to bed at 10:00.
<b>Regular and Irregular Verbs - Negative:</b>  Use <b>do not</b> / <b>does not</b> in front of the <b>verb</b> .	Examples:  I <b>do not shave</b> in the morning. He <b>does not shave</b> in the morning.

\*If you need to review the grammar rules from previous levels, go to the **Present Simple** chart in **A2**.



# B1 CHAPTER 1 SECTION 1

## ADVERBS AND ADVERBIAL PHRASES OF TIME

Adverbs and adverbial phrases of time modify the action verb in the sentence to show **when** that action happened (certain points of time) or **how often** that action has been happening (frequency).

**Placement of Adverbs:** They can be placed at the beginning, middle, or end of the sentence depending on the type of adverb and the most important idea in the sentence.

Adverb Type	List of Adverbs	Placement
<b>When?</b> (shows certain point of time)	beforehand, now, then, afterwards, later	At the beginning or the end of the sentence

Examples:

I will brush my teeth **now**. (The idea "I will brush my teeth" is most important.)

**Now** I will brush my teeth. (The idea that I am brushing my teeth "**now**" is most important.)

I shower **afterwards**. (The idea "I shower" is most important.)

**Afterwards** I shower. (The idea that it happens "**afterwards**" is most important.)

**Note:** "**Beforehand**" is usually placed at the end of the sentence.

I took a shower **beforehand**.

Adverb Type	List of Adverbs	Placement
<b>How often?</b> (frequency - shows a specific number of times)	hourly, daily, monthly, weekly, yearly once a day twice a week three / four / five times a month all the time	Place adverbs that show a specific time at the end of the sentence.

Examples:

I buy shampoo **monthly**. (Shows you buy it every month.)

I eat breakfast **daily**. (Shows you eat it every day.)

Adverb Type	List of Adverbs	Placement
<b>How often?</b> (shows frequency - but not a specific time)	always, usually, often sometimes, rarely, never	Place adverbs that show frequency but not a specific time period between the subject and the main verb in the sentence.

Examples:

My alarm clock **always** wakes me up. (Shows it happens but does not show a specific time.)

I **usually** wake up at 6 a.m. (Shows it is regular habit to wake up at 6 a.m., but there may be times you don't.)

I **rarely** go to bed after 11 p.m. (Shows it is not a regular habit, but there may be times you do.)

**Note:** "**usually**," "**sometimes**," and "**often**" can also be placed at the beginning of a sentence when you want to show the importance of the frequency.

**Usually** I go to bed early.

**Sometimes** I go to bed early.

When using "**often**" at the beginning of a sentence, it is common to add *an adverb of degree*.

**Very often**, I go to bed early. **OR Too often**, I go to bed early.



### Section 2

Review: Closed Questions



### Section 2

Review: Open-Ended Questions

## B1 CHAPTER 1 SECTION 2

### REVIEW: QUESTIONS IN THE PRESENT SIMPLE

Remember that in English you usually need to add the helping (auxiliary) verb “do” to form a question in present simple tense, but not with the verb **to be**.

#### Closed questions (Yes/No questions)

Can be answered with a yes or a no.

**Is** she friendly?

**Does** he *shower* every morning?

#### Open-ended questions (Information questions)

Cannot be answered with a yes or no.

How sweet **is** your grandma?

What **does** your aunt *eat* for breakfast?

Formation of questions when using **to be**. No helping verb is needed.

Question word or phrase	<b>to be</b> conjugated	subject	other info + ?
	<b>Are</b>	they	angry?
Why	<b>are</b>	they	angry?
	<b>Is</b>	Mark	unhappy?
Why	<b>is</b>	Mark	unhappy?

Formation of questions when using *any verb except to be*. A helping verb is needed.

Question word or phrase	Helping verb <b>to do</b> conjugated	subject	main verb	other info + ?
	<b>Does</b>	he	<i>drive</i>	to work?
When	<b>does</b>	he	<i>drive</i>	to work?
	<b>Do</b>	you	<i>wear</i>	makeup?
How much makeup	<b>do</b>	you	<i>wear?</i>	

\*If you need to review the grammar rules from previous levels, go to the **Present Simple Questions** chart in **A2**.



Section 2  
Modal Verbs



Section 3  
Review: Present  
Continuous

## B1 CHAPTER 1 SECTION 2

### MODAL VERBS OF DEDUCTION (must and can't)

**Modal verbs** are auxiliary verbs that work with the main verb in the sentence to show how sure we are that something is true.

Modal verbs in the present simple tense:

Subject + **modal verb** + present tense verb + other info

Modal Verb	Examples
<b>must</b> - strong belief something is <b>true</b>	He <b>must</b> be smart. He has earned an A in each of his classes.  (We are guessing that he is smart because he has an A in each class.)
<b>can't</b> - strong belief that something is <b>not true</b>	She <b>can't</b> be unhappy. I heard her singing in the shower.  (We think that she is happy because unhappy people do not sing in the shower.)

## B1 CHAPTER 1 SECTION 3

### REVIEW: PRESENT CONTINUOUS

The **present continuous** tense is used to:

Use	Examples	Meaning
express an action that is happening <b>now</b>	He <b>is writing</b> a blog post.	He is writing it at this present moment
express an action that is happening <b>later</b>	He <b>is writing</b> a blog post <b>tomorrow</b> .	He has planned to write it at a point in the future.

### PRESENT SIMPLE TENSE vs. PRESENT CONTINUOUS

Use the **present simple tense** for actions that happen regularly - in the past, present, and future. Use the **present continuous tense** for actions that are happening in the present moment.

Present simple:	Present continuous:
I <b>get</b> dressed before I go to work. (This happens routinely.)	I <b>am getting</b> dressed before I go to work. (This is happening in the present moment.)

\*If you need to review the grammar rules from previous levels, go to the **Present Continuous** chart in **A2**.



# B1 CHAPTER 1 SECTION 3

## INTENSIFIERS

Intensifiers are adverbs that are used to show that an adjective in the sentence is stronger than expected. Insert an intensifier if you want to express a different degree of meaning with your adjective.

\*Here are some commonly used intensifiers in order of frequency.

Most Intense			Least Intense		
<b>unbelievably</b>	<b>extremely</b>	<b>really</b>	<b>very</b>	<b>quite</b>	<b>slightly</b>

Example: She is smart → She is **extremely** smart.

**Note:** Don't use "very" with **strong adjectives**. Strong adjectives already express a higher intensity.

Strong Adjective	Meaning
horrible	very bad
wonderful	very good
brilliant	very smart

When you want to intensify a strong adjective, use the following intensifiers:

She is **quite** brilliant.

That blog was **really** horrible!

It was an **extremely** fascinating blog post.

My day was **unbelievably** wonderful!



Section 1  
Review: Past  
Simple Regular



Section 1  
Review: Past  
Simple Irregular

# B1 CHAPTER 2 SECTION 1

## REVIEW: PAST SIMPLE

The past simple tense is used to express actions that were completed in the past. Use a time word with the past tense verb to help show when in the past the action was completed.

Time Word	Examples
last _____ _____ ago every _____	last week, last month, last year two weeks ago, two months ago, two years ago every day, every week, every year
Use past simple to express:	Examples
Actions done once in the past	Yesterday, we <b>played</b> games. I <b>biked</b> to work last Tuesday.
Actions done several times in the past	We <b>played</b> games every Monday last year. I <b>biked</b> to work every Tuesday last month.

## AFFIRMATIVE vs. NEGATIVE

Remember that to form the negative past simple, you add the helping verb (auxiliary verb) phrase “**did not (didn’t)**” followed by the base form of the main verb.

### Affirmative past simple tense:

He **threw** the ball down the field.  
I **played** chess last week.

### Negative past simple tense:

He **did not throw** the ball down the field.  
I **didn't play** chess last week.

\*If you need to review the grammar rules from previous levels, go to the **Past Simple** chart in **A2**.



## B1 CHAPTER 2 SECTION 1

### REVIEW: QUESTIONS IN THE PAST SIMPLE

Forming **questions** in the past simple is almost the same as the present simple. Just make sure the helping verb **to do** is in the past simple: **did**.

When using the verb **to be** in the past simple, no helping verb is needed.  
Form the question like this:

Question word or phrase	To be conjugated	subject	other + ?
	Was	she	the coach?
Who	was		the coach?
	Were	they	at the sports facility?
When	were	they	at the sports facility?

When using *any verb except to be* in the past simple, a helping verb is needed.  
Form the question like this:

Question word or phrase	helping verb did	subject	main verb (base form)	other + ?
	Did	he	catch	the ball?
What	did	he	catch?	
	Did	they	go	to the locker room?
Where	did	they	go	to get dressed?

\*If you need to review the grammar rules from previous levels, go to the **Questions in the Past Simple** chart in **A2**.



Section 2  
Review: Present  
Perfect

## B1 CHAPTER 2 SECTION 2

### REVIEW: PRESENT PERFECT

We use the present perfect to express a situation that started in the past and continues in the present.

How long have you played basketball?

I **have played** basketball since 2010.  
(I started playing basketball in 2010. I still play basketball today.)

How long has he been a goalkeeper?

He **has been** a goalie for 2 months.  
(He became a goalie 2 months ago. He is still a goalie.)

\*If you need to review the grammar rules from previous levels, go to the **Present Perfect** chart in **A2**.

## B1 CHAPTER 2 SECTION 2

### TIME PHRASES

**For** and **since** are both used to answer the question "how long" (duration of time).

"For" phrases show a length of time

"Since" phrases show a specific point of time

How long **have** you **played** basketball?

I **have played** basketball **for**

2 weeks.  
a few years.  
8 months.

How long **have** you **played** basketball?

I **have played** basketball **since**

2013.  
December.  
last week.

**Have** you **played** basketball for a long time?

Yes, I **have played** basketball **for** 7 years.

**Have** you **played** basketball for a long time?

Yes, I **have played** basketball **\*since** I was 12.

**\*Since** can also be used with a clause in the past simple.

**Note:** Use **ago** only with the past simple, not the present perfect.



I **have played** basketball since 10 years **ago**.



I **started** playing basketball 10 years **ago**.



## B1 CHAPTER 2 SECTION 2

### ADVERBS OF TIME

Adverb	Placement	Use	Examples
<b>already</b>	At the end of the question or right after the subject  At the end of the sentence or between the helping verb (auxiliary verb) and the main verb	To ask if an action has been done  In an affirmative response	<b>Has</b> the game <b>started already</b> ? <b>Has</b> the game <b>already started</b> ? Yes, the game <b>has started already</b> . Yes, the game <b>has already started</b> .
<b>ever</b>	After the subject	In questions to find out if someone has done something before	<b>Have</b> you <b>ever been</b> rock climbing? <b>Have</b> you <b>ever gone</b> horseback riding?
<b>just</b>	After the helping verb (auxiliary verb)  After the subject in a question	For actions that have happened in the very near past	We <b>have just finished</b> playing soccer, so we are too tired to go for a run now. <b>Have</b> you <b>just finished</b> playing your game?
<b>yet</b>	At the end of the sentence	In closed questions to ask if an action has happened  Use in a negative question or response	<b>Has</b> the game <b>started yet</b> ? Why <b>hasn't</b> the game <b>started yet</b> ? It <b>hasn't started yet</b> because the other team is late.
<b>never</b>	After the helping verb (auxiliary verb)	In affirmative sentences, but the meaning is negative	I <b>have never gone</b> surfing. He has tried many sports, but he <b>has never snowboarded</b> .



## B1 CHAPTER 2 SECTION 3

### REVIEW: PAST CONTINUOUS

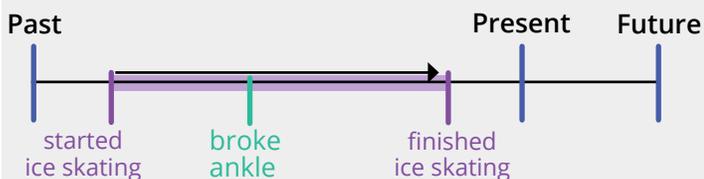
The past continuous is used to express actions that happened many times in the past or to express a past action that was in progress at a specific time when something else happened.

Form the past continuous by using the past tense verb “**was**” or “**were**” and the present participle form of the main verb.

#### Example

She **was** always ice skating.

I **was ice skating** when I broke my ankle last year.



#### Meaning

*She ice skated many times in the past.*

*Ice skating was unfinished at the time I broke my ankle.*

**Note:** The unfinished action (ice skating) is in the past continuous tense. The finished action (broke ankle) is in the past simple tense.

\*If you need to review the grammar rules from previous levels, go to the **Past Continuous** chart in **A2**.



# B1 CHAPTER 2 SECTION 3

## PRESENT PERFECT CONTINUOUS

Use the **present perfect continuous** tense when you want to express an action that began in the past and continues now. This tense emphasizes how long the action has been going on and what is happening as a result.

Uses for the present perfect continuous	Examples
Expressing an action that started in the past but actively continues now.	I <b>have been competing</b> in horseback riding all year.
Expressing a result of an action from the past.	She <b>has been practicing</b> basketball a lot, so she made the team.
Present perfect continuous combines present perfect with present continuous.	
<b>Present perfect</b> =	have + past participle
<b>Present continuous</b> =	be + present participle
<b>Present perfect continuous</b> =	have + been + present participle
<b>Affirmative:</b> Subject + <b>have</b> + <b>been</b> + <b>present participle</b>	I <b>have been playing</b> basketball for 5 years.
<b>Negative:</b> Subject + <b>have</b> + <i>not</i> + <b>been</b> + <b>present participle</b>	I <b>have not been playing</b> basketball this winter.
<b>Interrogative:</b> <b>Have</b> + subject + <b>been</b> + <b>present participle</b>	<b>Have</b> they <b>been playing</b> basketball for 5 years?
<b>Interrogative:</b> "How long" + <b>have</b> + subject + <b>been</b> + <b>present participle</b>	How long <b>has</b> he <b>been playing</b> basketball?

## COMPARING TENSES

Both tenses express an action that is continuing from the past up to the present moment. The difference is in the overall length of the time and whether or not the action will continue.

Present perfect continuous	Present perfect
Used to express shorter periods of time and points out that the activity is <b>continuing</b> .	Used to express an overall time period. The idea of the activity continuing is not as important.
I <b>have been</b> working since 8 this morning. (Shows how long I worked and means I will continue to work after this moment.)	I <b>have</b> worked at my job for 20 years. (Shows the time period I have worked up to this moment.)
They <b>have been</b> waiting almost 5 hours. (Shows how long they waited and means they are continuing to wait.)	They <b>have</b> waited for 6 months for their package to arrive. (Shows the overall time of the wait up to this moment.)

**Note:** Some verbs are **non-action (stative) verbs** and cannot be used with the present perfect continuous tense. These include state of being, need, opinion, sense, or preference: to be, to feel, to like, to prefer, to need, to want.



I **have been knowing** how to play football for six months.  
We **have been being** happy on our new golf team.



I **have known** how to play football for six months.  
We **have been** happy on our new golf team.



# B1 CHAPTER 3 SECTION 1

## SUBORDINATING CONJUNCTIONS: TIME AND PLACE

**Subordinating conjunctions** are words that connect the main clause to a second, less important clause in a sentence. The subordinating conjunction will show the relationship between those two clauses.

Notice in the examples below that the two clauses can be stated in either order.

**No punctuation** needed if the main clause is first.

<b>Main Clause</b>	∅	<b>Subordinate Clause</b>
Example: I will send out invitations		<b>once</b> I know the date of the party.

**A comma** is needed if the subordinate clause comes first.

<b>Subordinate Clause</b>	,	<b>Main Clause</b>
Example: <b>Once</b> I know the date of the party,		I will send out the invitations.

Subordinating conjunctions can be used to show many different relationships. For this section, we will focus on conjunctions that show time and place.

**TIME:** Shows the *time* when the action in the main clause will happen

Subordinating Conjunctions of TIME	Examples
<b>after</b>	<b>After</b> they graduate from high school, some teenagers go to college. Some teenagers go to college <b>after</b> they graduate from high school.
<b>before</b>	<b>Before</b> we watch the fireworks, we are going to the parade. We are going to the parade <b>before</b> we watch the fireworks.
<b>once</b>	<b>Once</b> I find the right person, I will get married. I will get married <b>once</b> I find the right person.
<b>until</b>	<b>Until</b> I find the right person, I will not get married. I will not get married <b>until</b> I find the right person.
<b>when</b>	<b>When</b> you cook the turkey, make sure to set a timer. Make sure to set a timer <b>when</b> you cook the turkey.
<b>while</b>	<b>While</b> the turkey is cooking, we can play a game. We can play a game <b>while</b> the turkey is cooking.

**PLACE:** Shows *where* the action of the main clause will happen

Subordinating Conjunctions of PLACE	Examples
<b>where</b>	The couple went to the restaurant <b>where</b> they celebrated their anniversary.
<b>wherever</b>	We take our mother out <b>wherever</b> she wants to go for Mother's Day dinner.

**Note:** Subordinating conjunctions of place are not used before the main clause in a sentence.  
\*For a complete list, view the **Subordinating Conjunctions** chart on the next page.



# B1 CHAPTER 3 SECTION 1

## SUBORDINATING CONJUNCTIONS: CONDITION

**Subordinating conjunctions** are words that connect the main clause to a second, less important clause in a sentence. The subordinating conjunction will show the relationship between those two clauses.

Subordinating Conjunctions	Examples	Meanings
<b>even if</b>	We will have the party <b>even if</b> it rains. <b>Even if</b> it rains, we will have the party.	We don't care about the weather. Rain or shine the party must go on. The condition of rain will not change the action of the main clause.
<b>if</b>	We will have the Fourth of July party inside <b>if</b> it rains.	We are not certain of the rain. We will have the party inside only on the condition of rain.
<b>if... then...</b>	<b>If it rains, then</b> we will have the Fourth of July party inside.	<b>Note:</b> When using this subordinating conjunction pair, the "if" clause needs to be first.
<b>unless</b>	We will have the Fourth of July party outside <b>unless</b> it rains. <b>Unless</b> it rains, we will have the Fourth of July party outside.	The party will be outside except under the condition of rain.

## SUBORDINATING CONJUNCTIONS LIST

after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why



## B1 CHAPTER 3 SECTION 2

### ALTERNATIVE COMPARATIVE FORMS

There are many different ways to use “as” to show a comparison.

#### Show that two things are the same or nearly the same

...**the same** (*noun*) **as**...

She is **the same age as** me.

Can be used with quantifiers: **just**, **exactly**, **almost**, and **nearly**.

She is **exactly the same age as** me.

#### Show that two things are the same or nearly the same

...**as** (*adjective/adverb*) **as**...

Her cousin is **as sweet as** mine.

Can be used with quantifiers: **just**, **almost**, and **nearly**.

Her cousin is **almost as sweet as** mine.

#### Show that two things are different from each other

...**different from**...

His birthday party was **different from** mine.

Can be used with quantifiers: **slightly**, **a bit**, and **a little**.

His birthday party was **a little different from** mine.

...**not as** (*adjective*) **as**...

Her personality is **not as laid-back as** his.

Can be used with quantifiers: **quite**, **half**, and **nearly**.

Her personality is **not nearly as laid-back as** his.

...(negative verb) **as** (*adverb*) **as**...

John doesn't smile **as pleasantly as** Maria.

Can be used with quantifiers: **quite**, **half**, and **nearly**.

John doesn't smile **half as pleasantly as** Maria.

\*If you need to review the grammar rules from previous levels, go to the **Comparative Adjectives** chart in **A1**.



# B1 CHAPTER 3 SECTION 2

## QUESTION TAGS

**Question tags** are short questions tagged onto the end of a sentence. They are used in conversation when you want to check with another person to see if something is true.

### Question Tag Formation:

The verb of the main part of the sentence is changed into the opposite form for a question tag using *a contraction*.

Positive Question Tags	Negative Question Tags
If the main part of the sentence contains a <b>negative</b> form of the verb, use a <b>positive</b> form of that same verb to form the question tag.	If the main part of the sentence contains a <b>positive</b> form of the verb, use a <b>negative</b> form of that same verb to form the question tag.
She <b>isn't</b> bossy, <b>is</b> she? They <b>didn't</b> invite her, <b>did</b> they? He <b>hasn't graduated</b> yet, <b>has</b> he?	She <b>is</b> bossy, <b>isn't</b> she? They <b>invited</b> her, <b>didn't</b> they? He <b>has graduated</b> already, <b>hasn't</b> he?
Question tags with different types of verbs	Examples
<b>With auxiliary verbs:</b> the question tag uses the same form of the verb as in the main part of the sentence.	My neighbor <b>is</b> easy to get along with, <b>isn't</b> he? My neighbor <b>isn't</b> easy to get along with, <b>is</b> he?
<b>Note:</b> When using the <b>positive</b> form of first person singular, " <b>I am</b> ", in the main part of the sentence, form the question tag using " <b>aren't</b> " instead.  When using the <b>negative</b> form of " <b>I am</b> " ( <b>I am not</b> ), form the question tag using " <b>am</b> ."	I <b>am</b> easy to get along with, <b>aren't</b> I? I <b>am not</b> easy to get along with, <b>am</b> I?
<b>Without auxiliary verbs:</b> the question tag uses a form of " <b>do</b> ."	Your boyfriend <b>eats</b> birthday cake, <b>doesn't</b> he? Your boyfriend <b>doesn't</b> eat birthday cake, <b>does</b> he?
<b>With modal verbs:</b> the question tag uses the same modal verb.	Your spouse <b>could</b> go to the party, <b>couldn't</b> he? Your spouse <b>couldn't</b> go to the party, <b>could</b> he?
How to show you agree with the question	How to show you disagree with the question
If you agree with the main clause, you always use the <b>auxiliary verb</b> . Remember <b>to be</b> in simple present and past <i>doesn't</i> use an auxiliary verb.	If you disagree with the main clause, you negate the <b>auxiliary verb</b> or <b>to be</b> in your answer. Often you back up your opinion with extra information.
Sarah <b>is</b> easy to get along with, isn't she? Yes, she <b>is</b> . Sarah <b>isn't</b> easy to get along with, is she? No, she <b>isn't</b> .	Sarah <b>is</b> easy to get along with, isn't she? No, she <b>isn't</b> . She is really bossy. Sarah <b>isn't</b> easy to get along with, is she? Yes, she <b>is</b> . She is very laid-back.



## B1 CHAPTER 3 SECTION 3

### PAST MODAL VERBS OF DEDUCTION (must, may, might, could, should)

Modal Verb	Examples	Meaning
<b>must have</b> - (necessity) strong belief something is true because there is evidence to prove it.	He <b>must have</b> been at the wedding because he replied "yes" to the invitation.	We are guessing he was there and are very sure. Our evidence is he replied "yes" to the invitation.
<b>may have, might have, could have</b> - (possibility) uncertain about whether something is true or not.  These words mean the same thing but " <b>may</b> " is the most formal of the three.	He <b>may have</b> He <b>might have</b> He <b>could have</b> } been at the wedding. I saw his girlfriend there.	It is possible he was at the wedding. We are guessing because we saw his girlfriend there.
<b>should have</b> - (expectation) something was supposed to happen.	He <b>should have</b> been at the wedding. He told me he was going.	We expected him to be at the wedding because he said he would be there.
<b>should have</b> - (advice) something is the right thing to do.	He <b>shouldn't have</b> fallen asleep at the wedding. It's not polite.	We expected him to be awake at the wedding because it is rude to sleep at a party or celebration.

## B1 CHAPTER 3 SECTION 3

### MAKING FRIENDLY SUGGESTIONS

There are many common phrases you can use to offer a **suggestion**.

Common Phrases in Questions	Examples
<b>How about</b> + subject + simple verb form	<b>How about</b> you apologize?
<b>How about</b> + gerund	<b>How about</b> apologizing?
<b>What about</b> + gerund	<b>What about</b> apologizing?
<b>Why don't</b> + subject + simple verb form	<b>Why don't</b> you apologize? ( <b>Why doesn't</b> he apologize?)
Common Phrases in Statements with the Modal Verb <b>should</b>	Examples
<b>I think</b> + subject + <b>should</b> + other info	<b>I think</b> you <b>should</b> apologize.
<b>I don't think</b> + subject + <b>should</b> + other info	<b>I don't think</b> you <b>should</b> apologize.
<b>Maybe</b> + subject + <b>should</b> + other info	<b>Maybe</b> you <b>should</b> apologize.

# B1 CHAPTER 4 SECTION 1

## USING "WILL" FOR PREDICTION

The **future tense** is used to talk about facts or things you are certain will happen in the future, but it can also be used to make predictions.

Here are some common phrases that are often used to make predictions:

**think + will**

I **think** I **will** receive my degree in four years.

**not think + will**

She does **not think** she'll major in education.

**bet + will / won't**

I **bet** you **will** be accepted.

**be sure + will / won't**

He's **sure** she **won't** go to a technical college.

**doubt that + will**

I **doubt that** I'll volunteer this Saturday.

\*If you need to review the grammar rules from previous levels, go to the **Future Tense** chart in **A2**.



# B1 CHAPTER 4 SECTION 1

## FUTURE CONTINUOUS

Use the **future continuous** tense to talk about an unfinished action that will be taking place in the future.

Use future continuous to:	Examples
imagine continuing an action in the future.	By September, I <b>will be studying</b> at the university.
express continuing action you are certain will happen in the future.	I <b>will be taking</b> final exams at the end of the month.
guess continuing events in the future.	He <b>will be volunteering</b> at the community center next year, won't he?

### FORMATION OF THE FUTURE CONTINUOUS TENSE

#### Affirmative

Subject + **will be** + present participle + other info  
 The professor **will be lecturing** on that topic tomorrow.

#### Negative

Subject + **will not (won't) be** + present participle + other info  
 The professor **will not be lecturing** on that topic tomorrow.  
 The professor **won't be lecturing** on that topic tomorrow.

#### Interrogative

**Will** + subject + **be** + present participle + other info  
**Will** the professor **be lecturing** on that topic tomorrow?  
**Won't** the professor **be lecturing** on that topic tomorrow?

Using the adverb still with the future continuous:	Examples
to show that an action has already started and you expect it to continue in the future.	I <b>will still be writing</b> this paper at midnight tonight!  The professor <b>will still be lecturing</b> on this same topic next week.

**Note:** Do not use future continuous tense with time clauses beginning with subordinating conjunctions such as **after, before, once, when, while, until**. Use present continuous instead.



While I **will be** writing my paper, he will be making dinner.



While I **am** writing my paper, he will be making dinner.



## B1 CHAPTER 4 SECTION 2

### MODALS OF PREDICTION

**May** and **might** are modal verbs that express possibility. They can refer to the present or the future. **May** and **might** can be used interchangeably in most situations. **Might** is more informal and used more commonly in conversation.

#### Use **may** and **might** to:

express a present or future possibility  
Subject + **may/might** + **verb** + other

talk about things that were possible in the past  
Subject + **may/might** + **have** + **past participle** + other

ask for permission (Question)  
**May/Might** + subject + **verb** + other

#### Examples

She **may volunteer** at the university next week.  
She **might volunteer** at the university next week.

The professor **may have required** an essay last year.  
The professor **might have required** an essay last year.

**May** I **pick** two electives in this program?  
**Might** I **pick** two electives in this program?

**Note: Might** can be used to request permission, but it is considered an old-fashioned usage.

#### Conjugate modal verbs:

**May** and **might** are modal verbs, so they do not change form in the 3rd person.

#### Examples

I **may apply** next year.  
She **may apply** next year.  
I **might apply** next year.  
She **might apply** next year.

#### **Will** and **Probably**

Use the auxiliary verb "**will**" together with the adverb "**probably**" to show that something in the future is **not certain**. Place the adverb after the auxiliary verb for positive statements.

#### Examples

I **will apply** next year.  
I **will not apply** next year.

I **will probably apply** next year.  
I **will probably not apply** next year.

#### Meanings

You are certain that you will apply.  
You are certain that you will not apply.

You are more likely to apply.  
You are more likely not to apply.



## B1 CHAPTER 4 SECTION 2

### CONNECTING WORDS: CAUSE AND EFFECT

A **cause and effect** relationship expresses that one situation caused another situation to happen. To show this relationship, you will have two ideas in your sentence: one to express the cause and one to express the effect.

#### Formation of Cause and Effect Relationships

##### Showing cause using “because of”

Put the connecting word before the idea that shows the cause.

Idea 1 (effect) + **because/because of** + Idea 2 (cause) *\*No punctuation needed*

##### Use “because” before clauses

##### Example

**Effect** - I couldn't finish my assignment.

**Cause** - I didn't have my notes.

I couldn't finish the assignment **because** I didn't have my notes.

##### Use “because of” before nouns

##### Example

**Effect** - The student passed the class.

**Cause** - his great final exam grade

The student passed the class **because of** his great final exam grade.

##### Showing effect using “so” or “therefore”

Put the connecting word before the idea that shows the effect.

Idea 1 (cause) + **so/therefore** + Idea 2 (effect) *\*Include punctuation*

##### Use “therefore/so” before clauses

##### Examples

**Cause** - I didn't have my notes.

**Effect** - I couldn't finish the assignment.

I didn't have my notes, **so** I couldn't finish the assignment.

**Cause** - He had a great final exam grade.

**Effect** - He passed the class.

He had a great final exam grade. **Therefore**, he passed the class.

He had a great final exam grade; **therefore**, he passed the class.



## B1 CHAPTER 4 SECTION 3

### REVIEW: 1ST CONDITIONAL

Use the **1st conditional** to state the consequences of a possible or realistic situation in the future. You have already learned to use **will** with the 1st Conditional. You can also use **going to** or **should** for this as well.

Examples	Meanings
If I fail my test this week, I will hire a tutor.	I'm not doing well in class. It is possible that I will fail. If that happens, I will hire a tutor to help me improve my grade.
If I don't understand the project instructions, I am going to ask the teacher to explain.	We're doing a new project in class. It is possible that I won't understand. If so, I am going to ask the teacher.
If I have a final exam in my English course, I should study my notes.	I am taking an English course. It is possible that I will have a final exam. If so, I should study my notes.

#### Formation of the 1st Conditional:

**If clause:** present tense                      **Main clause:** future tense  
If you live in another country,              you will need a visa.

The clauses in conditional sentences can be rearranged.

If the **if clause** is **at the beginning of the sentence**, put a **comma** after it.

**If my visa isn't approved**, I'll be disappointed.

If the **if clause** is **at the end of the sentence**, **no comma** is needed.

I'll be disappointed **if my visa isn't approved**.

**Note:** Do not use future tense verbs in the **if** clause. Use the present tense.



If you **will live** in another country, you will need a visa.



If you **live** in another country, you will need a visa.

\*If you need to review the grammar rules from previous levels, go to the **1st Conditional** chart in **A2**.



## B1 CHAPTER 4 SECTION 3

### 2ND CONDITIONAL

Use the **2nd conditional** to state the consequences of an unlikely or unrealistic situation in the present or future.

If I had a million dollars, I would buy a huge house.

I do not have a million dollars. It is unlikely that I will ever have a million dollars.

If our finals were canceled, we would celebrate!

It is unlikely that our finals will be canceled.

If he didn't have a pen, he would take notes with a pencil instead.

He does have a pen, so he doesn't need to use the pencil.

Formation of the 2nd Conditional:

**if clause: past simple**

If Susan **taught** this course,

**Main clause: would + base form**

every student **would pass**.

#### Note:

When **to be** is the verb in the **if** clause, always use **were**.



If she **was** my professor, I would enjoy the class more.



If she **were** my professor, I would enjoy the class more.



# B1 CHAPTER 5 SECTION 1

## SEPARABLE PHRASAL VERBS

A **phrasal verb** is made up of a verb and a particle. The verb and particle work together to create the meaning of the verb. Notice in the example below that the verb alone has a different meaning than the phrasal verb.

Examples	Meanings
She <b>put</b> the wallet in her purse. (verb)	<b>put</b> means to move something to a different place
She <b>put on</b> her coat. (phrasal verb)	<b>put on</b> means to dress in clothing

### Forming a phrasal verb: verb + particle

The particle in a phrasal verb can be words we would recognize as prepositions or adverbs. In a phrasal verb, however, these words function as part of the verb.

Verb + Particle	Meanings
<b>find out</b>	learn new information
<b>give away</b>	give item to someone else
<b>pick out</b>	choose from options
<b>pick up</b>	lift with hands or go get something
<b>put back</b>	return to its previous place
<b>take back</b>	return something
<b>throw away</b>	put in the garbage or trash
<b>try on</b>	put on clothes to see if they fit
<b>write down</b>	write on paper (type on keyboard)

### Separable Phrasal Verbs:

Phrasal verbs are separable when you can separate the verb and particle with the object of the sentence.

Phrasal Verbs with Noun Object (Optional Separation)	Phrasal Verbs with Pronoun Object (Required Separation)
I <b>put away</b> the shirts. I <b>put</b> the shirts <b>away</b> .	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid pink; padding: 5px; display: flex; align-items: center;"> <span>I <b>put away</b> them.</span> </div> <div style="border: 1px solid green; padding: 5px; display: flex; align-items: center;"> <span>I <b>put</b> them <b>away</b>.</span> </div> </div>
I <b>tried on</b> the shirts. I <b>tried</b> the shirts <b>on</b> .	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid pink; padding: 5px; display: flex; align-items: center;"> <span>I <b>tried on</b> it.</span> </div> <div style="border: 1px solid green; padding: 5px; display: flex; align-items: center;"> <span>I <b>tried</b> it <b>on</b>.</span> </div> </div>



# B1 CHAPTER 5 SECTION 1

## NOUNS USED AS ADJECTIVES

Adjectives are words that describe nouns. Adjectives are placed before the noun they describe. Nouns can also function as adjectives by giving extra information. Here too, the “**noun as adjective**” is placed before the noun they describe.

Examples	Meanings
We bought our cat from a <b>pet store</b> . ( <b>noun as adjective</b> ) ( <b>noun</b> )	The <b>store</b> sells <b>pets</b> .
He has lots of <b>sport cards</b> . ( <b>noun as adjective</b> ) ( <b>noun</b> )	The <b>cards</b> are about <b>sports</b> .

### Nouns as adjectives take a singular form

When using nouns as adjectives, always use the singular form, even if the noun in the sentence is plural.

One race for many boats	boats <b>s</b> race	boat race
More than one race for many boats	boats <b>s</b> races <b>s</b>	boat races

### Using more than one noun as adjective

You can use more than one noun as an adjective to describe a noun.

If you use an actual adjective in addition, place the adjective before the nouns as adjectives.

adjective	noun as adjective	noun as adjective	noun
			shop
		boot	shop
	work	boot	shop
large	work	boot	shop

### Plural nouns with numbers as adjectives

When adding a **number** as an adjective to a plural noun, drop the **-s** on the noun and add hyphens.

a ten- <b>years</b> -old child	A child who is ten years old is a <b>ten-year-old</b> child.
a two- <b>cars</b> family	A family with two cars is a <b>two-car</b> family.



## B1 CHAPTER 5 SECTION 2

### DETERMINERS: (both, either, neither)

**Determiners** are words that are used to show what noun the sentence is referring to. In sentences that contain a pair of nouns, the determiners used are “**both**,” “**either**,” and “**neither**.” They cannot be used with more than two nouns or when the number of nouns is not known.

**both** = one *and* the other in the pair

Formation using “both”	Examples
<b>both</b> + plural noun	I will buy <b>both shirts</b> at the mall. I need a green shirt and a blue shirt.
<b>both of</b> + determiner + plural noun	I will buy <b>both of the shirts</b> at the mall.
<b>both of</b> + object pronoun	I’ll buy <b>both of them</b> .

**either** = one *or* the other in the pair

Formation using “either”	Examples
<b>either</b> + singular noun	I will buy <b>either shirt</b> at the mall. I need one shirt.
<b>either of</b> + determiner + plural noun	I will buy <b>either of these shirts</b> at the mall.
<b>either of</b> + object pronoun	I will buy <b>either of them</b> .

**neither** = *none* of the nouns in the pair

Formation using “neither”	Examples
<b>neither</b> + singular noun	I will buy <b>neither shirt</b> at the mall. I’ll buy them online instead.
<b>neither of</b> + determiner + plural noun	I will buy <b>neither of those shirts</b> at the mall.
<b>neither of</b> + object pronoun	I will buy <b>neither of them</b> .

Using **both**, **either**, and **neither** with *conjunctions*.

Use these determiners with their corresponding conjunction when you want to include the noun pair.

<b>both ... and</b>	I will buy <b>both</b> the green shirt <b>and</b> the blue shirt at the mall.
<b>either ... or</b>	I will buy <b>either</b> the green shirt <b>or</b> the blue shirt at the mall.
<b>neither ... nor</b>	I will buy <b>neither</b> the green shirt <b>nor</b> the blue shirt at the mall.

**Note:** When using “either” and “neither” as subjective pronouns, they are **singular**.

Think “neither” as in “neither one” to remember to conjugate the verb singularly.



Neither of these shirts **fit** me.  
Either of those shirts **are** my style.



Neither of these shirts **fits** me.  
Either of those shirts **is** my style.



## B1 CHAPTER 5 SECTION 2

### "ANOTHER", "OTHER(S)", "THE OTHER(S)"

Word	Meaning	Use	Examples
<b>another</b>	Talking about <b>one more</b> of a given noun.	It can be used as an <b>adjective</b> (in front of a noun) or a <b>pronoun</b> (replacing a noun).  It is always singular and non-specific.	This cookie is delicious! May I have <b>another</b> cookie?  This cookie is delicious! May I have <b>another</b> ?
<b>other</b>	Talking about <b>more</b> of a given noun.	It is most often used as an <b>adjective</b> .  It can be singular or plural.  When singular, it describes <b>all the rest</b> of the given noun. When used with a singular noun, it needs another determiner in front, like "the," "my," or "any".  When plural, it's non-specific.	Samira loves modern furniture. <b>Other</b> furniture is too ugly.  Some people like cats, and <b>other</b> people like dogs.  My favorite brother is 28. My <b>other</b> brother is 25. (I only have 2 brothers.)
<b>the other</b>	Talking about <b>the last one/ones</b> of a given noun. It describes <b>all the rest</b> of the given noun.	It can be used as an <b>adjective</b> or a <b>pronoun</b> .  As an <b>adjective</b> , it can be singular or plural.  As a <b>pronoun</b> , it is always singular.	There are 4 students in this class. 3 students are from France and <b>the other</b> student is from Italy.  There are 4 students in this class. 2 students are from Egypt and <b>the other</b> students are from Morocco.  There are 4 students in this class. 3 students are from France and <b>the other</b> is from Italy.
<b>others</b>	Talking about <b>more</b> of a given noun.	It can only be used as a <b>pronoun</b> .  It is always plural and non-specific.	Some flowers are purple. <b>Others</b> are red. <b>Others</b> are blue.
<b>the others</b>	Talking about <b>all the last ones</b> of a given noun. It describes <b>all the rest</b> of the given noun.	It can only be used as a <b>pronoun</b> .  It is always plural.	Most of the houses on my street are 1-level homes. <b>The others</b> are 2-level homes.

## B1 CHAPTER 5 SECTION 2

### CHEAT SHEET FOR ANOTHER, OTHER(S), THE OTHER(S)

<b>another</b>	<b>pronoun</b> <b>adjective</b>	singular	non-specific
<b>other</b>	<b>adjective</b>	singular plural	the rest non-specific
<b>the other</b>	<b>pronoun</b> <b>adjective</b>	singular singular/plural	the rest
<b>others</b>	<b>pronoun</b>	plural	non-specific
<b>the others</b>	<b>pronoun</b>	plural	the rest



# B1 CHAPTER 5 SECTION 3

## RELATIVE CLAUSES: SUBJECTS

A **relative clause** gives us more information about a noun. The relative clause begins with a **relative pronoun** (*who, which, that, whose*) or **adverb** (*when, where, why*). It always comes directly after the noun it describes.

The story is about a girl. → Which girl? The story is about a girl **who** spent \$1,000 on clothes in one day.  
The dress is very fashionable. → Which blouse? The blouse **which** only costs \$24 is very fashionable.

Relative Pronouns	Relative Adverbs
<p>To talk about <i>people</i> use <b>who</b> or <b>that</b></p> <p>This is <b>the manager</b>. <b>He</b> works at my favorite shoe store. ↓ <b>who / that</b> ↓ This is the manager <b>who</b> works at my favorite shoe store. This is the manager <b>that</b> works at my favorite shoe store.</p>	<p>To talk about <i>place</i> use <b>where</b></p> <p>What is the name of <b>the store</b> <u>at which</u> you bought my hat? ↓ <b>where</b> ↓ What is the name of the store <b>where</b> you bought my hat?</p>
<p>To talk about <i>things</i> use <b>which</b> or <b>that</b></p> <p>I like the <b>sweatshirt</b>. <b>It</b> is in the window. ↓ <b>which / that</b> ↓ I like the sweatshirt <b>which</b> is in the window. I like the sweatshirt <b>that</b> is in the window.</p>	<p>To talk about <i>time</i> use <b>when</b></p> <p>Do you know <b>the day</b> <u>on which</u> you bought these items? ↓ <b>when</b> ↓ Do you know the day <b>when</b> you bought these items?</p>
<p>To talk about <i>possession</i> use <b>whose</b></p> <p>What's the name of <b>the boy</b>? <b>His</b> coat was lost yesterday. ↓ <b>whose</b> ↓ What's the name of the boy <b>whose</b> coat was lost yesterday?</p>	<p>To talk about <i>reason</i> use <b>why</b> (often implied)</p> <p>Did they explain <b>the reason</b> <u>for which</u> you can't return this? ↓ <b>why</b> ↓ Did they explain the reason* <b>why</b> you can't return this?  * "the reason" is often omitted as it can be implied: Did they explain <b>why</b> you can't return this?</p>

If the noun being described by the relative clause doesn't come at the end of a sentence, put the complete relative clause immediately after the noun, then finish the rest of the sentence.

The **salesperson** is over there. She helped me find a dress.  
↓  
**who**  
The **salesperson who** helped me find a dress is over there.

The **flower shop** closes soon. It sells the roses you like.  
↓  
**that**  
The **flower shop that** sells the roses you like closes soon.



# B1 CHAPTER 5 SECTION 3

## ACTIVE vs. PASSIVE VOICE: PRESENT SIMPLE

**Active voice** refers to sentence structures where the most important idea is that a noun is performing the action of a verb. The noun doing that action is the subject, and a second noun that is receiving the action is the direct object.

### Structure of the Active Voice

Subject	Active Verb	Direct Object	Other
Darnell	drives	the car	to school.
Mary	buys	groceries	at the store.

**Passive voice** refers to sentence structures where the most important idea is the *noun that is receiving the action*. In passive sentences, the noun receiving the action becomes the subject. A form of **to be** and the past participle of the active verb are used to show that the noun receiving the action is now the subject.

### Structure of the Passive Voice

Subject = (direct object of active sentence)	to be (conjugated)	Past Participle	Other
The car	is	driven	to school.
The groceries	are	bought	at the store.

**Note:** Notice in the above examples that the subject of the active sentence is NOT in the passive sentence because the important idea is now the noun receiving the action. If you also want to include the subject of the active sentence, add it in a prepositional phrase beginning with the preposition *by*. This is called the agent. The agent can go after the past participle or at the end of the sentence.

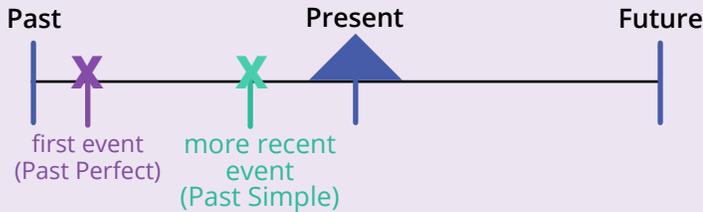
Subject = (direct object of active sentence)	to be (conjugated)	Past Participle	Other	by + subject of active sentence (agent)
The car	is	driven	to school	by Darnell.
The groceries	are	purchased	at the store around the corner	by Mary.



# B1 CHAPTER 6 SECTION 1

## PAST PERFECT

The **past perfect** tense describes actions that happened in the past. Use it when you are talking about two past events and want to show that one event happened before another.



### Examples

I **had finished** my work before **lunchtime**.

She **had fallen** asleep by **10:00 p.m.**

We **picked** the apples that **had grown** on the trees.

He **said** he **had run** that race before.

### Forming the Past Perfect

Form the affirmative past perfect by adding the past tense auxiliary verb **had** to the **past participle form** of the main verb in the sentence. All subjects use the conjugated form **had**.

Subject	had	past participle	other
I	had	<b>worked</b>	at the movie theater.
She	had	<b>eaten</b>	before the show.
They	had	<b>been</b>	in a commercial before.

Form the negative past perfect by adding the adverb "**not**" after the past tense verb "**had**" and before the **past participle**.

Subject	had not	past participle	other
I	had <b>not</b>	<b>worked</b>	at the movie theater.
She	<b>hadn't</b>	<b>eaten</b>	before the show.

Form the interrogative past perfect by beginning the sentence with the past tense "**had**," followed by the subject of the sentence and the past participle form of the verb.

**Note:** When asking a question using the negative, **not**, use the contraction **-n't**.

Had (n't)	subject	past participle	other?
<b>Had</b>	she	<b>worked</b>	at the movie theater?
<b>Hadn't</b>	they	<b>been</b>	in a commercial?

### Past Perfect and Clauses

When using two complete clauses to describe two events, the more **recent event** is presented with the **past simple tense** of the verb. The clause describing the **first event** is presented with the **past perfect**. Either event can come first in the sentence because the tense makes it clear which event is more recent.

First event (past perfect)	More recent event (simple past)
I <b>had</b> just <b>entered</b> the movie theater	before the rain <b>started</b> .
I <b>had</b> already <b>left</b>	by the time she <b>arrived</b> at my house.
More recent event (simple past)	First event (past perfect)
He <b>asked</b> the actress	if she <b>had won</b> the award.
Before she <b>won</b> the award,	she <b>had felt</b> nervous.



# B1 CHAPTER 6 SECTION 1

## ADJECTIVE ENDINGS: -ed vs. -ing

Verbs in their present and past participle forms can be used as **adjectives**. The ending will help you determine what idea the participle as adjective is describing.

Adjective ending in **-ed** = describes emotions or how people feel  
The comedian was **bored**. (Shows that the comedian was feeling bored.)

Adjective ending in **-ing** = describes the thing that is causing the emotion or feeling  
The comedian was **boring**. (Shows that the comedian was boring the audience.)

Verb	Past participle as adjective (Describes the emotion)	Present participle as adjective (Describes what caused the emotion)
amaze	I was <b>amazed</b> by the cartoon!	I thought the cartoon was <b>amazing</b> !
confuse	She is <b>confused</b> by the headline of the article.	The headline of the article is <b>confusing</b> .
disappoint	I am <b>disappointed</b> in the popcorn at the movie theater.	The popcorn at the movie theater is <b>disappointing</b> .
excite	The children were <b>excited</b> to see the magic show.	The magic show was so <b>exciting</b> .
frighten	The child was <b>frightened</b> by the loud noises at the circus.	The loud noises at the circus were <b>frightening</b> to the child.
interest	I am <b>interested</b> in that new show.	That new show is quite <b>interesting</b> .
tire	The backup dancer was <b>tired</b> after the performance.	The performance was <b>tiring</b> for the backup dancer.



## B1 CHAPTER 6 SECTION 2

### COMMON COMBINATIONS: VERB + PREPOSITION

Standard word order for English sentences: subject + verb + object

Some English verbs, however, are paired with a preposition that comes before the object.  
Subject + (**verb + preposition**) + object

There is no pattern for determining which verbs are paired with a preposition.  
Memorize the common **verb + preposition** combinations below:

Verb + Preposition	Examples
<b>agree with / disagree with</b>	I <b>agree with</b> the pianist about the songs to be played.
<b>approve of</b>	The interviewer didn't <b>approve of</b> the celebrity's talk show.
<b>ask for</b>	John will <b>ask for</b> a seat near the aisle.
<b>complain about</b>	The reviewer <b>complained about</b> the length of the live concert.
<b>forget about</b>	Did you <b>forget about</b> the play tonight?
<b>happen to</b>	Did you <b>happen to</b> read that news article?
<b>introduce <i>someone</i> to</b>	I will <b>introduce <i>you</i> to</b> the lead guitarist.
<b>look at</b>	<b>Look at</b> the candy at the concession stand!
<b>pay attention to</b>	Be sure to <b>pay attention to</b> the speaker on the stage.
<b>remind <i>someone</i> of</b>	I will <b>remind <i>him</i> of</b> the date of the magic show.
<b>thank <i>someone</i> for</b>	<b>Thank <i>you</i> for</b> explaining the documentary to me.
<b>wait for</b>	We <b>waited for</b> the orchestra to finish its performance.
<b>work on</b>	The drummer will <b>work on</b> his performance.

#### Verb + prepositions followed by a gerund

The object in the (subject + **verb + preposition** + object) structure can also be a **gerund (verb + ing)**.

<b>care about</b>	I don't <b>care about</b> <b>getting</b> tickets for that game show.
<b>keep on</b>	I had to <b>keep on</b> <b>explaining</b> the article to her.
<b>think about</b>	He will <b>think about</b> <b>interviewing</b> the DJ.



## B1 CHAPTER 6 SECTION 2

### CONNECTING WORDS: CONTRAST

A **contrasting** relationship shows that one idea has an unexpected or unusual relationship to another idea. When expressing this relationship, you will have two ideas connected by a word that shows the contrast. *Notice in the following examples that the order of the ideas in the relationship determines the punctuation for the sentence.*

#### Forming Contrasting Relationships Using “**although**” and “**even though**”

These connecting words are subordinating conjunctions and can be placed either between the ideas or at the beginning of the sentence. Note that if the connecting word begins the sentence, a comma is placed between the ideas.

**Idea 1:** The article explained the documentary.

**Although** the article explained the documentary, I was still confused by it.

**Idea 2:** I was confused by it.

I was confused by the documentary **although** the article explained it.

**Idea 1:** She complained about the band’s music.

**Even though** she complained about the band’s music, she went to their live concert.

**Idea 2:** She went to their live concert.

She went to the band’s live concert **even though** she complained about their music.

#### Using “**however**”

When used to connect complete ideas, “**however**” is a conjunctive adverb. When used between the ideas within a sentence, place a semicolon before it and a comma after. When using “**however**” at the beginning of a sentence, place a comma after it.

**Idea 1:** I tried to watch the documentary.

I tried to watch the documentary; **however**, the music from the other room was too loud.

**Idea 2:** The music from the other room was too loud.

The music from the other room was too loud. **However**, I tried to watch the documentary.

#### Using “**but**”

When used to connect complete ideas, “**but**” is a coordinating conjunction, so it can’t be used at the beginning of a sentence.

**Note:** When “**but**” is used between complete ideas, place a comma before it.

**Idea 1:** They decided to go to the movie.

They decided to go to the movie, **but** I changed my mind about going.

**Idea 2:** I changed my mind about going.

I changed my mind about going, **but** they decided to go to the movie.

**Note:** You are allowed to start with the word “**but**” in speech; however, not in writing.



### Section 3

Review: Tenses  
Part 1



### Section 3

Review: Tenses  
Part 2

## B1 CHAPTER 6 SECTION 3

### REVIEW: TENSES

**Verb tenses** tell us whether an action happened in the past, is happening now, or will happen in the future. Each major tense is divided further to show whether the action is ongoing (continuous tenses) or to show the order of actions (perfect tenses).

#### PRESENT TENSES

Tenses	Formations	Examples
<b>Present Simple</b> Action happening now or that happens repeatedly	present tense verb	I <b>explain</b> the news article to my friend.
<b>Present Continuous</b> Ongoing action is happening now	be + present participle	I <b>am explaining</b> the news article to my friend now.
<b>Present Perfect</b> Action has taken place one or many times before now	has/have + past participle	I <b>have explained</b> the news article to my friend many times.
<b>Present Perfect Continuous</b> Action started in the past and continues to this moment	has/have + been + present participle	I <b>have been explaining</b> news articles to my friend for years.

#### PAST TENSES

Tenses	Formations	Examples
<b>Past Simple</b> Action took place at a specific time in the past	past tense verb	I <b>explained</b> the news article to my friend yesterday.
<b>Past Continuous</b> Ongoing action was interrupted by another action	was/were + present participle	I <b>was explaining</b> the news article to my friend when you arrived.
<b>Past Perfect</b> Action took place once or many times before another point in the past	had + past participle	I <b>had explained</b> the news article to my friend before you arrived.

#### FUTURE TENSES

Tenses	Formations	Examples
<b>Future Simple</b> Action or plan that will be taken in the future	will + present tense verb am/are/is + going to + present tense verb	I <b>will explain</b> the news article to my friend tomorrow. I <b>am going to explain</b> the news article to my friend tomorrow.
<b>Future Continuous</b> Action or plan in the future that is interrupted by another event	will be + present participle am/are/is + going to + be + present participle	I <b>will be explaining</b> the news article when you arrive tomorrow. I <b>am going to be explaining</b> the news article when you arrive tomorrow.



# B1 CHAPTER 6 SECTION 3

## PASSIVE VOICE: PAST, PRESENT, FUTURE

First, you have to decide if the active sentence can be changed into a **passive** sentence. Only *transitive verbs* can be changed into the passive voice.

Rule	Example	Reason
A <b>transitive verb</b> can take an object (ex. sing, perform, explain, inspire, interview, request, listen to).	<p><b>Subject</b> + <b>Verb</b> + <b>Direct Object</b></p> <p>A journalist <b>reviews</b> the play.</p>	<p><b>To review</b> is a <b>transitive verb</b> in this sentence because it has a <b>direct object</b>.</p> <p>Therefore, you <i>can</i> change this sentence to <b>passive</b>:  <b>The play is reviewed</b> by a journalist.</p>
An <b>intransitive verb</b> cannot take an object (ex. go, act, arrive, sleep, sit, clap, wait), so <b>cannot</b> be in the passive voice.	<p><b>Subject</b> + <b>Verb</b> + <b>Prep. Phrase</b></p> <p>The journalist <b>arrived</b> <u>at the theater</u>.</p>	<p><b>To arrive</b> is an <b>intransitive verb</b> in this sentence because it can't have a <b>direct object</b>.</p> <p>Therefore, you <i>cannot</i> change this sentence to <b>passive</b>.</p>

In the **active voice**, the subject does the action, the direct object receives the action:

I **wrote** a new song.

(I am the subject. I did the action 'wrote.' What did I write? The object, a song.)

In the **passive voice**, the subject receives the action:

A new song **was written** by me.

(A song received the action 'written' but did not do the writing.)

The agent does the action and is placed after the verb or at the end of the sentence.

In the **active voice**, the main verb must be in the correct tense. In the **passive voice**, the passive auxiliary 'be' must be in the correct tense, while the main verb is in the past participle form.

Tense	Active Voice (main verb in the correct tense)	Passive Voice Examples (auxiliary 'be' in the correct tense + past participle of the main verb)
Present Simple	<b>train/trains</b> The circus <b>trains</b> its animals to do tricks.	<b>am/is/are trained</b> The animals <b>are trained</b> to do tricks by the circus.
Past Simple	<b>wrote</b> John Lennon <b>wrote</b> the song <i>Imagine</i> in 1971.	<b>was/were written</b> <i>Imagine</i> <b>was written</b> in 1971 by John Lennon.
Future Simple	<b>will sell</b> The band <b>will sell</b> their new album online.	<b>will be sold</b> The album <b>will be sold</b> online by the band.

\* If you need to review the grammar rules from Chapter 5, go to the **Active vs. Passive Voice: Present Simple** chart.