

B1 CHAPTER 1 SECTION 1

REVIEW: PRESENT SIMPLE

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

FORMATION OF THE PRESENT SIMPLE

Regular Verbs - Affirmative: (verb + s for 3rd person singular)	Examples: I shave He shaves in the morning.
Irregular Verbs - Affirmative: If the verb ends with: -o, -s, -ch, -sh, -x, -z, then you add an -es for the 3rd person singular.	Examples: I have He has breakfast in the morning. I am He is in the shower. I go He goes to bed at 10:00.
Regular and Irregular Verbs - Negative: Use do not / does not in front of the verb .	Examples: I do not shave in the morning. He does not shave 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
When? (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
How often? (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
How often? (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	to be conjugated	subject	other info + ?
	Are	they	angry?
Why	are	they	angry?
	Is	Mark	unhappy?
Why	is	Mark	unhappy?

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

Question word or phrase	Helping verb to do conjugated	subject	main verb	other info + ?
	Does	he	<i>drive</i>	to work?
When	does	he	<i>drive</i>	to work?
	Do	you	<i>wear</i>	makeup?
How much makeup	do	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
must - strong belief something is true	He must 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.)
can't - strong belief that something is not true	She can't 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 now	He is writing a blog post.	He is writing it at this present moment
express an action that is happening later	He is writing a blog post tomorrow .	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 get dressed before I go to work. (This happens routinely.)	I am getting 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		
unbelievably	extremely	really	very	quite	slightly

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 played games. I biked to work last Tuesday.
Actions done several times in the past	We played games every Monday last year. I biked 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
already	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	Has the game started already ? Has the game already started ? Yes, the game has started already . Yes, the game has already started .
ever	After the subject	In questions to find out if someone has done something before	Have you ever been rock climbing? Have you ever gone horseback riding?
just	After the helping verb (auxiliary verb) After the subject in a question	For actions that have happened in the very near past	We have just finished playing soccer, so we are too tired to go for a run now. Have you just finished playing your game?
yet	At the end of the sentence	In closed questions to ask if an action has happened Use in a negative question or response	Has the game started yet ? Why hasn't the game started yet ? It hasn't started yet because the other team is late.
never	After the helping verb (auxiliary verb)	In affirmative sentences, but the meaning is negative	I have never gone surfing. He has tried many sports, but he has never snowboarded .



B1 CHAPTER 2 SECTION 3

REVIEW: PAST CONTINUOUS

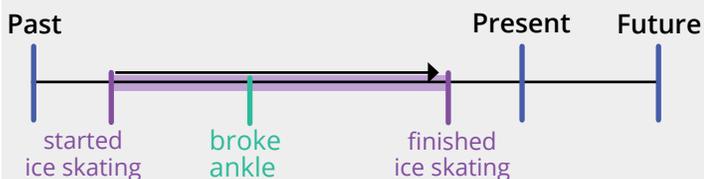
The past continuous is used to express actions that happened many times in the past or to express a past action that was in progress at a specific time when something else happened.

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 have been competing in horseback riding all year.
Expressing a result of an action from the past.	She has been practicing basketball a lot, so she made the team.
Present perfect continuous combines present perfect with present continuous.	
Present perfect =	have + past participle
Present continuous =	be + present participle
Present perfect continuous =	have + been + present participle
Affirmative: Subject + have + been + present participle	I have been playing basketball for 5 years.
Negative: Subject + have + <i>not</i> + been + present participle	I have not been playing basketball this winter.
Interrogative: Have + subject + been + present participle	Have they been playing basketball for 5 years?
Interrogative: "How long" + have + subject + been + present participle	How long has he been playing 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 continuing .	Used to express an overall time period. The idea of the activity continuing is not as important.
I have been working since 8 this morning. (Shows how long I worked and means I will continue to work after this moment.)	I have worked at my job for 20 years. (Shows the time period I have worked up to this moment.)
They have been waiting almost 5 hours. (Shows how long they waited and means they are continuing to wait.)	They have 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.

Main Clause

Ø

Subordinate Clause

Example: I will send out invitations **once** I know the date of the party.

A comma is needed if the subordinate clause comes first.

Subordinate Clause

,

Main Clause

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

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

Subordinating Conjunctions of PLACE	Examples
where	The couple went to the restaurant where they celebrated their anniversary.
wherever	We take our mother out wherever 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
even if	We will have the party even if it rains. Even if 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.
if	We will have the Fourth of July party inside if it rains.	We are not certain of the rain. We will have the party inside only on the condition of rain.
if... then...	If it rains, then we will have the Fourth of July party inside.	Note: When using this subordinating conjunction pair, the "if" clause needs to be first.
unless	We will have the Fourth of July party outside unless it rains. Unless 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 negative form of the verb, use a positive form of that same verb to form the question tag.	If the main part of the sentence contains a positive form of the verb, use a negative form of that same verb to form the question tag.
She isn't bossy, is she? They didn't invite her, did they? He hasn't graduated yet, has he?	She is bossy, isn't she? They invited her, didn't they? He has graduated already, hasn't he?
Question tags with different types of verbs	Examples
With auxiliary verbs: the question tag uses the same form of the verb as in the main part of the sentence.	My neighbor is easy to get along with, isn't he? My neighbor isn't easy to get along with, is he?
Note: When using the positive form of first person singular, " I am ", in the main part of the sentence, form the question tag using " aren't " instead. When using the negative form of " I am " (I am not), form the question tag using " am ."	I am easy to get along with, aren't I? I am not easy to get along with, am I?
Without auxiliary verbs: the question tag uses a form of " do ."	Your boyfriend eats birthday cake, doesn't he? Your boyfriend doesn't eat birthday cake, does he?
With modal verbs: the question tag uses the same modal verb.	Your spouse could go to the party, couldn't he? Your spouse couldn't go to the party, could 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 auxiliary verb . Remember to be in simple present and past <i>doesn't</i> use an auxiliary verb.	If you disagree with the main clause, you negate the auxiliary verb or to be in your answer. Often you back up your opinion with extra information.
Sarah is easy to get along with, isn't she? Yes, she is . Sarah isn't easy to get along with, is she? No, she isn't .	Sarah is easy to get along with, isn't she? No, she isn't . She is really bossy. Sarah isn't easy to get along with, is she? Yes, she is . She is very laid-back.



B1 CHAPTER 3 SECTION 3

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

Modal verbs in the past tense:		Subject + modal verb + "have" + past participle + other info
Modal Verb	Examples	Meaning
must have - (necessity) strong belief something is true because there is evidence to prove it.	He must have 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.
may have, might have, could have - (possibility) uncertain about whether something is true or not. These words mean the same thing but "may" is the most formal of the three.	He may have He might have He could have } 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.
should have - (expectation) something was supposed to happen.	He should have 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.
should have - (advice) something is the right thing to do.	He shouldn't have 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
How about + subject + simple verb form	How about you apologize?
How about + gerund	How about apologizing?
What about + gerund	What about apologizing?
Why don't + subject + simple verb form	Why don't you apologize? (Why doesn't he apologize?)
Common Phrases in Statements with the Modal Verb should	Examples
I think + subject + should + other info	I think you should apologize.
I don't think + subject + should + other info	I don't think you should apologize.
Maybe + subject + should + other info	Maybe you should 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 will be studying at the university.
express continuing action you are certain will happen in the future.	I will be taking final exams at the end of the month.
guess continuing events in the future.	He will be volunteering 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 will still be writing this paper at midnight tonight! The professor will still be lecturing 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

If you live in another country,

Main clause: future tense

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 put the wallet in her purse. (verb)	put means to move something to a different place
She put on her coat. (phrasal verb)	put on 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
find out	learn new information
give away	give item to someone else
pick out	choose from options
pick up	lift with hands or go get something
put back	return to its previous place
take back	return something
throw away	put in the garbage or trash
try on	put on clothes to see if they fit
write down	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 put away the shirts. I put the shirts away .	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid pink; padding: 5px; display: flex; align-items: center;"> I put away them. </div> <div style="border: 1px solid green; padding: 5px; display: flex; align-items: center;"> I put them away. </div> </div>
I tried on the shirts. I tried the shirts on .	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid pink; padding: 5px; display: flex; align-items: center;"> I tried on it. </div> <div style="border: 1px solid green; padding: 5px; display: flex; align-items: center;"> I tried it on. </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 pet store . (noun as adjective) (noun)	The store sells pets .
He has lots of sport cards . (noun as adjective) (noun)	The cards are about sports .

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 race	boat race
More than one race for many boats	boats races	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- years -old child	A child who is ten years old is a ten-year-old child.
a two- cars family	A family with two cars is a two-car 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
both + plural noun	I will buy both shirts at the mall. I need a green shirt and a blue shirt.
both of + determiner + plural noun	I will buy both of the shirts at the mall.
both of + object pronoun	I’ll buy both of them .

either = one *or* the other in the pair

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

neither = *none* of the nouns in the pair

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

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

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

both ... and	I will buy both the green shirt and the blue shirt at the mall.
either ... or	I will buy either the green shirt or the blue shirt at the mall.
neither ... nor	I will buy neither the green shirt nor 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
another	Talking about one more of a given noun.	It can be used as an adjective (in front of a noun) or a pronoun (replacing a noun). It is always singular and non-specific.	This cookie is delicious! May I have another cookie? This cookie is delicious! May I have another ?
other	Talking about more of a given noun.	It is most often used as an adjective . It can be singular or plural. When singular, it describes all the rest 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. Other furniture is too ugly. Some people like cats, and other people like dogs. My favorite brother is 28. My other brother is 25. (I only have 2 brothers.)
the other	Talking about the last one/ones of a given noun. It describes all the rest of the given noun.	It can be used as an adjective or a pronoun . As an adjective , it can be singular or plural. As a pronoun , it is always singular.	There are 4 students in this class. 3 students are from France and the other student is from Italy. There are 4 students in this class. 2 students are from Egypt and the other students are from Morocco. There are 4 students in this class. 3 students are from France and the other is from Italy.
others	Talking about more of a given noun.	It can only be used as a pronoun . It is always plural and non-specific.	Some flowers are purple. Others are red. Others are blue.
the others	Talking about all the last ones of a given noun. It describes all the rest of the given noun.	It can only be used as a pronoun . It is always plural.	Most of the houses on my street are 1-level homes. The others are 2-level homes.

B1 CHAPTER 5 SECTION 2

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

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

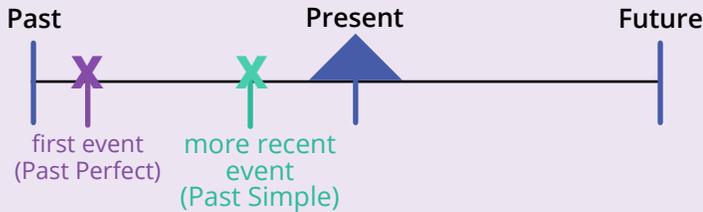
Subject = (direct object of active sentence)	to be (conjugated)	Past Participle	Other	by + subject of active sentence (agent)
The car	is	driven	to school	by Darnell.
The groceries	are	purchased	at the store around the corner	by Mary.



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	worked	at the movie theater.
She	had	eaten	before the show.
They	had	been	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 not	worked	at the movie theater.
She	hadn't	eaten	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?
Had	she	worked	at the movie theater?
Hadn't	they	been	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 had just entered the movie theater	before the rain started .
I had already left	by the time she arrived at my house.
More recent event (simple past)	First event (past perfect)
He asked the actress	if she had won the award.
Before she won the award,	she had felt 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 amazed by the cartoon!	I thought the cartoon was amazing !
confuse	She is confused by the headline of the article.	The headline of the article is confusing .
disappoint	I am disappointed in the popcorn at the movie theater.	The popcorn at the movie theater is disappointing .
excite	The children were excited to see the magic show.	The magic show was so exciting .
frighten	The child was frightened by the loud noises at the circus.	The loud noises at the circus were frightening to the child.
interest	I am interested in that new show.	That new show is quite interesting .
tire	The backup dancer was tired after the performance.	The performance was tiring 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
agree with / disagree with	I agree with the pianist about the songs to be played.
approve of	The interviewer didn't approve of the celebrity's talk show.
ask for	John will ask for a seat near the aisle.
complain about	The reviewer complained about the length of the live concert.
forget about	Did you forget about the play tonight?
happen to	Did you happen to read that news article?
introduce <i>someone</i> to	I will introduce <i>you</i> to the lead guitarist.
look at	Look at the candy at the concession stand!
pay attention to	Be sure to pay attention to the speaker on the stage.
remind <i>someone</i> of	I will remind <i>him</i> of the date of the magic show.
thank <i>someone</i> for	Thank <i>you</i> for explaining the documentary to me.
wait for	We waited for the orchestra to finish its performance.
work on	The drummer will work on his performance.

Verb + prepositions followed by a gerund

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

care about	I don't care about getting tickets for that game show.
keep on	I had to keep on explaining the article to her.
think about	He will think about interviewing 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
Present Simple Action happening now or that happens repeatedly	present tense verb	I explain the news article to my friend.
Present Continuous Ongoing action is happening now	be + present participle	I am explaining the news article to my friend now.
Present Perfect Action has taken place one or many times before now	has/have + past participle	I have explained the news article to my friend many times.
Present Perfect Continuous Action started in the past and continues to this moment	has/have + been + present participle	I have been explaining news articles to my friend for years.

PAST TENSES

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

FUTURE TENSES

Tenses	Formations	Examples
Future Simple Action or plan that will be taken in the future	will + present tense verb am/are/is + going to + present tense verb	I will explain the news article to my friend tomorrow. I am going to explain the news article to my friend tomorrow.
Future Continuous 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 will be explaining the news article when you arrive tomorrow. I am going to be explaining 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 transitive verb can take an object (ex. sing, perform, explain, inspire, interview, request, listen to).	<p>Subject + Verb + Direct Object</p> <p>A journalist reviews the play.</p>	<p>To review is a transitive verb in this sentence because it has a direct object.</p> <p>Therefore, you <i>can</i> change this sentence to passive: The play is reviewed by a journalist.</p>
An intransitive verb cannot take an object (ex. go, act, arrive, sleep, sit, clap, wait), so cannot be in the passive voice.	<p>Subject + Verb + Prep. Phrase</p> <p>The journalist arrived <u>at the theater</u>.</p>	<p>To arrive is an intransitive verb in this sentence because it can't have a direct object.</p> <p>Therefore, you <i>cannot</i> change this sentence to passive.</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	train/trains The circus trains its animals to do tricks.	am/is/are trained The animals are trained to do tricks by the circus.
Past Simple	wrote John Lennon wrote the song <i>Imagine</i> in 1971.	was/were written <i>Imagine</i> was written in 1971 by John Lennon.
Future Simple	will sell The band will sell their new album online.	will be sold The album will be sold 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.