

# GRAMMAR REFERENCE B1

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# Grammar Reference B1

## GRAMMAR Present simple and present continuous

We use the present simple to talk about:

- a general truths.  
*In Peru, people **speak** Spanish.*
- b things we do regularly.  
*Do you **write** in your diary every day?*
- c permanent states.  
*Cusco **is** high in the mountains.*
- d timetabled and programmed events in the future.  
*The train **leaves** at 9.00 tomorrow morning.*

We use the present continuous to talk about:

- a things that are temporary or are happening now or around now.  
*I'm **not looking** at the map. I'm **reading** a book.*
- b what is happening in a picture or photograph.  
*In this photo, Jake **is standing** by the river.*
- c fixed future plans.  
***Are you leaving** tomorrow?*

### Time expressions

Present simple: every day, on Mondays, at the weekend

Present continuous: now, at the moment, this year, today

## GRAMMAR Stative verbs

There are some verbs that we don't usually use in continuous tenses. These include verbs of:

- a feelings: like, hate, admire, prefer, want
- b possession: belong to, own
- c understanding and opinion: believe, remember, understand, know
- d senses: feel, hear, see, smell

### See and think

We can use some stative verbs in the present simple and the present continuous, but the meaning changes.

*The doctor **is seeing** someone at the moment.*

(**see** = have an appointment with)

*'The path to the river goes down there.' 'I **see**.'*

(**see** = understand)

*What do you **think** of the view?*

(**think** = have an opinion)

*We're **thinking** about going to see the Grand Canyon this year.*

(**think** = consider)

## GRAMMAR Relative clauses

We use relative clauses to give more information about people, animals and things. A relative clause begins with a relative pronoun (**who**, **whose** and **which**) or a relative adverb (**where** and **when**).

*Is that the boy **whose** name is Ahmad?*

*Ireland is a place **where** it often rains.*

There are two types of relative clauses: defining and non-defining.

Defining relative clauses give essential information about something or someone. They can't be separated from the rest of the sentence by commas.

In defining relative clauses we can use **that** instead of **who** and **which**.

*Japan is a country **which/that** is in Asia.*

Non-defining relative clauses give extra information about something or someone. We separate them from the main part of the sentence with commas.

We can't use **that** instead of **who** and **which**.

*Crete, **which** is an island, is in Greece.*

*Tina, **who** comes from New Zealand, is 16 years old.*

*Santiago, **where** my grandparents live, is a big city.*

## GRAMMAR Past simple and past continuous

We use the past simple for actions that started and finished in the past, for actions that happened one after another in the past and for habits in the past.

*Did a woman **invent** the washing machine?*

We use the past continuous to talk about actions that were happening at a particular time in the past, about two or more actions that were happening at the same time in the past and to set the scene of a story.

*My dad **was fixing** my bike and I **was helping** him.*

We can use the past simple and past continuous in the same sentence to:

- a** show that one past action interrupted another one.  
*I **was playing** a game when my phone **rang**.*
- b** tell a story in the past.  
*While we **were reading** in the library, we **heard** a strange noise.*

## GRAMMAR Used to

We use **used to** to talk about actions that happened often in the past but don't happen now. We can also use it for states that existed in the past.

*Televisions **used to be** only black and white.*

*I **didn't use to send** many messages from my phone.*

**Note:** Use **There used to be** to talk about past states.

***There used to be** only two good TV channels when I was young, but there are lots now!*

## GRAMMAR Present perfect simple

We use the present perfect simple to talk about actions that:

- a** started in the past and are still happening.  
*How long **have** human beings **lived** on Earth?*
- b** have just finished.  
*I **'ve just found** a really good website about astronomy.*
- c** happened in the past but we don't say exactly when.  
*He **'s met** the famous astronaut, Neil Armstrong.*
- d** happened in the past but have a result that affects the present.  
*Ingrid **has washed** her hair and it's still wet.*

**Note:** We use **have been** when someone went somewhere and has returned. We use **have gone** when someone went somewhere and has not returned yet.

*Buzz Aldrin **has been** to the moon.*

*'Where's Kate?' 'She **'s gone** to meet a young inventor.'*

### Time expressions

ever, never, already, just, for, since, yet

## GRAMMAR Present perfect continuous

We use the present perfect continuous to talk about:

- a** things that started in the past and continue into the present.  
*He's **been working** really hard all summer.*
- b** recent actions that have happened repeatedly.  
*They've **been communicating** with firefighters in recent weeks.*
- c** to say how long something has been happening from the past up to now. We often use **for** and **since** in these sentences.  
*We've **been watching** the fire burn for two hours.*  
*They've **been helping out** in the forests since 2008.*

We make the present perfect continuous with **have/has been** and the **-ing** form of the verb.

### Time expressions

all day / night / week  
for years / a long time / long  
lately, recently, since

**Note:** We use **How long ...?** in questions and **for (very) long** in questions and negative sentences.  
*How long have you been working as a firefighter?*  
*I haven't been working as a firefighter **for very long**.*

## GRAMMAR Present perfect simple and present perfect continuous

We use the present perfect simple to talk about a recently completed action when we are interested in the result of that action. We use it to say how much, how many or how many times (for an action that has finished).

*I've **read** a book about reptiles.* (= I've finished the book.)

*How many books about birds **have you read**?*

We use the present perfect continuous to talk about an action that has lasted for some time. It shows we're interested in the action, and not whether it's complete. We use it to say how long (for an action that is still happening).

*I've **been reading** a great book about volcanoes.*

*I'm tired because I've **been planting** trees all day.*

*How long **have you been reading** your book?*

## GRAMMAR Comparatives and superlatives

We use the comparative form to compare two or more people, animals or things. We often use the word **than** after the comparative form.

We add **-er** to short adjectives and adverbs.

*My computer is **slower** than yours.*

*Jan can cycle **faster** than Mick.*

We use the word **more** before long adjectives and adverbs.

*Exploring ice caves is **more difficult than** exploring ordinary caves.*

*Some nights you can see the Northern Lights **more easily than** others.*

We can use **(not) as + adjective/adverb + as** to compare two things.

*The bus is **as quick as** the car in traffic.*

*The bus drives **as quickly as** a car in traffic.*

We use the superlative form to compare a person, an animal or a thing with many other people, animals or things. We use the word **the** before the superlative form. We add **-est** to short adjectives and adverbs.

*Lily is **the oldest** girl in my class.*

*We worked **the hardest**.*

We use the word **most** before long adjectives and adverbs.

*Science is **the most interesting** lesson.*

*Helen works **the most carefully** of all my students.*

The comparative and superlative forms of these adjectives and adverbs are irregular.

Adjective/Adverb	Comparative	Superlative
good/well	better	the best
bad/badly	worse	the worst
far	further	the furthest
many/much	more	the most
little	less	the least

### GRAMMAR Past perfect simple

We use the past perfect simple to talk about actions that happened:

- a** before other actions in the past.  
*Rebecca **had read** a book about mysteries at sea, so she enjoyed the film about the Bermuda Triangle.*
- b** before a specific time in the past. We often use **by** to mean before or not later than.  
***By** 1950, several boats **had disappeared**.*

We make the past perfect simple with **had** and the past participle of the verb. It is the same for all subjects.

### GRAMMAR Past simple and past perfect simple

When we talk about two (or more) actions that happened in the past, we use the past perfect simple to show that one action had finished or happened before the other. We use the past simple to talk about the action that happened later.  
*The plane **crashed** because it **had run out** of fuel. They **had just landed** when the storm **began**.*

### GRAMMAR Future simple

We use the future simple:

- a** for predictions.  
*There **will be** more students at university next year.*
- b** for decisions we make now for the future.  
*I **won't phone** Kim until this evening.*
- c** for offers, promises and warnings.  
*I **'ll help** you write the letter.  
I promise I **'ll finish** the work tonight.  
Stop talking or I **'ll tell** the teacher.*
- d** to ask someone to do something or to ask for help.  
***Will** you **tell** me your name and address?*
- e** for opinions about the future, usually after **think**, **hope**, and **be sure**.  
*Dylan **thinks he'll be** famous one day.*

#### Be going to

We use **be going to**:

- a** to talk about future plans and intentions.  
*I **'m going to be** a teacher.*
- b** to predict something when we have some proof or information.  
***He's going to pass** the test because he's clever.*

### GRAMMAR Future perfect simple

We use the future perfect simple to talk about something that will be completed before a time in the future. We make the future perfect simple with **will have** and the past participle of the verb for all persons.

*By the time you get home, I **will have fallen** asleep.  
By the age of 30, she **will have become** a doctor.*

#### Time expressions

by the time/the age of  
by tomorrow/next week/month/year

### GRAMMAR Future continuous

We use the future continuous to talk about things that will be in progress at a specific time in the future. We make it with **will be** and the **-ing** form of the verb for all persons.

*This time tomorrow, **we will be travelling** to South Africa.  
**Will** you **be studying** during the trip? No, I won't.  
They **won't be working** this hard in a few days.*

#### Time expressions

in a few hours/days/weeks  
(this time) tomorrow, next week/month/year  
during the weekend/trip/holiday  
soon

## GRAMMAR Gerunds

We can use gerunds:

- a** as the subject or object of a sentence.  
*Collecting fossils is my hobby.*  
*I like collecting fossils.*
- b** after prepositions.  
*He's interested in studying biology.*
- c** after the verb **go** to describe activities.  
*We often go walking in the mountains.*
- d** after these verbs and phrases: admit, be used to, can't stand, deny, dislike, enjoy, feel like, finish, keep, look forward to, (don't) mind, miss, practise, spend time, suggest.  
*They feel like exploring nature.*

**Note:** Don't confuse **be used to** + gerund (something isn't new or strange) and **used to** + bare infinitive (past habit).

## Infinitives

- a** We can use the full infinitive after these verbs: afford, allow, arrange, ask, decide, encourage, hope, invite, learn, manage, need, offer, plan, promise, refuse, want, would like.  
*The scientist managed to do the experiment.*
- b** We also use the full infinitive after these adjectives: amazed, disappointed, excited, happy, proud, sad, sorry, surprised.  
*We were sorry to hear the bad news.*

## GRAMMAR Gerunds and infinitives

These verbs can be followed by a gerund or an infinitive with no change in meaning: begin, continue, hate, like, love, start.

*They continued waiting for hours. = They continued to wait for hours.*

These verbs can be followed by a gerund or an infinitive but with a change in meaning: go on, remember, forget, stop, try.

*They went on talking until midnight. (= continued)*  
*He told us his name first and then went on to talk about the competition. (= changed to talk about something else)*

*She will remember to give the message to John. (= not forget to do something)*

*I remember seeing a famous athlete many years ago. (= remember that something happened)*

*You forgot to lock the door! (= forget to do something)*

*They forgot meeting me at the gym. (= forget that something happened)*

*We stopped talking in the museum. (= end an activity)*

*Why don't we stop to have something to eat? (= end one activity to do something else)*

*I tried to get the gymnast's autograph. (= make an attempt to do something)*

*Try looking online to learn about that athlete. (= do something as an experiment)*

## GRAMMAR Can and could

We use **can** for the present and the future to:

- a talk about ability.  
*I **can** ride a bike.*
- b ask for and give permission.  
*Can I go home because I don't feel well?*  
*You **can** go out when you've finished your homework.*
- c talk about what is possible.  
*You **can** keep fit by walking every day.*
- d ask somebody to do something for you.  
***Can** you go to the supermarket?*

We use **could** to talk about ability in the past.

***Could** you walk when you were one year old?*

**Note:** We use a bare infinitive after **can** and **could**.

## Be able to

We use **be able to** to talk about ability. We can use it in all tenses except for continuous tenses. We use a bare infinitive after **be able to**.

*She **is able to** run faster than him.*  
*You **will be able to** get out of bed in two days.*  
*They **have been able to** get fit with yoga.*

We use **was/were able to** to talk about what someone managed to do on a specific occasion in the past. **Could** is usually used only for general ability in the past.

*He didn't feel well, but **he was able to** eat dinner.*  
***Were** they **able to** get to the hospital in time?*

**Note:** The negative forms **couldn't** and **wasn't/weren't able to** can be used for both general and specific ability in the past.  
*The boy **couldn't/wasn't able to** walk after the accident.*

## GRAMMAR May and might

We use **may** and **might** to talk about possibility. We use a bare infinitive after **may** and **might**. We don't usually use **might** in questions and we usually say

**might not**, not **mightn't**.

*I **might buy** some new trainers.*  
*Trainers **may not always be** best for hiking.*

**Note:** Be careful with **maybe** (perhaps) and **may be** (modal verb + bare infinitive).

## Must and can't

We use **must** to talk about something we are sure is true and **can't** when we are sure something isn't true. We use a bare infinitive after **must** and **can't**.

*Exercising **must help** people to relax.*  
*That **can't be** Helen's racket. She doesn't play tennis.*

## GRAMMAR Must

We use **must** to talk about obligation in the present and future. We use a bare infinitive after **must**.

*They **mustn't be** late for school.*

## Have to

We can use **have to** to talk about obligation in the present. We use a bare infinitive after **have to**. We use **will have to** for the future and **had to** for the past.

*You **have to** go to bed early tonight.*

**Note:** There is an important difference in meaning between **mustn't** and **doesn't/don't have to**:

*You **mustn't** park here.* = You aren't allowed to park here.

*You **don't have to** dress up.* = It isn't necessary.

## Should and ought to

We use **should** to ask for and give advice. We use a bare infinitive after **should**.

*You **should** brush your teeth twice a day.*

We use **ought to** to give advice. We use a bare infinitive after **ought to**. We don't usually use the question form of **ought to**.

*You **ought to** look after your health more.*

## GRAMMAR Passive voice

We use the passive voice:

- a** when we are more interested in the action than the person doing it.  
*This mural **was painted** in 1936.*
- b** when we don't know who does the action.  
*Gardening tools **aren't sold** in that shop.*
- c** when it is obvious who does the action.  
*Television **is watched** all over the world.*

We use **by** to talk about the person doing the action. *This mural was painted **by** Diego Rivera.*

### Present simple passive

We make the present simple passive with **am, are** or **is** and the past participle of the main verb.

### Past simple passive

We make the past simple passive with **was** or **were** and the past participle of the main verb.  
*That artist's work **was shown** in the town square.*

## GRAMMAR Passive voice

As well as the present simple and past simple, we can use other tenses in the passive voice.

### Present continuous

*Music **is being played**.*  
*Music **isn't being played**.*  
***Is** music **being played**?*

### Future simple

*Music **will be played**.*  
*Music **won't be played**.*  
***Will** music **be played**?*

### Past continuous

*Music **was being played**.*  
*Music **wasn't being played**.*  
***Was** music **being played**?*

### Modals

*Music **can be played**.*  
*Music **mustn't be played**.*  
***Should** music **be played**?*

### Present perfect simple

*Music **has been played**.*  
*Music **hasn't been played**.*  
***Has** music **been played**?*

**Note:** Other continuous tenses, apart from the present continuous and past continuous, are not used in the passive voice.

## GRAMMAR Conditional sentences

Conditional sentences have got two clauses, an *if* clause and a result clause. It doesn't matter which clause comes first, but if the *if* clause comes first, we use a comma.

*If you run a lot, your legs will become strong.*  
*Your legs will become strong if you run a lot.*

We can use the negative form in one or both clauses of a conditional sentence, but the question form is only used in the result clause.

*If you don't run a lot, your legs won't become strong.*  
*If I run a lot, will my legs become strong?*

### Zero conditional

We use the zero conditional to talk about facts and general truths. We use the present simple in both clauses.

*If you rent skis, they cost 20 euros a day.*

### First conditional

We use the first conditional to talk about something which will probably happen in the present or in the future. The *if* clause uses **if** followed by the present simple, and the result clause uses the future simple.  
*If I go skiing, I'll wear a waterproof jacket.*

**Note:** We can use modal verbs like **can**, **must** and **may** instead of **will**.  
*If he doesn't follow the safety rules, he may be injured.*

### Unless

We can use **unless** in first conditional sentences. It means **if not**.

*You won't get wet unless you go rafting.*  
= *You won't get wet if you don't go rafting.*

## GRAMMAR Wishes

We use **wish** or **if only** followed by the past simple when we want to say that we would like a present situation to be different.

*He wishes he was a marine biologist.*  
*If only we weren't at school today!*

We sometimes use **were** instead of **was** for the first and third person singular.

*If only I were older!*  
*Mum wishes she weren't at the office today.*

We use **wish** or **if only** followed by the past perfect simple to say that we would like a past situation to have been different.

*I wish I had seen the turtle. (I didn't see the turtle.)*  
*If only we hadn't dropped our camera in the water. (We dropped our camera in the water.)*

## GRAMMAR Second conditional

We use the second conditional:

- a** to talk about something that won't happen or is unlikely to happen in the present or future.  
*If he didn't have so much work, he would go skiing.*  
*If I went on an activity holiday, I would go skydiving.*
- b** to give advice.  
*If I were you, I would wear a helmet.*

The *if* clause uses **if** followed by the past simple, and the result clause uses **would** followed by a bare infinitive.

*He would go rafting if he were older.*  
*If they won a holiday, where would they go?*

**Note:** We sometimes use **were** instead of **was** after the first and third person singular.  
*He would go bungee jumping if he were younger.*

## GRAMMAR Third conditional

We use the third conditional to talk about something in the past which was a possibility, but didn't happen. The *if* clause uses **if** followed by the past perfect simple and the result clause uses **would/wouldn't have** followed by a past participle.

*If you had told me about the race, I would have gone to see it.*  
*I wouldn't have believed there was a sport called 'extreme ironing' if I hadn't read about it.*  
*Would you have taken part in the cheese-rolling competition if you had had the chance?*

## GRAMMAR Reflexive pronouns

**Singular** myself, yourself, himself, herself, itself  
**Plural** ourselves, yourselves, themselves

We use reflexive pronouns:

- a** when the subject and object are the same.  
*We told ourselves that there wouldn't be an earthquake.*
- b** with some verbs: behave, blame, cut, enjoy, help, hurt.  
*Behave yourself!*
- c** to mean alone or without someone's help.  
*She analysed those artefacts (by) herself.*

## GRAMMAR Reported speech

### Statements

We use reported speech when we tell someone what another person has said. When we use reported speech, we change the tense and the personal pronouns (*I, you, etc*) and the possessives (*my/mine, your/yours, etc*).

We often use the verbs **say** and **tell** with reported speech. **Tell** is followed by an object.

### Direct speech

present simple  
present continuous  
past simple  
present perfect simple  
future simple (will)  
*can*  
*must*

### Reported speech

past simple  
past continuous  
past perfect simple  
past perfect simple  
*would*  
*could*  
*had to*

*'I often **use** emojis,' she said.*

*She said (that) she often **used** emojis.*

*'I'm **looking** at her website,' he told me.*

*He told me (that) he **was looking** at her website.*

*'I **sent you** a text message,' I said.*

*I said (that) I **had sent her** a text message.*

*'I've **seen your** photos on social media,' she told him.*

*She told him (that) she **had seen his** photos on social media.*

*'We'll **call you**,' he said.*

*He said (that) **they would call me**.*

*'You can **use my** tablet,' she told him.*

*She told him (that) **he could use her** tablet.*

*'I **must** get a new phone,' he said.*

*He said (that) **he had to** get a new phone.*

## GRAMMAR Reported speech

### Questions

We use the verb **ask** to report questions. We often use an object with **ask**. The verb comes after the subject, like in affirmative statements.

### Questions with question words

We use the same question word as in the direct question.

*'How old **is** the dolphin?' she asked.*

*She asked **how old** the dolphin **was**.*

*'Where **is** it from?' she asked.*

*She asked **where** it **was** from.*

*'When did you see it?' she asked.*

*She asked **when** I **saw** it.*

*'Why do you like dolphins?' she asked.*

*She asked **why** I **liked** dolphins.*

### Questions without question words

We use **if** to report questions without a question word.

*'Does the dolphin **eat** fish?' she asked.*

*She asked **if** the dolphin **ate** fish.*

### Commands

We report commands using **tell**. **Tell** is followed by an object and an infinitive.

*'Stop talking!' she said to him.*

*She **told him to stop** talking.*

*'Don't bring your dog in the house, Sue!' he said.*

*He **told Sue not to bring** her dog in the house.*

### Requests

We report requests using **ask**. **Ask** is followed by an object and an infinitive.

*'Can you **look after** my pet fish?' she asked him.*

*She **asked him to look after** her pet fish.*

## GRAMMAR Reported speech

### Changes in time and place

These words change in reported speech:

### Direct speech

today  
tonight  
tomorrow  
next week/month/year  
  
yesterday  
last week/month/year  
  
a week/month/year ago  
  
now  
at the moment  
here  
this/these

### Reported speech

that day  
that night  
the next/following day  
the next/following week/month/year  
  
the day before  
the week/month/year before  
  
a week/month/year before  
  
then  
at that moment  
there  
that/those

*'I received your email **yesterday**.'*

*He said that he had received my email **the day before**.*

## GRAMMAR The causative

We use the causative to describe an action that someone else does for us. We make the causative with the correct tense of the verb **have** + the object + the past participle of the main verb.

They **have their newspaper delivered** every morning.  
She **isn't going to have her house cleaned** next week.  
**Are you having your hair cut** tomorrow?  
We **had our kitchen painted** yesterday.  
You **can't have your car washed** today. It's raining!

## GRAMMAR Clauses of purpose

We use **in order to** and **so that** to explain why someone does something.

We only use **in order to** when the subject of the two clauses is the same. It is followed by the bare infinitive of the verb.

*People use credit cards **in order to** pay more quickly.*

We can use **so that** when the subject of the two clauses is the same or different. It is followed by a subject pronoun (I, you, he, etc) and a verb.

*People use credit cards **so that** they can pay more quickly.*

*My parents give me chores to do at home **so that** I can earn an allowance.*

## Clauses of contrast

We use **although**, **in spite of** and **despite** to contrast two opposite ideas in a sentence. We separate the two clauses with a comma.

**Although** is followed by a subject and a verb.

***Although** I like shopping, I don't like spending money.*

**In spite of** and **despite** are followed by a noun, a gerund or **the fact that** + subject + verb.

***In spite of** their weight, coins were the most popular currency for centuries.*

***Despite** their weight, coins were the most popular currency for centuries.*

***In spite of / Despite** having cash, Peter still preferred to pay with a credit card.*

***In spite of / Despite the fact that** he had cash, Peter still preferred to pay with a credit card.*