

GRAMMAR REFERENCE B1+

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GRAMMAR Present simple and present continuous

We use the present simple to talk about:

- a facts and general truths.
*Every successful person **makes** mistakes.*
- b routines and habits.
*The swimmers **go** to the pool at six o'clock every morning.*
- c permanent states or situations.
*Einstein's statue **stands** in a corner of the beautiful gardens.*
- d timetabled and programmed events in the future.
*The concert **starts** at 8 pm tomorrow.*

Time expressions

Adverbs of frequency (always, often, usually, regularly, frequently, sometimes, rarely, never), once/twice a week/month, on Thursdays, in July, on 22nd April

We use the present continuous to talk about:

- a temporary actions or situations or things happening now.
*The film-maker **is working on** a new film at the moment.*
- b fixed future plans.
***I'm interviewing** a prize-winning scientist next week.*
- c annoying habits (with **always, constantly** or **forever**).
*That tennis player **is always arguing** with his coach.*
- d changing situations.
*He's **becoming** more and more successful every year.*
- e what is happening in a video, picture or photograph.
*The musician **is receiving** her prize in this photo.*

Time expressions

(right) now, at the moment, for the time being, tomorrow, this afternoon/week/winter, next week/month, these days

GRAMMAR Stative verbs

We don't usually use verbs which describe states (stative verbs) in continuous tenses. Stative verbs include verbs that refer to feelings, possession, opinion and understanding, state of mind and the senses.

*I really **like** playing chess.
This chess set **belongs** to Phiona.
I **doubt** anyone will beat her in this championship.*

Some verbs can be either stative or non-stative with different meanings. These verbs include **be, think, feel, appear, see** and **have**.

*It **appears** that her success has inspired other young people.
How many top players **are appearing** at the awards ceremony this year?*

GRAMMAR Direct and indirect objects

Some sentences have two objects. The direct object is the person, animal or thing to which the verb relates or the action is done. The indirect object is the person, animal or thing which can receive the direct object or to whom the direct object is given. The indirect object always comes before the direct object. Verbs which can take two objects are usually verbs of communication or giving such as **send, offer, lend, take, tell, sell, buy, bring, show** and **give**.

*The coach gave **the children hope**.
Helena bought **everyone tickets**.*

We can also write these sentences using a prepositional phrase with **to** or **for**.

*The coach gave **hope to the children**.
Helena bought **tickets for everyone**.*

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 the other in the past; and for past habits.

*The genealogist **discovered** an amazing fact about our family last week.*

*She **turned on** the computer, **found** the correct website and **typed** our family name.*

***Did** children **play** games in past generations?*

We use the past continuous for actions that were in progress at a specific time in the past; for two or more actions that were happening at the same time in the past; and to set the scene of a story.

*Rea **was writing** about her family last night.*

*I **was watching** a film and my grandpa **was sleeping**.*

*It **was getting** cold and dark at the archaeological site.*

As, when, while

We can use the past simple and the past continuous in the same sentence to show that one action interrupted another in the past or to tell a story. We usually use **as**, **when** and **while** to connect the two actions. **As** and **while** usually come before the past continuous and **when** usually comes before the past simple.

***As/While** they **were looking at** their family tree, Annie's phone rang.*

*They were visiting their great-grandparents **when** the earthquake **happened**.*

GRAMMAR Used to, get used to, be used to

We use **used to** + bare infinitive to talk about actions or states that happened often or existed in the past but don't now.

*I **used to walk** past an archaeological site on my way to school.*

We use **get used to** + -ing or a noun to talk about actions or states that are becoming familiar to us.

We can use **get used to** with all tenses and with modal verbs.

*Ingrid is **getting used to working** as a genealogist.*

We use **be used to** + -ing or a noun to talk about actions or states that no longer seem strange, but that were in the past. We can use **be used to** with all tenses apart from the continuous tenses and modal verbs.

*Max must **be used to giving** talks about remote sensing.*

GRAMMAR Used to and would

We use **used to** + bare infinitive to talk about actions that happened often in the past but no longer happen and to talk about states that existed in the past but no longer exist.

*In Ancient Egypt, people **used to build** houses out of stone.*

*My ancestors **used to live** in Portugal.*

Note: We can use **didn't use to** to talk about actions or states that happen often or exist now but that didn't in the past.

People **didn't use to** know. (But they do now.)

We use **would** to talk about actions that happened often in the past but no longer happen. We can't use **would** to talk about states in the past, and we don't usually use the negative form (**wouldn't**).

*In Ancient Egypt, children **would** play games using small stones or animal bones.*

GRAMMAR Present perfect simple and present perfect continuous

We use the present perfect simple to talk about actions or states that started in the past and are still happening or exist; to talk about actions that have just finished; to talk about actions or states we experienced in the past; and to talk about actions that happened in the past but have results that affect the present. The present perfect simple can also tell us how much or how many times an action has happened.

Sami **has been** on the team for years.
Amani **has won** the competition four times.
Karla **has missed** the bus and will be late for the game.

We use the present perfect continuous to talk about things that started in the past and continue to the present; to talk about recent actions that have happened repeatedly; to say how long something has been happening from the past up to now; and to talk about an action that happened and may have finished in the past, but that has visible results in the present.

We **have been going** to volleyball training every day.
Tomaso **has been playing** volleyball since he was 12.
The kids are tired because they've **been competing** all day.

Note: We can use the passive in the present perfect simple, but not in the present perfect continuous.

Andrei **has been chosen** to be team captain.

GRAMMAR Too and enough

We use **too** to show that there is more of something than we need or want. It is followed by an adjective or a determiner.

I'm **too scared** to go bungee jumping.
This adventure holiday costs **too much** money.

We use **enough** to show that there is as much of something as we need. It comes after an adjective.

River surfing is **challenging enough** for the boldest people.

We can also use **(not) enough** before uncountable nouns and plural countable nouns. When it is affirmative it shows that we have got as much of something that we need, but when it is negative it shows that there is less of something than we need.

There's **enough room** for both of us in the tent.
The centre didn't have **enough safety helmets** for everyone.

GRAMMAR Relative clauses

We use relative clauses to give more information about people, animals, places and things. Relative clauses begin with relative pronouns (**who, whom, which, whose** and **that**) or relative adverbs (**where, when** and **why**).

That's the man **who** injured himself on the ski slopes.
I don't understand the reason **why** we can't go paragliding today.

We use **defining relative clauses** to give essential information about a person, animal, place or thing. We don't use commas. We can use **that** instead of **which** or **who**, and when the relative pronoun or adverb refers to the object of the clause, we can omit it.

The guide **who/that** was in charge took too many risks.
The activity (**which**) I enjoyed most was the bungee jumping.

We use **non-defining relative clauses** to give extra, non-essential information about a person, animal, place or thing. We use commas to separate the clause from the rest of the sentence. We can't use **that** instead of **who** or **which**, and we can never omit the relative pronoun or adverb.

The quad bike, **which** was blue and white, was easy to ride.

Note: A relative adverb can be used instead of a relative pronoun and a preposition.

When can replace **in/on which**; **where** can replace **in/at which**; and **why** can replace **for which**.

This is the place **where** you can try rock climbing.
This is the place **in which** you can try rock climbing.

GRAMMAR Past perfect continuous

We use the past perfect continuous to talk about:

- a an action that was in progress for some time in the past before another past action interrupted it.
*They **had been walking** for hours when they finally reached the village.*
- b an action that was in progress in the past which affected a later action or state.
*It **had been snowing** all night so the mountains were completely white.*

We make the past perfect continuous with **had been** and the verb + **-ing**.

Affirmative I'd (I had) been walking.

Negative I hadn't (had not) been walking.

Question Had you been walking ... ?

Short answers Yes, I had./No, I hadn't.

Time expressions

all day/night/week	since 2 o'clock/yesterday
for years/a long time	at the time

GRAMMAR Articles

We use the indefinite articles **a/an** with singular countable nouns when we mention them for the first time; when speaking generally; and with nouns which refer to professions, nationalities or religions.

*Look! There's **a** bear at the window.*

*Pablo is **an** explorer.*

We don't use **a/an** with plural countable nouns or uncountable nouns; with adjectives which aren't followed by a noun; and with the names of meals unless they are preceded by an adjective.

Cities have usually got good facilities.

What's for dinner?

We use the definite article **the** with singular and plural countable and uncountable nouns; to talk about something specific when we mention it a second time; before names of hotels, cinemas, theatres, musical instruments and unique nouns; before superlatives and nationalities; and with the names of natural features.

*This is **the** village I was telling you about.*

*Our school is **the** largest in **the** district.*

We don't use **the** with proper nouns, the names of sports and games, languages and subjects of study; or with the names of most countries and cities or the names of non-specific facilities.

She's learning Chinese at college.

We often play volleyball.

GRAMMAR Past perfect simple and past perfect continuous

We use the past perfect simple to talk about something that happened before another action in the past; to talk about something that happened before a specific time in the past; and to talk about something that happened in the past and had an effect on a later action.

*The visitors **had** already **left** when the family returned home.*

***They'd taken** the animal back to the forest by ten o'clock.*

*Renate **had forgotten** her key, so she couldn't get in.*

We use the past perfect continuous to talk about an action that was in progress for some time in the past before another past action interrupted it; and to talk about an action that was in progress in the past which affected a later action or state.

*Jonas **had been planting** a tree when he fell over. **I'd been gardening** for hours so I was exhausted.*

We use both tenses to talk about actions that happened in the past before another past action. We use the past perfect continuous to emphasise how long the first action was in progress or to show that we don't know whether the action was completed or not.

*They **had arrived** at the park **by 10 am**.*

***I'd been wandering** round the city all day, so I was tired.*

GRAMMAR Future simple, *be going to* and future continuous

We use the future simple to make predictions; to talk about decisions we make now for the future; to make offers, promises or give warnings; to ask someone for help; and to state opinions about the future after **think, hope, believe**, and **be sure**.

Everyone **will enjoy** the voyage.

Will you **lend** me your guide to Antarctica?

He's sure the journey **won't take** more than an hour.

Note: We use **shall** with the pronouns **I** and **we** in questions when we want to offer or suggest something.

Shall I ring the travel agency again?

We use **be going to** to talk about future plans and intentions and to predict something when we have proof or information.

Are you **going to fly** or take the boat?

My train has been delayed so **I'm not going to arrive** in time to board the ship.

We use the future continuous to talk about things that will be in progress at a specific time in the future.

This time next week, we **'ll be crossing** the Pacific.

Time expressions with the future continuous

this time next week/month/year
in a few days/years/the near future
during the weekend/summer/winter
soon

GRAMMAR Future perfect simple

We use the future perfect simple to talk about an action that will have been completed before another action or before a specific time in the future.

Will **the expedition have ended** by winter?

We make the future perfect simple with **will have** + the past participle of the verb. We use the same form for all persons of the verb.

Future perfect continuous

We use the future perfect continuous to talk about how long an action will have been in progress by a specific time in the future.

We **will have been sailing** for three days by the time we arrive.

We make the future perfect continuous with **will have been** and the verb + **-ing**. We use the same form for all persons of the verb.

Affirmative

I'll have been hiking ...

Negative

I won't have been hiking ...

Question

Will you have been hiking ... ?

Short answers

Yes, I will./No, I won't.

Future perfect simple or future perfect continuous?

We use the future perfect simple to emphasise the result of a future action and the future perfect continuous to emphasise the duration of a future action.

*By the autumn, you **'ll have travelled** 1,000 km.*

*By the autumn, you **'ll have been travelling** for a month.*

Time expressions with both tenses

before ..., by 2.30, by this afternoon, by Wednesday, by the time ..., by the summer, in a week's time, soon

GRAMMAR Modals 1: *Can, could, be able to, would, have to, must, needn't*

Use	Example
Ability/possibility	We can go to the pool after school. Tim could swim when he was three. Were you able to go to the gym?
Requests/suggestions	Can I read your book on healthy eating? Would you ask the coach to call me? We could eat salad instead. Could you leave me to sleep in?
Asking for permission	Can we go to the leisure centre? Could you show me how to dive?
Giving/refusing permission	Yes, you can ./No, you can't .
Deduction	This can't be mine. It's too small. This must be Mum's equipment.
Necessity/obligation	Carla must see the doctor. We have to look after ourselves.
Prohibition	She mustn't stop eating fruit.
Lack of necessity/obligation	You don't have to pay for the gym. We needn't sign up for a class.

Note: We can't use **could** to talk about specific situations in the past which happened only once; we must use **was/were able to** instead. However, we can use **couldn't** to talk about specific situations in the past.
I **was able to** run across the street to catch the bus.
I **couldn't** eat the food she served.

GRAMMAR Modals 2: *May, might, should, ought to*

Use	Example
Possibility	Lukas may become a fitness instructor. The dietician might suggest some changes.
Asking for permission	May I take a look at your vegetable garden?
Giving permission	You may not have another biscuit.
Giving advice	You should have a check-up. They ought not to eat so much fast food.
Prediction	He should win the race.

Note: We don't use the question forms of **ought to** or **might**.

GRAMMAR Modals 3: Perfect forms

We can use modal verbs + **have** + the past participle to talk about past actions and states.

Possibility	She may/might have gone to see the doctor. He could have broken the record.
Deduction	You can't have done aerobics in the 1950s. It must have been a dance class you did.
Criticism	They shouldn't have eaten all the cake. He was sleeping when he ought to have been exercising.

GRAMMAR Zero conditional, first conditional and second conditional

We use the zero conditional to talk about things that always happen.

If you **work** hard, you **achieve** your goals.

Note: We can use **when** instead of **if** with the zero conditional.

When the space station needs repairs, astronauts go on spacewalks to do them.

We use the first conditional to talk about things that are likely to happen in the present or in the future.

What **will happen if** people **continue** to explore space?

Note: We can use **unless** with the first conditional to mean **if not**.

Unless we act now, the planet will be destroyed.

We use the second conditional to talk about something that is impossible in the present or the future; to talk about something that is possible, but is unlikely to happen in the present or the future; and to give advice.

If the Earth **was** flat, we **would fall** off the edge.

I'd **be surprised if** Peggy's records **were** broken in the next few years.

If I **were** you, I **would buy** a more up-to-date telescope.

GRAMMAR Conditionals with modal verbs

We can use modal verbs in first, second and third conditional sentences.

In first conditional sentences we can use **can**, **could**, **will**, **would**, **should**, **ought to**, **might**, **must** and **needn't** + bare infinitive in the result clause.

If you want to help the environment, you **must conserve** energy.

In second conditional sentences we can use **could**, **would**, **should**, **ought to** and **might** + bare infinitive in the result clause.

If we co-operated on the project, it **might be** more successful.

In third conditional sentences we can use **could**, **would**, **should**, **ought to**, **might** and **needn't** + perfect infinitive.

If you had asked a question, I **might have answered**.

We can sometimes use modal verbs in the **if** clause.

If I **can do** anything, let me know.

If we **ought to have been** there, they should have told us.

GRAMMAR Third conditional

We use the third conditional to talk about things that were possible in the past, but didn't happen. It is used to talk about hypothetical situations or actions.

If we **had predicted** the hurricane, lives **would have been** saved.

Wish and if only

We use **wish** and **if only** to talk about a situation or action that we regret or want to change.

We use **wish/if only** + past simple to talk about the present or the future.

I **wish** my house **had** solar energy.

If only more people **cared** about the environment.

We use **wish/if only** + past perfect simple or past perfect continuous to talk about the past.

Rosa **wishes** she **hadn't wasted** so much electricity.

If only he **hadn't been swimming** in the sea.

We use **wish/if only** + **would** to talk about an annoying action someone else has done or to talk about an action we want to change in the future.

I **wish** companies **would reduce** the price of these panels.

If only they **would ban** factories from polluting the environment.

Note: We never use **wish/if only** + **would** to talk about our own behaviour.

GRAMMAR Gerunds and infinitives

We can use the gerund as the subject or object of a sentence; after prepositions; after the verb **go** to describe activities; after certain verbs and phrases (e.g. **avoid, be used to, can't help, consider, have difficulty, feel like, include, involve, it's no use, it's not worth, suggest**). After some verbs, an object can sometimes come between the verb and the gerund (**feel, hear, listen to, notice, see** and **watch**) to talk about an action in progress.

Repairing things is better than throwing them away. He was fined for dumping his computer on the street. It's no use complaining about e-waste if you don't take action.

We can use the full infinitive after certain verbs and phrases (e.g. **afford, allow, arrange, decide, expect, learn, make an effort, manage, offer, pretend, promise, refuse, seem**); after certain adjectives (e.g. **afraid, angry, anxious, glad, happy, nice, pleased, sad, sorry, stupid, surprised, upset**); and after **too** and **enough** + adjective. After some verbs, an object can sometimes come between the verb and the infinitive (e.g. **advise, choose, force, expect, tell, persuade**).

I'm pleased to say the latest model is now available. The problem of e-waste is too serious to ignore. We must persuade companies to accept responsibility.

We can use either the gerund or the full infinitive after certain verbs (**begin, continue, hate, intend, like, love, start**) without a change in meaning.

I love sending text messages. = I love to send text messages.

We can use either the gerund or the full infinitive after certain verbs (**forget, go on, mean, remember, stop, try**) but there is a change in meaning.

I forgot to turn on the power. = I didn't turn on the power.

I forgot turning on the power. = I turned on the power, but I didn't remember doing it.

GRAMMAR Clauses of purpose

We use clauses of purpose to explain the reason why someone does something or why something happens. We introduce them using these words and phrases: full infinitive; **in order to** + bare infinitive; **so as to** + bare infinitive; **so that** + subject and verb; **in case** + subject and verb; **for** + noun.

We use technology to make our lives easier. They studied birds so that they could find out how their wings worked. He used a microscope in order to examine the fabric. The scientists are looking to nature for ideas.

GRAMMAR Causative form

We use the causative form to talk about something:

- that someone does for us.
Rolf will have the phone repaired tomorrow.
- bad that happened to us which we didn't want to happen.
Amara has had her laptop stolen.

We make the causative form using **have** + an object + the past participle of the main verb. The verb **have** can be used in any tense and come after a modal verb. The object of a causative sentence must appear before the past participle.
She has had her phone cut off again! They must have their TV fixed.

Note: In informal English, we can use **get** instead of **have** to talk about something we ask someone to do for us. *I'm getting my new computer delivered later.*

GRAMMAR Reported Speech 1: Statements

We use reported speech to tell someone what another person has said. When we use reported speech, we change the verb tense to a tense further back in the past. We also change personal pronouns (**I, you**, etc), possessive adjectives (**my, your**, etc), possessive pronouns (**mine, yours**, etc) if they're used to talk about the original speaker, and demonstrative pronouns (**this, these**).

The most common verbs we use with reported speech are **say** and **tell**. When we use **tell** with reported speech it is followed by an object.

'Sara **wants** to be the head of finance,' he said.
He said (that) Sara **wanted** to be the head of finance.

'**We're looking** for an assistant,' she said.
She said (that) **they were looking** for an assistant.

'He **was made** redundant from his last job,' I said.
I said (that) he **had been made** redundant from his last job.

'They'**ll be working** on **my** project,' Diana told me.
Diana told me (that) they **would be working** on **her** project.

'**I must finish this** report,' she told the employee.
She told the employee (that) **she had to finish that** report.

Note: We do not change present tenses when we are talking about what still exists. There is also no tense change with the following: past perfect simple, past perfect continuous, second and third conditional sentences, **would, could, might, should, ought to, used to, had better, mustn't** and **must** when it is used to express deduction.
'The new member of staff **is** great,' he said.
He said (that) the new member of staff **is** great.

GRAMMAR Changes in time and place

When we use reported speech, words and phrases that talk about time and place usually change.

'I'm working with Faisal **tomorrow**,' said Jo.
Jo said (that) she was working with Faisal **the next/ following day**.

'They missed the meeting **yesterday**,' Jake said.
Jake said (that) they had missed the meeting **the day before**.

'They're too busy to help you **at the moment**,' she said.
She said (that) they were too busy to help us/me **at that moment**.

'You can leave your tools **here**,' I told the builder.
I told the builder (that) he could leave his tools **there**.

GRAMMAR Reported speech 2: Questions, commands and requests

Questions

We usually use the verb **ask** to report questions. The changes that we make in reported statements are also made in reported questions.

When a question begins with a question word, we use that word to form the reported question.

'**Who made this** mistake?' the captain asked.
The captain **asked who had made that** mistake.

When a question hasn't got a question word, we use **if** or **whether** in the reported question.

'Are you taking next week off?' Carol asked.
Carol **asked if/whether** I was taking the following week off.

Commands

We usually use the verb **tell** to report commands. **Tell** is followed by an object and the full infinitive. When the command is negative, we put **not** before the full infinitive.

'**Don't accept** any more bookings!' the manager said.
The manager **told me not to accept** any more bookings.

Requests

We usually use the verb **ask** to report requests. We form reported requests in the same way as reported commands. We miss out the word **please** in reported requests.

'**Please be** at the construction site by 7.30,' Emil said.
Emil **asked us to be** at the construction site by 7.30.

GRAMMAR Reporting verbs

The most common reporting verbs are **say** and **tell** for statements, **tell** for commands and **ask** for questions and requests. However, there are other reporting verbs that we can use to report what the person said more accurately. Reporting verbs can be followed by a full infinitive (**agree, offer, promise, refuse, threaten**); by an object + full infinitive (**advise, beg, command, invite, order, persuade, remind, warn**); by a gerund (**deny, suggest**); by a preposition + a gerund (**admit to, accuse somebody of, apologise for, boast about**); or by *that* (**announce, complain, deny, explain, exclaim, promise, protest, suggest**).

'I won't give you a pay rise,' the boss said.
The boss **refused to give me** a pay rise.

'Remember to put all the equipment in the cupboard,' she said.
She **reminded us to put** all the equipment in the cupboard.

'I didn't speak rudely to the customer,' the cashier said.
The cashier **denied speaking** rudely to the customer.

'You've been late twice this week,' the boss said.
The boss **complained that** I'd been late twice that week.

GRAMMAR Passive: present, past and future

We use the passive voice when we are more interested in the action than the person doing it; when we are speaking in general; when we don't know who does the action; and when it is obvious who does the action. If we want to say who did the action, we use **by**.

*Hoax calls **are made** every day.*

*The new fire station **was built** next to the park.*

*The thief **was arrested by** police at the scene of the crime.*

The passive voice is formed by using the auxiliary verb **be** in the appropriate tense + the past participle of the main verb. We can use the following tenses in the passive voice: present simple, present continuous, past simple, past continuous, present perfect simple, past perfect simple, future simple, future perfect simple and **be going to**.

*The situation **is being investigated** by the police right now.*

*All casualties **have been given** first-aid treatment.*

*This ambulance **won't be used** until further notice.*

Note: We don't use the passive voice in the present perfect continuous, past perfect continuous, future continuous or future perfect continuous.

GRAMMAR Passive: gerunds, infinitives and modals

The passive voice can be used with gerunds, infinitives and with modal verbs.

*He avoided **being swept away** in the storm.*

*Not all citizens were willing **to be evacuated**.*

*We **could have been killed**!*

Note: The verbs **hear**, **see** and **make** when it means **force** are followed by the bare infinitive in the active voice, but in the passive voice they are followed by the full infinitive.

*We **make** relief workers **train** constantly.*

*Relief workers **are made to train** constantly.*

GRAMMAR *Even though, although, despite, in spite of*

We use the linking words and phrases **even though**, **although**, **despite** and **in spite of** to introduce an idea that is the opposite of or contrasts with another idea. We follow **even though** and **although** with a subject and verb. We follow **despite** and **in spite of** with a noun, a pronoun or a gerund. **Even though**, **although**, **despite** and **in spite of** can come in the middle of a sentence between two clauses to show the contrast between them. There are no commas between the two clauses. They can also come at the beginning of the sentence, but in this case we use commas to separate the two clauses.

*He fainted **even though/although** he wasn't hurt.*

***Even though/Although** she was injured, she didn't cry.*

***Despite/In spite of** being a nurse, he didn't help.*

*They rescued the man **in spite of/despite** the danger.*

GRAMMAR Adjectives

When we use two or more adjectives before a noun, the adjectives usually follow this order: opinion, size, age, shape, colour, origin, material.

*She was wearing a **beautiful, green, cotton** scarf.
I love those **huge, new, Spanish** high heels.*

We can use adjectives after verbs like **appear, be, become, feel, get, look, make, seem, smell, sound, taste** and **turn**. Sometimes we put an adverb between the verb and the adjective.

*Jack **isn't** trendy.
Their new song **sounds** fantastic.
The designer **seems very** unhappy with the clothes.*

Comparison of adjectives

We can use the comparative to compare two or more people, things or two or more groups of people or things.

*Carla's coat is **warmer than** Jackie's.
French handbags tend to be **more expensive than** handbags from other countries.*

We can use the superlative to compare someone or something to other people or things.

*Who's **the most talented** member of the band?
She's **the best** guitarist we could find.*

We can use **as** + adjective + **as** to compare two people or things that are similar. We can use **not as** + adjective + **as** to compare two people or things that are different.

*This coat is **as good as** the expensive one.
The fashion show **isn't as exciting as** the last one.*

We can use **the** + comparative ..., **the** + comparative to show that something is influenced by how much something else increases or decreases.

***The less** he sleeps, **the worse** he looks.
The more he sings, **the better** he becomes.*

GRAMMAR Adverbs (manner, place, time, degree)

Adverbs of manner (**slowly, fast, beautifully, nicely, easily, quickly**, etc.) tell us how something happens.

*They performed the song too **fast**.*

Adverbs of place (**here, there, inside, outside, beside, opposite, in the cinema**, etc.) tell us where something happens.

*We've decided to have the concert **outside**.*

Adverbs of time (**yesterday, today, tomorrow, later, last year**, etc.) tell us when something happens.

*Are you meeting the director **tomorrow**?*

Adverbs of degree (**enough, quite, rather, too, so, absolutely**, etc.) tell us how much or how many there is of something or the extent of something.

*The editor is **absolutely** delighted with your latest photographs.*

Note: When there's more than one adverb in a sentence, they normally appear in this order: manner, place, time.

*The fans waited **excitedly outside** the concert hall.*

When the sentence has a verb of movement (e.g. **come, go, walk**), they usually appear in this order: place, manner, time. The adverb of manner can also go before the main verb.
*He left the stage **slowly**. = He **slowly** left the stage.*

Comparison of adverbs

Adverbs which are the same as adjectives (**early, fast, hard, high, late**) have the same comparative and superlative form as the adjectives.

*Let's try our **hardest** to make the best video clip ever!*

When adverbs end in **-ly**, we use **more** in the comparative form and **the most** in the superlative form.

*Does Anna sing **more beautifully** than Katya?*

GRAMMAR Adjectives ending in *-ing/-ed*

Some adjectives can be formed using the present participle ending **-ing** and the past participle ending **-ed**. The **-ing** form is active and describes the effect someone or something has on others. The **-ed** form is passive and describes how someone or something is affected by something or how they feel about it.

The author is **amusing**. = The author's funny.

The author is **amused**. = The author thinks something is funny.

He was **embarrassed**. = He felt bad about something.

He was **embarrassing**. = Other people thought he did something bad.

Adjectives and infinitives

Adjectives can often be followed by the full infinitive. Sometimes there is an object or a noun after the adjective.

Reading a fascinating book is a **marvellous** way **to spend** the evening.

It's **essential to give** the reader a good description of the book's contents.

GRAMMAR Pronouns (reflexive, indefinite and possessive)

Reflexive pronouns (**myself, yourself, himself, herself, itself, oneself, ourselves, yourselves and themselves**) are used as the object of verbs when the subject and the object of an action are the same. They can be used after a verb + preposition. They can also be used to emphasise nouns.

I blame **myself** for not warning them about the danger.

How did the investigators lock **themselves** out of the room?

The young detective solved the mystery **herself**!

Indefinite pronouns (e.g. **anybody, anyone, anything, everybody, everyone, everything, nobody, no one, nothing, somebody, someone, something**) are used to replace nouns without making it clear which nouns they replace.

Someone has stolen my purse!

There's **nothing** you can do about the problem.

Does **anybody** want to solve this mystery?

Possessive pronouns (**mine, yours, his, hers, ours, theirs**) show who something belongs to and avoid repetition of the noun.

This magnifying glass is **mine**, not **hers**.

Note: We don't usually use **its** as a possessive pronoun.

GRAMMAR *So, such*

We use **so** and **such** to give emphasis. **So** is an adverb and we follow it with an adjective without a noun or with another adverb. We can also use **so** before **much** and **many**.

Such is an adjective and it is followed by *a/an* + another adjective and a noun or just a noun on its own. We can't use **such** before **much** or **many**.

It was **so peculiar** that nobody could explain it.

She looked at me **so strangely** that I knew something was wrong.

She was missing for **so many** hours that we called the police.

This murder mystery novel is **such a good book**.

Tomas got **such a fright** that he almost fainted.

Note: We can replace **such + a/an** + adjective and noun with **so** + adjective + **a/an** + noun.

It was **such a bizarre idea** that I didn't know what to think.

It was **so bizarre an idea** that I didn't know what to think.