

INTERMEDIATE (B1) GRAMMAR

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TIME, TENSE & ASPECT				
FORM	MEANING	FUNCTION	SUPPORTING LANGUAGE WORK	LEARNER OUTCOMES
Present	Timetables and scheduled events	To talk about timetables and scheduled actions The train to Istanbul leaves at 9.00 this evening.	Leave, arrive, come, return begin, end, start, finish	Produce affirmative/negative sentences and questions by using 'simple present tense' to talk about daily routines timetables/scheduled actions
Present Continuous	Future Plans	To talk about fixed arrangements in the near future: They're flying to Tokyo next week.	These days, nowadays	Produce affirmative/negative sentences and questions by using 'present continuous tense' to talk about actions happening around the time of speaking. Use 'present continuous tense' to talk about fixed arrangements in the near future. Recognize, understand different uses of simple present and present continuous tenses (affirmative, negative and question forms) and use these in writing and speaking accurately and fluently
Simple Past	Duration in the past As a time marker in when/while clauses	To talk about actions that continued for a while in the past but finished now: I worked in that company for 2 months last year. To talk about background actions taking place repeatedly or continuously: He whistled while he worked.	Yesterday, last night /week/year/Monday, a month/two years ago, in 1960	Make affirmative/negative sentences and questions by using 'simple past tense' to talk about past events
Past Continuous	Describe mood/atmosphere	To describe several actions happening at the same time to describe the atmosphere or situation before or as a main action occurs:	When/While/As	Use 'past continuous tense' to talk about two actions in progress using 'when' and 'while'

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	Repetition/irritation	<p>When I walked into the cafe, Robert and Steve were arguing again. Carol was chatting to the waiter..</p> <p>To indicate something repeated or irritating with words such as 'always' or 'constantly'. She was always coming late for class. No wonder she failed.</p>	Always/Constantly	<p>Produce affirmative/negative sentences and questions by using 'past continuous tense' in oral and written narratives (e.g. Personal anecdotes, stories, etc.)</p> <p>Recognize, understand different uses of simple past and past continuous tenses (affirmative, negative and question forms) and use these in writing and speaking accurately and fluently</p>
Present perfect	Recent past	<p>To talk about recently finished actions</p> <p>Debbie <u>has just moved</u> to a new house.</p>	Already, just, still, so far, ever, never, lately, recently, yet	<p>Produce affirmative/negative sentences and questions by using 'present perfect tense' to talk about unfinished or recent past.</p> <p>Notice the different uses of simple past and present perfect (affirmative, negative and question forms) in reading and listening</p>
Present perfect continuous	Recent activity	<p>To indicate duration of past actions relevant to now (with action verbs)</p> <p>They have been working in the garden for two hours. I have been cleaning the house all morning.</p>	<p>How long, for/since, lately, all morning/week</p> <p>Action Verbs: eat, read, study, etc.</p>	<p>Make affirmative/negative sentences and questions by using 'present perfect continuous tense' to talk about continuous recent activities.</p> <p>Recognize, understand different uses of "present perfect tense" and "present perfect continuous tense" (affirmative, negative and question forms) and use these in writing and speaking accurately and fluently</p>
Past perfect	First of two past actions	<p>To indicate an action which happened in the past before another past action: He had packed his suitcase before he left the house.</p>	When, before, after, by the time, just, already	Produce affirmative /negative sentences and questions by using 'past perfect tense' to talk about an action which happened in the past before another past action

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		He didn't have to wait in line because he had already bought his ticket.		Display recognition of simple past and past perfect tenses (affirmative, negative and question forms) and use these in writing and speaking accurately and fluently
PAST HABITS				
Get/be used to + noun /- ing form	Adaptation	To refer to habitual actions or actions/ things somebody has become accustomed to (Changes in life situation) They are used to cold weather. Laura is getting used to wearing a uniform.	Contrast state vs process	Recognize and understand 'get/be used to' and use these in sentences to talk about the adaptation process
CONDITIONALS/ HYPOTHETICAL SITUATIONS				
1st conditional	Real or very probable situations	To express a real or very probable situation in the present or future: If we leave early, we'll catch the 8 o'clock train. You may borrow my bicycle if you promise to be careful.	will/may/can + infinitive without to	Express real or very probable situations in the present or future using first conditionals with if or unless
Unless	If... not	To replace if... not in conditional sentences: Unless we leave early, we'll miss the 8 o'clock train. (=If we don't leave early, we'll miss the 8 o'clock train.)		
In case		To express that we are doing something in preparation for something which might happen: I'll buy two bottles of wine in case one is not enough.		Use 'in case' to express that we are doing something in preparation for something which might happen

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CAUSATIVES				
Causatives (Active)	Persuasion	<p>details about experiences/events -to give someone the responsibility to do something Dr Smith had his nurse take the patient's temperature.</p> <p>-to convince to do something Susie got her son to take the medicine even though it tasted terrible.</p> <p>- to force someone to do something She made her children do their homework.</p> <p>To make someone do something The hijacker forced the pilot to fly to New York.</p>	<p>make/force</p> <p>have sb do sth/get sb to do sth/</p> <p>persuade sb to do sth</p>	<p>Use make/force/let/help and persuade in correct context</p> <p>Notice the use of make/force/let/help and persuade in the given contexts</p>
RELATIVE CLAUSES				
Relative Clauses	<p>Defining</p> <p>Non-defining</p>	<p>To give necessary information The lady who lives next door has lots of pets. This is the man whose dog bit me. The hotel where he stayed was fantastic.</p> <p>To give further details My grandfather, who is 87, goes swimming every day.</p>	<p>Who(m), which, that</p> <p>Whose</p> <p>Where</p> <p>When</p> <p>Punctuation: , ...,</p>	<p>Use relative clauses to provide necessary information to define something (defining relative clause) or to provide extra, further information (non-defining relative clause)</p>
REPORTED SPEECH				
Reported Speech	Report ideas not exact words	<p>To report news, conversations Sandra told me that she wasn't happy at her job and she thought she would quit.</p>	<p>Say/tell/want to know weak form 'that'</p> <p>Tense shifts (direct/indirect)</p>	<p>Report news, interviews, orders, instructions or conversations using the tenses at this level</p>

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GERUNDS AND INFINITIVES				
Gerunds/Infinitives	Depends on the lexis Infinitives as subjects and objects	To use after certain verbs - (refer to intermediate word list) She postponed going to the doctor He attempted to open the door. To replace "it" as an introductory subject in formal style. It is easy to find fault with others. To find fault with others is easy.		Recognize different functions of gerunds and infinitives
DISCOURSE MARKERS				
Linkers	Exemplification Contrast Cause and effect Argument	To show links between actions with results/comparing ideas/giving supporting details	Such as, either/or, neither/nor While, although, on the other hand Since, so that, so + adj that, because of, therefore, such + (a/an) + adj + noun that In conclusion, to sum up	Use linkers of exemplification, contrast, cause/affect and argument
MODAL VERBS				
Able to	Ability	To talk about ability (all tenses) You will be able to speak perfect English very soon.		Talk about ability using 'be able to'
Could	Suggestions	To offer solutions to problems You could spend your vacation in Hawaii.		Offer solutions to problems using 'could'
May/could/might	Possibility	To express degrees of certainty "Where's Sarah?" "She may/might/could be at the beach." (to express possibility)		Express different degrees of certainty using 'will, may, might or could'
Be allowed to	Permission	To ask for, give or refuse permission Am I allowed to park my motorcycle here? You aren't allowed to take photographs in the museum.		Ask for, give or refuse permission using 'be allowed to' Give strong suggestions using 'need to, ought to or should' Express an obligation or necessity in the past using 'had to' Express lack of necessity in the past using 'didn't have to'

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Need to/ought to/should	Advice	To express strong suggestion to solve problems You should/ought to/need to study hard		
Had to	Obligation and necessity (past form)	To express past obligation/necessity: When I was your age I had to walk to school.		
Didn't have to	Lack of necessity (Past Form)	To express lack of necessity: We didn't have to learn a foreign language when we were students.		
PREPOSITIONS				
Prepositions of place, time and movement	Comparison of prepositions of place, time and movement	To give more information about place, time and movement She is waiting at the bus stop. You will have to wait for 10 minutes. We can drive through the tunnel.	At, in, on, in/inside, outside, below, above, next to, by, beside, opposite, on, under, over, through, among, near, in front of, behind, along, across, against, between, onto, off, into, out of, past, from, to, towards, under, over, near	Recognize prepositions of place, time and movement in various contexts Produce affirmative/negative sentences and questions in written and oral language by using prepositions of place, time and movement
COMPARATIVE ADVERBS				
Comparative adverbs	Similarity/differences	To compare actions	Adverbs – better/more slowly	Use comparative adverbs appropriate to this level to compare people, things or places Recognize and use adverbs to express similarity and differences
QUESTIONS				
Tag questions	Emphasis	To seek agreement/confirmation He went to Brazil, didn't he? You haven't fed the dog yet, have you?		Use tag questions appropriate to this level to seek agreement and confirmation
INTENSIFIERS				
Intensifiers	Emphasis	To describing events, people and the world	So/such...that, quite	Describe events, people and the world using intensifiers such as so/such... that and quite