

































# English grammar reference

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# Legend

## Text highlighting

- ⇒ **Major positioning rule**
- ⇒ **Additional positioning rule**; +
- ⇒ Whom the rule applies to, context
- ⇒ **Logical condition of use**
- ⇒ *Word instances*

Note that all these rules do not consider inessential or obvious cases.

## Tags

- ⇒ **Common section/subsection**
- ⇒ 🌶️ **Hard section/subsection** 🌶️
- ⇒ 🔥🔥 **HARDCORE section/subsection** 🔥🔥
- ⇒ ● Rule from the Beginner level.
- ⇒ ●● Rule from the Intermediate level.
- ⇒ ●●● Rule from the Advanced level.
- ⇒ -, --, --- Item of the rule of the corresponding level.
- ⇒ \*, \*\*, \*\*\* Additional rule/information of the corresponding level.

# 1 Present

## Be

- Use *be*:
  - with ages;
  - with *a/an* + jobs;
  - to describe the weather;
  - to talk about **time and place**.

## Present simple

- Use *I/you/we/they* + **inf** or *he/she/it* + **-s**.
- Use the present simple:
  - for things that are always or **usually true**;
  - for regular or **repeated** events and habits;
  - for **states**, **with** verbs such as *believe, feel, hate, know, like, look, love, mean, prefer, promise, sound, think, understand, want*;
  - we often use it **with** adverbs of frequency *always, never, sometimes, usually...*
  - to give **instructions** or directions;
  - to tell a story, or to describe **series of events**;
  - for a **review**.
- There is no -s on the main verb **after** *does* or *doesn't*.

## Present continuous

- Make statement with ***be* + -ing**.
- Use the present continuous:
  - for activity **in progress now** or **around now**;
  - for **unfinished temporary** actions;
  - **with** *always, constantly, forever* to **criticise**;
  - for situations which are **gradually changing**;
  - to describe the **background** to a story;
  - to **emphasize the process** **using** state verbs such as *appear, expect, feel, have, imagine, look, think, see, smell, taste, weigh*;
- \*\* in informal letters and emails.

## Imperatives

- Use the **inf** for imperatives.
- *Always* and *never* can be used **at the beginning of** the imperative phrase.
- There is usually no subject.
- Imperatives sound not very polite.

## Present perfect

- Make using the verb **have + V3**.
- Use the present perfect:
  - to talk about a **recent event**. Use *just* to emphasize it;
  - for past event which the speaker feels is **connected with the present**;
  - when it is **not important when** the past event took a place;
  - for **states which started in the past and continues now**;
  - to talk about action in **current time period**;
  - **with** *once, twice, the third time...*
- We can use already and yet. They mean 'before now'.  
We use yet in question and negatives. Yet comes **in the end**.  
Already comes **after** *has/have*.
- We often use ever, never and before.  
Never and ever come **after** *has/have*.  
Before comes **in the end**.
- Use since to emphasize when a situation **began**.
- Use for to emphasize **how long** a situation has been going.
- Still stresses that the situation is **continuing now**.
- \* We can use *always*.

## Present perfect continuous

- Make using **have + been + -ing**.
- We use the present perfect continuous for:
  - **activity** that is still **going on** or has only **just ended** (usually for shorter temporary);

-- global changes.

\*\* Often there is no difference between the perfect and the perfect continuous.

## 2 Past

### Past simple

- Add **-ed** to make the past simple (regular).  
Use **did not + inf** to make the negative and use **did** to make a question.
- Make general questions with *was/were* as follows:  
**Was + I/he/she/it + object?**  
**Were + you/we/they + object?**
- Use the past simple for:
  - past **actions, states, habits, facts**;
  - **finished** actions **with** certain time expressions: *yesterday, last (night/week/year), (a few minutes/two months/10 years) ago, then, when, in + year*;
  - repeated or **usual** actions or situations in the past.

### Past continuous

- Make using **was/were + -ing**.
- Use the past continuous:
  - for events which were in **progress at a particular time** in the past;
  - to set the **background** to a story;
  - for a description of **simultaneous** ongoing situations;
  - to give the **reason** for a past event.

### When, while, as

- Use when, while, as to link **simultaneous** events in past simple and past continuous.
- Use when also:
  - to join past simple events that are **consecutive**;
  - with **states**.
- Use as also to describe two short events that **change together**.
- Use *when* **before** the past simple or the past continuous verb.  
Use *while* **before** the past continuous verb **in any part of** a sentence.
- \* When when, while, as come **in the beginning**, put a comma **in the middle**.



## Used to

- Use **used to + inf** for habits and states which are **no longer true**.
- *Be/get + used to + noun/verb/-ing* means to **know smth obvious**.

## Would

- Use **would + inf**.
- *Would = used to* **except** for **past states**.

## Past perfect

- Make using **had + V3**.
- Use the past perfect to talk about:
  - **completed** events in relation to another one.
  - an event which **happened before another one in the past**;
  - things that **have not happened as you expected**;
  - **with** the time expressions *after, as soon as, by the time, when*;
  - **with** the adverbs *ever, never, just, already*.

## Past perfect continuous

- Make using **had been + -ing**
- Use the past perfect continuous for activity that **was going on or had finished just before another event**.

### 3 The future

#### Will

- Use **will + inf.**
- Use *will*:
  - to **give information** about the future;
  - for **instant decisions** made at the time of speaking;
  - for general **predictions based on what you think**, we often **use** *think, hope, be sure* in this case;
- \*\* **with** the adverbs *certainly, definitely, probably, possibly*, use these adverbs **after** *will* but **before** *won't*;

#### Be going to

- Use **be going to + inf** for:
  - plans and **intentions**;
  - **predictions based on present evidence**.

#### Present tense for future use

- Use the present continuous to talk about:
  - plans and **arrangements** when we already **know the time and place**;
  - a **definite time** in the future, e.g. *tomorrow, six o'clock, on Friday*.
- Use the present simple to talk about future events:
  - which are part of a **timetable** or schedule;
  - **after** *when, as soon as, until, after, before, if, unless*.
- We can use the present perfect with actions that **will finish** before smth else.

#### Future continuous

- Make with **will + be + -ing**  
or use **I/we + shall + be + -ing** in **formal** language.
- Use the future continuous for events which will be in **progress at a particular time** in the future.

## Future perfect

- Make using **will + have + V3**.
- Use the future perfect:
  - for situations that **will be finished by certain time**;
  - we often use it with a **time phrase** about the future.

## Be + to-infinitive

- Use **be to + inf** for **statements** to talk about **arrangements** in **formal** language.
- Use **if + ... + be to + inf** to show that smth must happen before smth else.

## Be about to

- Use **be about to + inf** for situations that **will happen very soon** or immediately.
- *be on the verge of + -ing = be on the point of + -ing = be about to + inf*

## Future in the past

- We can use **past forms of future forms** to talk about actions that **were planned but did not happen**, or we do not know if they happened.

## 4 Modal verbs

### Ability

- Use can and be able to for present **ability**,  
could and was/were able to for the past, will be able to for the future.
- We can use can for future ability as a **possible plan**.
- Use was/were able to (NOT could) when talking about **one event**.  
In the negative, both forms are possible.
- Could = *would be able to*

### Obligation and necessary

- Use must or have to for **rules** and laws;
  - Use must for smth the speaker feels is **necessary**.
  - Use have to or need (to) for **obligation imposed** by others or circumstance in the present, had to or needed to in the past, will have to or will need to in the future.  
Use could not or was not allowed to (not a modal) for past negatives.
  - Use must not or can not for things we are **not allowed to do**
  - Use do not have to or do not need to / need not for smth which is **not necessary**.
  - Use should (not) have + V3 for smth that **was** (un)necessary but **you did not do** (did anyway) that.
- \*\* *Need* also can be a modal verb.
- \*\* *Have got to* = *have to* but it is more informal.

### Advice

- Use should to ask for and give **advice**.
- Use had better to give **strong advice**.
- Ought to = *should*.

### Possibility

- Use may, might, could to mean:
  - that is **possible**;
  - that **will possibly happen**.

- Use may/might have + V3 to mean that **was possible**.
  - Use might if you think the chance **is less certain**.
- Use could/might have + V3 if smth **was possible, but did not happen**.
- Use must to say that smth **is certain**. The negative is can not.
- Use must have + V3 to say that smth **was certain**.  
The negative is can/could not have + V3.

## Request and permission

- Use can, could, will, would, to **request** someone to do smth politely.
- Use can/could/may + I/we to ask for **permission**.
  - Could and would are **more polite** than *can* and *will*. May is **formal**.
- To make a **very polite request** use *Do you think you could ...?*, *Could you possibly ...?*, *Do/Would you mind + -ing ...?*
- Other ways of asking for **permission** are  
*Do/Would you mind if ...?* or *Is it all right if ...?*

## Offer, suggestion, promise

- Use I/We + 'll (NOT *will*) to **offer** to do smth for someone.  
Use Shall/Can + I/we ...? for a **more polite offer**.
- Use could, might or Shall we ...? to **suggest** an idea to do smth.
- Use I/We + will/'ll to make **promises**.  
You can use I/We shall in British English.
- Other ways of making **suggestions** are  
*Let's ...*, *Why don't we ...?*, *How about + -ing?*

## 5 Questions and answers

### Yes/no

- To make a yes/no question use the **auxiliary verb + the subject**.
- Make a yes/no answer with the **subject pronoun + the auxiliary verb**.

\*\* if the question is negative, the answer we expect is *yes*.

### Wh-

- With where, when, why, how and whose  
the word order is: **question word + auxiliary + subject + main verb**.
- If who, what, which are the **subject** **do not use auxiliary**.
- If who, what, which are the **object** **use auxiliary**.
- In a subject question, the main verb is always in the **third-person singular**.
- Use What + noun for general questions when there are **many possibilities**, and Which + noun when there is a small or **limited number of possibilities**.
- Use Which of + pronoun/the.
- We say *What time ...?*, *What kind(s) of ...?*, *What size ...?* and *Which one(s) ...?*

### How, Short question

- Use **How + adjective/adverb** in questions.
- Make a short question as follows: **auxiliary + pronoun**.

### Question tags

- The question tag has an **auxiliary/modal + subject pronoun**.
- Make a short answer with a **subject pronoun + auxiliary/modal**.
- Usually, if the main clause is **affirmative**, the tag is **negative** and vice versa.  
Words like *never*, *no*, *nobody* make the main clause is negative.
- Use tags in conversation to **check information** or to check that the **listener agrees** with you.
- Use affirmative tags will/would/can/could to **tell people to do things**.

- We can agree to affirmative/negative statements with ***so/neither + auxiliary/modal + subject***, or ***subject + auxiliary/modal + too / not either***.  
In conversation, we can use ***Me too/neither***. This is informal.
- \* The intonation on the tag rises if it is a real question and falls if the speaker is sure of the answer.
- \*\* After *somebody, nobody, everybody* the verb in the main is singular but the tag is plural.
- \* *I'm* in the main → *aren't I* in the tag; *I'll* → *shall I*.

## 6 Verbs

### Have

- We can use *have* + noun for many **everyday activities**.  
*Have* with activities can be in the continuous form.

### Phrasal verbs

- Phrasal verbs have two words: **verb + adverb**.  
Some phrasal verbs have an object and some don't.
- Object can go **before and after** the adverb particle.  
If object is a personal pronoun, it always comes **before** the adverb particle.
- \* Prepositional and phrasal verbs are informal and one-word verbs is more formal.
- \*\* There are some nouns which are based on phrasal verbs.

### Gerund; would like

- Some verbs take another verb with *-ing* or *to-inf* or any.
- Some verbs take both forms with **difference in meaning**.  
To forms usually have **active** meaning, -ing are **passive** or **past**.
- Use **would like + to-inf** for a **polite invitation** or for saying *want*.
- Some verbs take an object and to-inf or just inf.
- \*\* In speaking, *get* + object + *to-inf* = *persuade*.

### Get, make, do

- Use get + object to mean **receive** or obtain.
- Use make to talk about:
  - **producing** smth;
  - being the **cause of someone's feeling**.
- Use do to talk about work and **activities**.



## Linking verbs

- All linking verbs **can be followed by an adjective**, but *be, become, feel, look, remain, stay, sound* **can also be followed by nouns**.
- Some describe things that **change**: *become, get, go, grow, turn*:
  - use *turn* and *go* with **colours**;
  - *go* describes **bad** changes.
  - use *get* or *become* (not *go*) **with** *old, tired, ill*;
  - use *get* (not *become*) in **imperatives** and for **shorter process**;
  - \*\* *go* and *get* usually are more informal.
- Some mean **staying the same**: *keep, remain, stay*.
- Some describe **senses**: *appear, feel, look, seem, smell, sound, taste*.
  - Use ***What does it look/feel/... like?*** or ***What is it like?*** to ask questions about the senses. The answer has **linking verb + adjective / like + noun**.
- Prepositional verbs like ***look/feel/... + like + noun*** mean **resemble**.
- To ask about person:
  - *What is person like?* – traits.
  - *What does person like?* – hobbies.
  - *Who is person like?* – looks like smbd.
- \*\* A few descriptive verbs, e.g. *lie, fall, sit, stand* can sometimes be linking.
- \*\* Adjectives, beginning with *a-* and *ill, well* have status meaning.

## Verbs with two objects

- Some verbs have two objects: **subject + verb + direct + to/for + indirect**.
- Use *for* **before** indirect object **with** *build, buy, find, get, leave, make*.
- Use *to* **before** indirect object in other cases.
- There is no preposition **with** *allow, charge, cost, fine, wish*.
  - We can also put: **subject + verb + indirect + (to/for) + direct**.

## 7 Articles, nouns, pronouns

### Articles 1: a, an

- We use *a, an* with:
  - **singular nouns**;
  - **professions** and to describe **what smth or someone is**;
  - smth that the listener **doesn't know about** yet;
  - to mean **every** in expressions of time or quantity;
- Use *a* before a consonant sound and *an* before a vowel sound.

### Articles 2: the

- Use **the + singular/plural/uncountable nouns**:
  - when the speaker and listener both **know what** is being talked about;
  - to **specify** what we are talking about;
  - things that are the only ones around us, or that are **unique**;
  - in a number of expressions **referring to the world** around us;
  - **well-known groups** of people;
  - the names of a few **countries**;
  - **streets** (NOT names) and **hotels**;
  - **island groups, oceans and rivers**.

### Articles 3: no article

- We don't use articles:
  - **with possessive adjectives**;
  - to talk about things **in general** with plural or uncountable nouns.
  - with **names** of people and **places**;
  - with **meals, months days, special times of the year**;
  - \*\* often omitted in newspaper, messages, chatrooms.

### Countable and uncountable nouns

- Countable nouns have singular and plural forms.  
Uncountable nouns are singular.

- Uncountable nouns are countable if we use expression **such as**: *a piece/slice/bar/cup/grain/glass of ...*
- Some nouns can be both countable and uncountable with a **difference in meaning**.
- \* Some nouns which are uncountable in English may be countable in your own language.

## Plural nouns

- In the plural we usually **add -s**.
- Some nouns only have a plural form.  
We can use *a pair of* **before** these nouns to mean **one item**.
- Some common nouns have special plurals.
- Some nouns which **refer to groups** of people can be singular or plural.

## This, that, these, those

- Use **this/that + singular noun**.  
Use **these/those + plural noun**.
- We usually use *this/these* for people and things which are **near**, and *that/those* for ones which are **not near**.
- Use *this/these* for things which **are happening now** or will soon happen, and *that/those* for ones which **happened in the past** or have just finished.
- Use *that* to say **more about** smth that someone has just said.
- We can also use *this, that, these* and *those* on their **own**.

## Possessive's

- **Add 's** to a singular regular and irregular plural noun to mean **'belongs to'**.
- After a plural noun which ends in -s, just **add '**.
- We can use **'s without** a following noun.
- When there are two nouns, we usually add 's to the second noun.

## Whose?, my, mine

- Use *my, your, his, her, its, our, their* **with** a noun.
- Use *mine, yours, his, hers, ours, theirs* **without** a noun after that.

## There and it

- Use *there* + *be* to show that smth is **present** or exists.
- Use *it* + *be* with a singular or uncountable noun or adjective to **identify** or describe smth or someone.
- Use *it* + *be* to describe **days, dates, times and weather**.
- Use *there* + *is/was/will* with singular nouns, uncountable nouns and with a series of singular and uncountable nouns.
- Use *there* + *are/were/will* with plural nouns.
- \* Use *it's* to **introduce** yourself on the phone.

## Reflexive pronouns

- Use -self to make singular and -selves to make plural reflexive pronouns.
- Use reflexive pronoun:
  - when the subject and object **are the same**;
  - **to make clear** who/what the pronoun refers to;
  - for **emphasis**;
  - in **conversation**, instead of personal pronouns, **after** *but, except, as, like, and*;
  - I myself to give a **personal opinion**.
- We don't use reflexive pronouns:
  - **after** dress, feel, shave, wash;
  - use personal pronoun instead, **after** **preposition of place**;
- By + reflexive pronoun means **without help**.
- Each other and one another show that things **act** on each other **in the same way**.
- Each other / one another + 's to make possessive form.

# 8 Quantifiers

## Some, any, no

- Use some and any to talk about a limited quantity of smth.  
Use not ... any, no when there is nothing there.
- Use **some/any/no + plural/uncountable** nouns.
- We usually use some in:
  - **statements**;
  - questions when we **expect** the answer **yes**, especially for offers, requests, and suggestions.
- We usually use any in:
  - **negative sentences and questions**;
  - statements to mean *it **doesn't matter** which one*.
- We can use some/any + of + the-noun/pronoun.
- We can use some and any **without** a following noun when **it is clear** what they are referring to.

## Smth, everywhere, nobody, anyone

- Use:
  - pronouns -thing to talk about a thing or an idea;
  - pronouns -body or -one to talk about person;
  - -one is formal;
  - adverbs -where to talk about a place.
- Use:
  - some- and every- in **statements**;
  - any- in **negatives and questions**;
  - any- in statements to mean all when it **doesn't matter who**, what or where;
  - no- in **statements and questions**.
- \* We don't have two negative words in one sentence.
- \* every- + singular verb.

## Both, either, neither

- *Both* = A and B. *Neither* = not A and not B. *Either* = A or B.
- Use *both* + nouns/pronouns, but pronouns + *both*.  
Use *either/neither* + singular nouns.
- Use *both of* + plural personal pronouns.  
Use *either/neither of* + plural nouns and pronouns.
- We can use *both ... and*, *either ... or*, *neither ... nor* to **join** nouns, other kinds of words, phrases and even sentences.
- We can use *both*, *either*, *neither* on their **own** as pronouns.

## All, each, every, none

- Use *all*, *each*, *every*, *none* to describe everything in a set.
- Use *each/every* + singular noun.
- Use *every* to talk about **all of a big set**.  
Use *each* to mean people or **things separately**.
- We can use *All/each/none* + *of* + *the*-noun/pronoun.

## Much, many, little, few

- Use *much* / *(a) little* / *a bit of* + **uncountable** nouns;  
*many* / *(a) few* / *several* / *a couple of* + **plural** nouns;  
*a lot of* / *lots of* + **both** nouns.
- We usually use *much*, *many*, *a lot of* or *lots of* in **negatives and questions**.
- *A lot of* or *lots of* are more common in **informal statements**.
- We sometimes use *many* in **formal statements**.
- You can **leave out** the noun after *much*, *many*, *a little*, *a few*, *a lot of* and *lots of*.
- We can use *many/much/(a)little/(a)few/most/several* + *of* + *the*-noun/pronoun.
- *Few* and *little* mean **not enough**.  
*A few* and *a little* mean **not a lot of, but enough**.
- Use *plenty of* + uncountable/plural nouns to mean **enough** or **more than enough**.
- *Most* (without *the* and *of*) can mean the **majority** of.

- We can use *(too) much / (too) many / (a) little / (a) few / several / enough / a lot of / lots of / plenty of / a couple of / a bit of* **as an adverb**.

\*\* *A bit* is more informal.

\*\* *A couple of* means two or three.

## Too and enough

- Use too + adjective/adverb to mean **more than** is reasonable, possible, necessary.
- Use adjective/adverb + enough.
- Use *too much / too many / enough* + noun.
- We can **omit** the noun after *enough / too much / too many*.

# 9 Prepositions

## Prepositions

- We use some adjectives/nouns + particular prepositions.
  - We can use prepositional verbs: verb + preposition (+ preposition).  
Or verb + noun + preposition + noun.
  - There is nothing **after** the preposition in Wh- questions.
  - Single-word prepositions: *about, against, by concerning, despite, in, for, from, of, regarding, with, without*. We also can use some multi-word prepositions.
- \* Use *about* to refer to the content. Use *by* to specify the author.  
Use *in* to describe what someone is wearing.

## Prepositions of place

Some prepositions are: *above, among, at, around/round, behind, below, beneath, between, by/near, beyond, in, in front of, inside, on, opposite, outside, over, under*.

- Use at:
  - with a place or a **point**;
  - with a **group activity**;
  - **before** *the top/bottom/end/beginning/front/back/side (of)*.
- Use in:
  - to say smth is **inside** a larger space;
  - **before** *the north/corner/centre, a picture/photo, bed*.
- Use on:
  - to talk about somewhere on a line or a **surface**;
  - **before** *a farm, an island, page, the left/right/way/edge(of)*

## Prepositions of movement

- Some prepositions are: *across, after, along, around/round, behind, between, by, down, from ... to, into, off, onto, out of, over, past, through, towards, to, under, up*.
- Use *by* to show **how you travel**.
- Use get on/onto and off **with** trains, buses, planes, bikes, boats and animals.



- Use get in/into and out **with** cars (small boats and small plains).
- Use to **after** verbs *go, walk, come, fly, travel*.
- Don't use to **after** *arrive, visit, before home*.

## Prepositions of time

- Some prepositions are: *after, at, before, between, by, during, for, from ... to/until, in, on, until, within*.
- Use at with:
  - a particular **point** in time;
  - **meal time**;
  - **before** *the wedding, New Year*;
  - **before** *the moment, (the) time (of)*;
  - \* *at night, at midnight, at the weekend*.
- Use in with:
  - **parts of the day**;
  - **months**;
  - **seasons**;
  - **years and centuries**;
  - to mean **after** time interval;
  - **before** ... 's *time*.
- Use on with:
  - **days of week** (maybe with part of the day);
  - **dates**;
  - **special dates**.
- We do not normally use a preposition of time **before** *this/that/some/each/every/last/next* and **before** the adverb phrases *later / today / tonight / tomorrow / the day after tomorrow / yesterday / the day before yesterday*.
- Use during to say that smth happens in a **particular time**.
- Use for to say **how long** smth continues.
- Use within to mean **inside period of time**.
- Use by or until to mean **at this time or before**.  
Use by for a **single action** and until for a **continuing activity**.

# 10 Adjectives and adverbs

## Adjectives

- Use **adjective + noun/pronoun**.
- Use **be, feel, look, seem, smell, sound, taste + adjective**.
- There are a few adjectives which we only use **after** the verb: *afraid, alive, alone, asleep, awake, glad, ill, well*.
- A number of adjectives end in -y; *-ful* means **full of**, *-less* means **without**.
- We can use singular nouns as adjectives.
- We can use some adj + *to* + inf.

## -ed and -ing adjectives

- We can use *-ing*, *-ed* or V3 form of the verb as adjectives.
- Adjectives which can end in either *-ing* or *-ed*:
  - -ed endings describe how **we feel**.
  - -ing endings describe what or who **causes the feeling**.

## Gradable adjectives

- Use very / quite + gradable adjective.
  - We can use a bit / a little + gradable/comparative adjective or on its **own**.
  - Don't use these words **in front of** *married, delicious, dead, enormous, exhausted, impossible, perfect*, which mean smth **absolute** or extreme.  
We can, however, use words **like** *absolutely, completely, totally, extremely*.
  - quite + gradable adj = **fairly**;  
quite + upgradable adj = **completely**.
- \*\* We use *quite* + *a* + adj + noun.

## Order of adjectives

- The usual order of adjectives is: **opinion, size, quality, age, shape, colour, origin, material, purpose**.
- We often use hyphens in an adjective phrase **with** numbers.

## Comparatives

- Use **more/less + adj/adv** to make the comparative form.
- Use **-er** to make the comparative form of **one-/two-syllable** adj/adv.
- Some common adj&adv have **irregular** comparative forms.
- Use comparative adjective + *than* to **compare** things.
- Use object pronoun after *than* and subject pronoun in **formal** language.
- Don't use *very* **before** comparative adjective. Use *much, far, a lot, a little, a bit*. *A lot* and *a bit* is more informal.
- We often use *not as ... (as)* instead of *less* in **informal** language.
- Same, similar, equal things:
  - Use *the same (as)* or *the same + noun (+ as)*.  
Use *similar (to)* to mean like, but **not exactly the same**.
  - Use *like* + noun/pronoun to say that things are **similar**  
or *as / like* (very informal) + clause / prepositional phrase.
    - Use *as* + adj/adv + *as* to say that things are **equal**.
- \*\* Use two comparative words with *and* to show that smth is changing all the time.
- \*\* Use *further* to mean extra.

## Superlatives

- Use **the + most/least + adj/adv** to make the superlative form.
- Use **-est** to make the superlative form of **one-/two-syllable** adj/adv.
- Some common adj&adv have **irregular** superlative forms.
- Use **the + superlatives**.
- We can use superlatives **without** a noun.
- You can add extra information with a *to-inf* clause.
- \*\* Use superlatives + *of* + plurals/quantifiers.

## Adverbs of manner

- Use **adverbs with verbs/adjectives/adverbs/sentences**.
  - Use **adj + -ly** to form some adverbs of manner.
  - Use **in a ... way** to form some adverbs of manner from **adjectives end in -ly**.
  - Some adverbs are **the same** as the adjectives.
  - Adverbs of manner often come **in the end**, but can sometimes come in the middle or in the beginning **for emphasis**.
  - *even, just, only, mainly, mostly, either, neither* can be used **to put emphasis on a particular** expression or word.
- \*\* We can use *well-* + V3 to form adjectives.

## Adverbs of frequency

- We usually use *be/auxiliaries/modals/not* + adverbs of frequency + main verb.
- *Sometimes, occasionally* goes **before** the verb *be/auxiliaries/modals/not* **in negative** sentences.
- *Frequently, occasionally, usually, normally, often, sometimes* can also go **in the beginning** or **in the end**.

## Adverbs of time and place

- Adverbs of time and place usually come **in the end**, but may come in the beginning **for emphasis**.  
Many prepositional phrases of time and place **function as adverbs**.
  - We can use *be/auxiliaries/modals* + common time adverbs (one-word) + main verb.  
*Daily, weekly, yearly* usually go **in the end**.
- \*\* Order of adverbs in the end: manner + place + time.

## Adverbs of certainty and degree

- We usually use *be/auxiliaries/modals* + adverbs of certainty, degree + main verb.  
These adverbs often come **before** *be/auxiliaries/modals* and *not* **in negatives**.  
We often use *maybe, perhaps* **in the beginning**.

# 11 The passive, conditionals

## Passive

- Make the passive with **be + past participle**.
- We usually use the passive when we want to **focus on the process or result** rather than who or what does it.
- Use by/with to mention **who/what** does it.
- Verbs with two objects have two passive forms.
- Use verbs which take a to-inf + *to be* + V3.  
Use adj + *to be* + V3.  
Use verbs which take the -ing + *being* + V3.
- Use passive forms of *believe, expect, feel, report, say, think, understand* in reports where there is some **uncertainty**.
- Use *have* + obj + V3 to get **smbd to do smth** or that **smbd has been done smth** (usually bad).  
We can use *get* + obj + V3 in informal language.
- Need + *to be* + V3 or *need* + *-ing* has a **passive meaning**.
- \*\* There are a few verbs describing events or actions which often use *get* instead of *be*.
- \*\* We can use some V3 as adjectives.

## Zero and first conditionals

- In zero conditional sentences, use **if + present simple + present simple**.
- The basic pattern for first conditional is: **if + present simple + future simple**.
- Use the zero conditional to talk about things that are **generally true**.
- Use the first conditional to talk about smth that **possible in the future**.
- When *if* comes **in the beginning** (of any type), we need a comma in the middle.
- We can use other modals instead of *will*.
- We can use unless (in 0 and 1 type) to mean **if ... not**.
- We can use (in any type) *as / as long as / provided / providing (that)* instead of if.
  - \* Both parts of a first conditional talk about the future.
- \*\* We can use one part of (any type) a conditional sentence in a reply.
- \*\* Use *What if ...?* for suggestion and speculations.

## Second conditional

- In second conditional, use **if + past tense ... would + infinitive without to**.
- Use the second conditional for events and situations which are **unlikely**, imaginary or impossible.
- We often use *If I were you ... I would (not) ...* for **advice** and suggestions.
- We often use *if + were* instead of *was* **after** the pronouns *I, she, he, it* and singular nouns. This is more common in formal language and American English.
- We can use *imagine / suppose / supposing (that)* instead of if.

## Thrid conditional

- Make with **if + had + V3 + would + have + V3**.
- Use for events in the past which **did not in fact happen**.
- Use *I wish / If only + had + V3* to talk about **regrets**.
- Use *I wish / If only + the past simple/continuous* with situations which **you would like to be true now**.
- \*\* We can shorten both *had* and *would* to *'d*.
- \*\* *If only* expresses a stronger regret.

## Variations on conditionals

# 12 Reported speech, relative clauses

## Reported speech

- If the verb of saying or thinking is in the present, there is **no change** of tense for the words reported.
  - When the verb of saying or thinking is in the past, the **verb** in the reported speech usually **moves into the past**.
  - The verb in the reported speech **does not need to change** if the information is still true or **relevant** now.
  - Pronouns and time and place expressions **may change** in reported speech.
  - *That* often **links** the verb of saying or thinking to the reported speech. *That* can be **left out** in informal language.
- \* *Used to* and *would* do not change in reported speech.

## Say, tell, speak, talk

- Use say:
  - when it is not necessary to **specify who** is being spoken to;
  - to introduce **direct speech**.
- Use tell:
  - + noun to give **information**;
  - + object + *to* + inf to report instructions or **commands**.
- There are a number of expressions using tell + noun and some with say.
- Use speak to talk about the **ability** to speak.
- Use talk to mean **have a conversation**.

## Defining relative clauses

- Use *who* to refer to **person**.  
Use *which* to refer to a **thing, an animal or an idea**.  
Use *that* or *who* or *which* in informal English.
- We can **leave out** the relative pronoun when it is the object of the relative clause.

## 13 Linking words and sentences

### Linking words: and, but, or, so, because

- In a long list, separate the items with commas, but remember to put *and* before the last item.
- Use *and* to **add** information.
- Use *but* to **contrast** information.
- Use *or* to show **alternatives**.
- Use *so* to show the **result** of smth.
- Use *because* to show the **reason** for smth.  
If you put *because* **in the beginning**, you need to use a comma.

### Time and sequence adverbs: first, then, afterwards

- Use *first, next, then, afterwards, finally* to describe the **order** of events.
- We can use ordinal numbers to **describe each stage** of process and *finally* for the last part. We usually use commas after these words.
- \* We don't usually use *after* as an adverb.

### Word order

- We usually put expressions of time and place and adverbs of manner **in the end**. Sometimes we put them **in the beginning**.  
If there is more than one of these in the end, the order is usually: **manner, place, time**.
- \* An adverb does not usually come **between** a verb and the object.



## Sources

Fiona Davis and Wayne Rimmer — Active grammar level 1 (2011);

Fiona Davis and Wayne Rimmer — Active grammar level 2 (2011);