

Grammar

1. Tense

Tenses	Affirmative	Negative/Question
Simple Present	A: He speaks. \\ <u>do/does</u> সে কথা বলে	N: He does not speak. Q: Does he speak? Why does he speak?
Present Continuous	A: He is speaking. \\ <u>am/is/are doing</u> সে কথা বলছে	N: He is not speaking. Q: Is he speaking? What is he doing?
Simple Past	A: He spoke. \\ <u>did</u> সে কথা বলেছিল	N: He did not speak. Q: Did he speak? Why did he speak?
Past Continuous	A: He was speaking. \\ <u>was/were doing</u> সে কথা বলছিল	N: He was not speaking. Q: Was he speaking? When was he speaking French?
Present Perfect Simple	A: He has spoken. \\ <u>have/has done</u> সে কথা বলেছে	N: He has not spoken. Q: Has he spoken? Why has he spoken Mandarin?
Present Perfect Continuous	A: He has been speaking for 5 minutes. সে কথা ৫ মিনিট যাবৎ বলছে \\ <u>have/has been doing</u> A: He has been speaking since 10 o'clock সে ১০টা থেকে কথা বলছে	N: He has not been speaking... Q: Has he been speaking since 10 o'clock? Why has he been speaking for so long?
Past Perfect Simple	A: He had left before I reached. \\ <u>had done</u> আমি পৌঁছার আগেই সে চলে গেল	N: He had not uttered a word before I mentioned her name. Q: Had he spoken...?
Past Perfect Continuous	A: He had been speaking before you entered the class. shall/will be doing তুমি ক্লাসে প্রবেশ করার আগে সে কথা বলছিল \\ <u>had been doing</u>	N: He had not been speaking before you came. Q: Had he been speaking before I entered the class?
Future Simple	A: He will speak. \\ shall/will do সে কথা বলবে	N: He will not speak. Q: Will he speak? What will you do? When will they go?
Future Continuous	A: He will be speaking. \\ shall/will be doing সে কথা বলতে থাকবে	N: He will not be speaking. Q: Will he be speaking? What will he be doing/speaking?
Future Perfect	A: He will have spoken. \\ shall/will have done সে কথা বলে থাকবে	N: He will not have spoken. Q: Will he have spoken?
Future Perfect X Continuous	A: He will have been speaking. সে কথা বলতে থাকবে \\ shall/will have been doing	N: He will not have been speaking. Q: Will he have been speaking?

2. Passive

The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is. For example, "I noticed that a window **had been left** open."
 "Every year thousands of people **are killed** on our roads."

Passive forms are made up of be/be verb+past participle (be done):

	be	past participle	
English	is	spoken	all over the world.
The windows	have been	cleaned.	
Lunch	was being	served.	
The work	will be	finished	soon.
They	might have been	invited	to the party.

If we want to show the person or thing doing the action, we use *by*:

She was attacked by a dangerous dog.

The money was stolen by her husband.

Passive voice with infinitives (to be done):

You **have to be tested** on your English grammar.

She **wants to be invited** to the party.

I **expect to be surprised** on my birthday.

Passive voice with gerunds: (being done)

I **remember being taught** to drive.

The children are excited **about being taken** to the zoo. //The children are excited **to be taken** to the zoo.

Most film stars **hate being interviewed**. //Most film stars **hate to be interviewed**.

Active to Passive at a glance (Source: modified from <https://halsepele.files.wordpress.com>)

	ACTIVE	PASSIVE
Simple Present	Denis teaches them.	They are taught by Denis.
Present Continuous	Denis is teaching them.	They are being taught by Denis.
Present Perfect	Denis has taught them.	They have been taught by Denis.
Simple Past	Denis taught them.	They were taught by Denis.
Past Continuous	Denis was teaching them.	They were being taught by Denis.
Past Perfect	Denis had taught them.	They had been taught by Denis.
Will-future	Denis will teach them.	They will be taught by Denis.
Be going to	Denis is going to teach them.	They are going to be taught by Denis.
Future Perfect	Denis will have taught them.	They will have been taught by Denis.
Modals	Denis can/may teach them.	They can/may be taught by Denis.

Some verbs which are very **frequently used in the passive** are followed by the **to-infinitive**:

<i>be supposed to</i>	<i>be expected to</i>	<i>be asked to</i>	<i>be told to</i>
<i>be scheduled to</i>	<i>be allowed to</i>	<i>be invited to</i>	<i>be ordered to</i>

John **has been asked** to make a speech at the meeting.
 You **are supposed to** wear a uniform.
 The meeting **is scheduled to** start at seven.

More examples: It's **said** that he lives abroad now. He **is said** to live abroad now. It's believed that he is the hero of the town. It's **claimed** that he **left** the country two months

3. Sequence of tenses:

a) As if/as though: The past subjunctive after as if / as though indicates an unreal situation in the present.

However, if the situation is true, we use a real tense to express present time:

He **looks as if he knew** the answer. [he (probably) doesn't know]

He ~~looks as if he knows~~ the answer. (he knows the answer)

He **seems as if he hadn't slept** for days. [he (probably) has or we don't know whether he has or not]

He ~~seems as if he hasn't slept~~ for days. (he hasn't slept for days)

If the preceding verb is put into the past tense, the present perfect hasn't slept changes into past perfect, while the past perfect subjunctive hadn't slept stays the same:

He seemed as if he hadn't slept for days.

b) IT'S (HIGH/ABOUT) TIME + PAST (also> it is time to do....)

- It's time you went to bed.
- It's time to say goodbye.
- It's high time I bought a new pair of jeans.
- It's time for breakfast

C) Wishes

- We use past tense modals **would** and **could** to talk about wishes for the **future**:
 I don't like my work. **I wish I could** get a better job.
 I always have to get home early. **I wish my parents would** let me stay out later.
- We use **past tense** forms to talk about wishes for the **present**:
 I don't like this place. **I wish I lived** in somewhere more interesting.
 These seats are very uncomfortable. **I wish we were travelling** first class.
I wish it wasn't so cold.
- We use the **past perfect** to talk about wishes for the **past**:
Mary wishes she had listened to what her mother told her.
I wish I hadn't spent so much money last month.

d)

WOULD RATHER DO	HAD BETTER DO
I would rather stay at home than go to a movie. (I prefer staying at home) I would rather leave. I would rather we ate at home. I would rather you didn't leave. <i>I'd rather walk than drive.</i> <i>I'd rather our children didn't watch it.</i>	You had better watch your steps. (you should watch your steps) She had better listen to you. You had better not be late. You had better not leave him out.

e) Conditionals:

a) **Zero:** If/when it rains, he takes an umbrella.

যদি যখন বৃষ্টি হয়, সে ছাতা নিয়ে যায়।

b) **First:** If you give, he will take.

যদি তুমি দাও, তবে সে নিবে।

- c) **Second:** If you came tomorrow, I could/would show you the map.

যদি তুমি আগামীকাল আসতে, তবে তোমাকে ম্যাপটি দেখাতে পারতাম/দেখাতাম।

- d) **Third:** If you had come last week, I could have/would have shown you the map.

যদি তুমি গত সপ্তাহে আসতে, তোমাকে ম্যাপটি দেখাতে পারতাম/দেখাতাম।

- e) **Mixed:** If you had not helped me years ago, I would not be successful today.

তুমি যদি আমাকে বহু বছর আগে সাহায্য না করত, তবে আজকে আমি সফল হতে পারতাম না।

If I were not interested, I would have told you so.

আমি যদি (এখন) আগ্রহী না হতাম, তবে (আগেই) তোমাকে এটা বলে দিতাম।

.. You can put either the subordinate clause or the main clause at the beginning. For example: If you give, he will take/ he will take if you give. When the subordinate clause is placed at the beginning, it should be followed by a comma.

f) Causative Verbs: get, have, make

- | | |
|--|--------------------------------|
| 1) Get somebody to do something (কাউকে দিয়ে কিছু করানো) | = I got him to clean the room. |
| 2) Have somebody do something (“) | = I had him clean the room. |
| 3) Make somebody do something (“) | = I made him clean the room. |
| 4) Have/get something done (কোনকিছু করানো) | = I had/got the room cleaned. |
| 5) Be made to do something= he was made to clean the room. (তাকে দিয়ে রুমটি পরিষ্কার করানো হয়েছিল) | |

4. Subject-Verb Agreement

Verb according to the noun after ‘or’

- a) The children or their mother is. . . . The mother or her children are.....

Verb according to the noun before ‘as well as’

- b) The girl as well as her friends is. . . . The supporters as well as their candidate are. . .

Singular verb after a single amount/distance/weight etc.

- c) Five dollars is not a big amount. 10 miles is too long for walking. 150 kg is too much for him to lift.
d) Everybody/somebody/nobody is.... Everything/something/nothing is....
e) ‘Each of them is’ but ‘they each are’ (each preceded by plural noun).

Collective Nouns (source: en.oxforddictionaries.com/grammar/matching-verbs-to-collective-nouns)

Collective nouns are nouns which stand for a group or collection of people or things. They include words such as *audience, committee, police, crew, family, government, group, and team*.

In American English, most collective nouns are treated as singular, with a singular verb:

✓ *The whole family was at the table.*

✓ *The government is doing a good job.*

✓ *He prefers an audience that arrives without expectations.*

In British English, most collective nouns can be treated as singular or plural:

The whole family was at the table. [singular collective noun; singular verb]

The whole family were at the table. [plural collective noun; plural verb]

The government is doing a good job. [singular collective noun; singular verb]

The government are doing a good job. [plural collective noun; plural verb]

There are a few collective nouns (in both British and American English) that are *always* used with a plural verb, the most common of which are *police* and *people*:

✓ *She's happy with the way the police have handled the case.*

✓ *It's been my experience that people are generally forgiving.*

- f) *A third of the city is unemployed. A third of the people are unemployed. All of the pie is gone. All of the pies are gone. Some of the pie is missing. Some of the pies are missing.*

- g) *A **number of** (= some) problems have arisen. **The number of** homeless people has increased dramatically.*
- h) Slow and steady wins the race. (one who is slow and steady).

5. Sentence types: Simple, Compound and Complex

List of Conjunctions

Coordinating Conjunctions: for, and, nor, but, or, yet, so (mnemonic= FANBOYS)

Correlative Conjunctions: both/and, either/or, neither/nor, not only/but, whether/or

Some Subordinating Conjunctions: after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while

6. Adjective

Comparative vs superlative:

A comparative compares a person or thing with another person or thing. A superlative compares a person or thing with the whole group of which that person or thing is a member:

*Joe's **older** than Mike.* (comparing one person with another)

*Sheila is **the youngest** girl in the family.* (comparing one person with the whole group she belongs to)

When there are just two members in a group, traditionally, we use the comparative. However, in informal situations people often use the superlative:

*Who is **younger**, Rowan or Tony?* (traditional usage)

*Jan and Barbara are both tall, but Jan's **the tallest**.* (more informal)

Comparative and superlative adjectives: form

One-syllable adjectives (*big, cold, hot, long, nice, old, tall*)

To form the comparative, we use the *-er* suffix with adjectives of one syllable:

*It's **colder** today than yesterday. It was a **longer** holiday than the one we had last year. Sasha is **older** than Mark.*

To form the superlative, we use the *-est* suffix with adjectives of one syllable. We normally use *the* before a superlative adjective:

*I think that's **the biggest** apple I've ever seen! They have three boys. Richard is **the oldest** and Simon is **the youngest**.*

Some one-syllable adjectives have irregular comparative and superlative forms:

bad, worse, worst far, farther/further, farthest/furthest

good, better, best old, older/elder, oldest/eldest

*The morning flight is **better** than the afternoon one.*

*His **elder** sister works for the government.*

*Olivia is Denise's **best** friend.*

*I think that was the **worst** film I've ever seen!*

*Pluto is **the furthest** planet from the sun in our solar system.*

Farther, farthest or further, furthest?

Farther and *further* are comparative adverbs or adjectives. They are the irregular comparative forms of *far*. We use them to talk about distance. There is no difference in meaning between them. *Further* is more common:

*We can't go any **further**; the road's blocked.*

After this, I felt a little refreshed but as I came over the hill, my legs rebelled. I could walk no **further**.

How much **farther** are we going?

Farther, and, much less commonly, **further** can be used as adjectives to refer to distance away from the speaker:

He could see a small boat on the **farther** shore.

At the **further** end of the village stood an old ruined house.

We often repeat **farther** or **further** to emphasise the distance:

'I am just a little ship,' Aunt Emily said, 'drifting **farther** and **farther** out to sea.'

We often use *along* with **farther** and **further**:

Ben Gunn had told me his boat was hidden near the white rock, and I found that rock **farther** along the beach.

We often use *a little*, *a bit* or *a lot* before **further** and **farther**:

Now push and stretch that arm just **a little further** and count to ten.

Superlative forms

Farthest and **furthest** are superlative adjectives or adverbs. They are the irregular superlative forms of *far*. We use them to talk about distance. There is no difference in meaning between them. **Furthest** is more common than **farthest**:

The **furthest** galaxies are about three thousand million light years away.

Go on, boys! Let's see who can run **furthest**.

Viv took a corner seat **farthest** away from the door.

7. Adverbs:

Adverbs are one of the four major word classes, along with nouns, verbs and adjectives. We use adverbs to add more information about a verb, an adjective, another adverb, a clause or a whole sentence and, less commonly, about a noun phrase.

Adverbs: meanings and functions

Adverbs have many different meanings and functions. They are especially important for indicating the time, manner, place, degree and frequency of something.

time	<i>I never get up early at the weekends.</i>
manner	<i>Walk across the road carefully!</i>
place	<i>When we got there, the tickets had sold out.</i>
degree	<i>It's rather cold, isn't it?</i>
frequency	<i>I'm always losing my keys.</i>

Adverb types: Time, place and manner adverbs (*early*, *there*, *slowly*)

Time adverbs

<i>already</i>	<i>lately</i>	<i>still</i>	<i>tomorrow</i>
<i>early</i>	<i>now</i>	<i>soon</i>	<i>yesterday</i>
<i>finally</i>	<i>recently</i>	<i>today</i>	<i>yet</i>

Have you seen Laurie **today**?

I'd prefer to leave **early**.

I went to the cinema on my own **recently**.

There's been an increase in house burglary **lately**.

Place adverbs

Place adverbs tell us about *where* something happens or where something is.

*There was somebody standing **nearby**.*

*Is that your scarf **there**?*

*You go **upstairs** and do your homework. I'll come up in a minute.*

Manner adverbs

Manner adverbs tell us about *the way* something happens or is done.

accurately beautifully expertly professionally

anxiously carefully greedily quickly

badly cautiously loudly quietly

Manner adverbs are often formed from adjectives by adding *-ly*:

*She spoke very **loudly**. We could all hear what she was saying.*

*We waited **anxiously** by the phone.*

*We walked up the stairs very **quietly** because Mum and Dad were asleep.*

Some common manner adverbs have the same form as adjectives and they have similar meanings (e.g. *fast, right, wrong, straight, tight*).

adjective	adverb
<i>I was never a fast swimmer</i>	<i>Driving fast is dangerous</i>
<i>All of your answers were wrong.</i>	<i>People always spell my name wrong.</i>
<i>Is that the right time?</i>	<i>That builder never does anything right!</i>
<i>My hair is straight.</i>	<i>Let's go straight to the airport.</i>

Degree adverbs (*slightly*) and focusing adverbs (*generally*)

Degree and focusing adverbs are the most common types of modifiers of adjectives and other adverbs. Degree adverbs express degrees of qualities, properties, states, conditions and relations. Focusing adverbs point to something.

Degree adverbs

<i>absolutely</i>	<i>enough</i>	<i>perfectly</i>	<i>somewhat</i>
<i>a (little) bit</i>	<i>entirely</i>	<i>pretty</i>	<i>terribly</i>
<i>a lot</i>	<i>extremely</i>	<i>quite</i>	<i>too</i>
<i>almost</i>	<i>fairly</i>	<i>rather</i>	<i>totally</i>
<i>awfully</i>	<i>highly</i>	<i>remarkably</i>	<i>utterly</i>
<i>completely</i>	<i>lots</i>	<i>slightly</i>	<i>very</i>

*Mary will be staying **a bit longer**. (a bit longer = for a little more time)*

*It all happened **pretty quickly**.*

*She was **quite** surprised they came, **actually**.*

*It was £3.52 if you want to be **totally** accurate.*

Focusing adverbs

<i>especially</i>	<i>just</i>	<i>mainly</i>	<i>particularly</i>
<i>generally</i>	<i>largely</i>	<i>only</i>	<i>simply</i>

I **just** wanted to ask you what you thought.

I wouldn't **particularly** like to move to a modern house.

Evaluative adverbs (*surprisingly*) and viewpoint adverbs (*personally*)

We put some adverbs outside the clause. They modify the whole sentence or utterance. Evaluative and viewpoint adverbs are good examples of this:

The electric car, **surprisingly**, does not really offer any advantages over petrol cars. (evaluative)

Personally, I think the show was great. (viewpoint)

8. Gerund (doing); infinitive (to do)

Common verbs usually followed by the gerund:

enjoy	I enjoyed living in France	mind	I don't mind coming early
fancy	I fancy seeing a film tonight	suggest	He suggested staying at a hotel
discuss	We discussed going on holiday together	recommend	They recommended meeting earlier.
dislike	I dislike waiting for buses	keep	He kept working , although he felt ill.

And here are some common verbs followed by 'to' and the infinitive:

agree	She agreed to help .	hope	I hope to pass the exam
ask	I asked to leave early / I asked him to leave early	would like	I would like to see her / I would like you to see her
decide	We decided to go out for dinner.	promise	We promised not to be late
help	He helped to clean the kitchen / he helped me to clean the kitchen		

Part 2: Here are some more verbs that are usually followed by the gerund:

miss	She misses living near the beach	consider	She considered moving to New York.
appreciate	I appreciated her helping me.	can't stand	He can't stand her smoking in the office.
delay	He delayed doing his taxes.	can't help	He can't help talking so loudly.
postpone	He postponed returning to Paris	risk	He risked being caught.
practise	She practised singing the song.	admit	He admitted cheating on the test.

And here are some more verbs followed by 'to' and the infinitive:

can afford	We can't afford to go on holiday.	offer	Frank offered to drive us home.
manage	He managed to open the door.	wait	She waited to buy a movie ticket.
prepare*	They prepared to take the test.	would hate	I'd hate to be late / I'd hate you to be late.
demand	He demanded to speak to Mr. Harris.	would love	I'd love to come / I'd love him to come .
choose	I chose to help .	seem	Nancy seemed to be disappointed

9. Prepositions:

At	In	On
At 4:30 pm	in March	on Monday
At 3 o'clock	In Winter	On 6 March
At noon	In the summer	On 22 Dec.2012
At dinnertime	In 1990	On Christmas Day
At bedtime	In the next century	On your birthday
At the moment	In the future	On New Year's Eve

In the morning / **on** Monday morning == **In** the mornings / **on** Sunday mornings == **In** the afternoon(s) / **on** Sunday afternoons == **In** the evening(s) / **on** Friday evenings.

When we say next, last, this, every we do not use at, in, on:

I went to New York **last June**. She is coming back **next Monday**. I go home **every Easter**. We'll call you **this afternoon**.

Place: at, in, on

At		In		On	
At the bus stop	At work	In London	In a helicopter	On the wall	On a plane
At the corner	At school	In the garden	In an elevator	On the ceiling	On a bicycle
At the entrance	At university	In a box	In the sky	On the floor	On the radio
At the crossroads	At the top	In a building	In the street	On the carpet	On the left
At the top of the page	At the bottom	In a car	In a row	On a page	On a horse
At home	At the side	In a car	In a boat	On a bus	On a boat
	At reception	In a taxi		On a train	

Idiomatic phrases with prepositions

All the money paid by investors is now **at risk**. // Mark always drives **at top speed**. // I dialed the wrong number **by mistake**. // I'd like to buy this picture if it's **for sale**. // You have to pay half the cost of the holiday **in advance**. // I can't stop. I'm **in a hurry**. // I drive about ten thousand miles a year, **on average**. // Did you go there **on holiday** or **on business**? // They went **on a trip to** Cox's Bazar. // They went **on a tour of** Cox's Bazar. // Mr Jones is **on leave** this week. He'll be in the office next Monday. // There are so many different computers **on the market**. // I saw it **on television**. // I heard it **on the radio**. // I'm afraid the machine is **out of order**.

10.

subjunctive

What is the subjunctive?

Some languages have special verb forms called 'subjunctive', which are used especially to talk about 'unreal' situations: things which are possible, desirable or imaginary. Older English had subjunctives, but in modern English they have mostly been replaced by uses of *should*, *would* and other modal verbs, by special uses of past tenses (see 426), and by ordinary verb forms. English only has a few subjunctive forms left: third-person singular present verbs without *-(e)s*, (e.g. *she see*, *he have*) and special forms of *be* (e.g. *I be*, *he were*). Except for *I/he/she/it were* after *if*, they are not very common.

that she see

Ordinary verbs only have one subjunctive form: a third person singular present with no *-(e)s* (e.g. *she see*). It is sometimes used in *that*-clauses in a formal style, especially in American English, after words which express the idea that something is important or desirable (e.g. *suggest*, *recommend*, *ask*, *insist*, *vital*, *essential*, *important*, *advice*). The same forms are used in both present and past sentences.

It is essential that every child have the same educational opportunities.

It was important that James contact Arthur as soon as possible.

Our advice is that the company invest in new equipment.

The judge recommended that Simmons remain in prison for life.

Do is not used in negative subjunctives. Note the word order.

We felt it desirable that he not leave school before eighteen.

With verbs that are not third-person singular, the forms are the same as ordinary present-tense verbs (but they may refer to the past).

I recommended that you move to another office.

be

Be has special subjunctive forms: *I be*, *you be* etc.

It is important that Helen be present when we sign the papers.

The Director asked that he be allowed to advertise for more staff.

I were and *he/she/it were*, used for example after *if* (see 258.4) and *wish* (see 630) in a formal style, are also subjunctives.

If I were you I should stop smoking.

I wish it were Saturday.

fixed phrases

Subjunctives are also used in certain fixed phrases. Examples:

God save the Queen! Long live the King!

God bless you. Heaven forbid.

He's a sort of adopted uncle, as it were. (= ... in a way.)

Be that as it may ... (= Whether that is true or not ...)

If we have to pay £2,000, then so be it. (= We can't do anything to change it.)

other structures

Most subjunctive structures are formal and unusual in British English. In *that*-clauses, British people usually prefer **should + infinitive** (see 521), or ordinary present and past tenses.

It is essential that every child should have the same educational opportunities. (OR ... *that every child has ...*)

It was important that James should contact Arthur as soon as possible. (OR ... *that James contacted ...*)

inversion (1): auxiliary verb before subject

We put an auxiliary verb (and non-auxiliary *have* and *be*) directly before the subject of a clause in several different structures.

questions

Have your father and mother arrived? (NOT ~~*Have arrived your father and mother?*~~)

Where is the concert taking place? (NOT ~~*Where is taking place the concert?*~~)
(NOT ~~*Where the concert is taking place?*~~)

with *may*

May can come before the subject in wishes.

May all your wishes come true! May he rot in hell!

after *so, neither, nor*

In 'short answers' and similar structures, these words are followed by **auxiliary verb + subject**.

I'm hungry. ~ So am I.

I don't like opera. ~ Neither/Nor do I.

For more details of these structures, see 541 and 374.

after *as, than* and *so*

Inversion sometimes happens after *as*, *than* and *so* in a literary style.

She was very religious, as were most of her friends.

City dwellers have a higher death rate than do country people.

So ridiculous did she look that everybody burst out laughing.

conditional clauses

In formal and literary conditional clauses, an auxiliary verb can be put before the subject instead of using *if* (see 261.5).

Were she my daughter ... (= If she were my daughter ...)

Had I realised what you intended ... (= If I had realised ...)

Negatives are not contracted in this case.

Had we not spent all our money already, ... (NOT ~~*Hadn't we spent ...*~~)

after negative and restrictive expressions

If a negative adverb or adverbial expression is put at the beginning of a clause for emphasis, it is usually followed by **auxiliary verb + subject**. These structures are mostly rather formal.

Under no circumstances can we cash cheques.

At no time was the President aware of what was happening.

Not until much later did she learn who her real father was.

The same structure is possible after a complete clause beginning *not until ...*

Not until he received her letter did he fully understand her feelings.

Inversion is also used after restrictive words like *hardly* (in BrE), *seldom*, *rarely*, *little* and *never*, and after *only + time expression*. This is formal or literary.

Hardly had I arrived when trouble started. (BrE)

Seldom have I seen such a remarkable creature.

Little did he realise the danger he faced.

Never ... was so much owed by so many to so few. (Churchill)

Only then did I understand what she meant.

Only after her death was I able to appreciate her.

Not only did we lose our money, but we were nearly killed.

Not a single word did he say.

Inversion is not used after *not far ...* and *not long ...*

Not far from here you can see foxes. (NOT ~~*Not far from here can you ...*~~)

Not long after that she got married.

inversion (2): whole verb before subject

after adverbial expressions of place

When an adverbial expression of place or direction comes at the beginning of a clause, intransitive verbs are often put before their subjects. This happens especially when a new indefinite subject is being introduced. The structure is most common in literary and descriptive writing.

Under a tree was lying one of the biggest men I had ever seen.

On the grass sat an enormous frog.

Directly in front of them stood a great castle.

Along the road came a strange procession.

This structure is often used in speech with *here*, *there* and other short adverbs and adverb particles.

Here comes Freddy! (NOT *Here-Freddy-comes.*)

There goes your brother.

I stopped the car, and up walked a policeman.

The door opened and out came Angela's boyfriend.

If the subject is a pronoun, it goes before the verb.

Here she comes. (NOT *Here-comes-she.*) *Off we go!*

reporting

In story-telling, the subject often comes after reporting verbs like *said*, *asked*, *suggested* etc when these follow direct speech.

'What do you mean?' asked Henry. (OR ... *Henry asked.*)

'I love you,' whispered Jan.

If the subject is a pronoun, it usually comes before the verb.

'What do you mean?' he asked.