

# ENGLISH GRAMMAR GUIDE

**23 GRAMMAR RULES YOU  
MUST KNOW TO SPEAK  
AND WRITE ENGLISH  
LIKE A NATIVE!**

**TIM DICKESON**

ENGLISH GRAMMAR GUIDE

***23 Grammar Rules You Must Know To Speak and Write English  
Like A Native***

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**Why You Need To Read This Book**

If you are currently learning English or trying to improve your English skills for work or study purposes, then it is critically important that you firstly focus on improving your English grammar skills.

If you can focus on and improve your knowledge and skills on the most commonly used grammar principles, you will find that your English speaking and writing level will increase much faster.

This book has been especially written to help you understand and correct the most common grammar principles used in the English language in the simplest way possible.

For each grammar principle included in this book, you will learn:

- The fundamental use of the grammar principle
- How to use it (with simple examples and explanations)
- When to use it
- Signalling words
- Important tips

If you want to improve your English level and quickly learn how to use the most important grammar rules of the English language, then this book is perfect for you.

## *About The Author*



**Tim Dickeson**

Tim is a highly sought after English As A Second Language consultant due to his ability to “translate the complexities of English into a simple language”.

His simplified but highly effective approach to learning English has proven time after time that his methods get results.

Tim is Australian born and raised and has taught English in Australia, Europe and South America.

He has a love of teaching and helping people achieve results and his number one objective is to help as many foreign people as possible improve their English.

### *ENGLISH Grammar Rule No. 1*

#### *Simple Present*



## Description

Simple present is used to express the idea that an action is continuously repeated or an action that happens usually. The action can be a daily event, a habit or something that often happens.

## How To Use It

VERB + s/es (in the third person)

**Example:** “She speaks English”, “I like salad”, “They don’t like fish”

**Explanation:** The Simple present is easy to conjugate with Regular verbs because they all finish in the same form. For example, the verb ‘to eat’:

Subject	Conjugated Verb
I	Eat
You	Eat
She/He	Eat <u>s</u>
We	Eat
You (plural)	Eat
They	Eat

However, Irregular verbs do NOT follow this pattern. For example, the verb ‘to be’:

Subject	Conjugated Verb
I	Am
You	Are
She/He	Is
We	Are
You (plural)	Are
They	Are

## When To Use It

### Here are the 4 ways to use

- Repeated actions > “I go to the gym on Monday and Thursday”
- Permanent states > “The Sun rises in the morning”
- Scheduled events in the near future > “The plane leaves at 6 am tomorrow”
- Now (non-continuous) > “I am here now”

## Signalling Words

Frequency Adverbs: Always, never, sometimes, Once/Twice a week/month

## Important Tips

Many people make the mistake of combining the present continuous with the simple present.

### These forms are

“She running fast”

“I am go to the mountains”

**These forms are**

“She is running fast”

“I am going to the mountains”

*ENGLISH Grammar Rule No. 2*

*Simple Past*

## Description

Simple past is used to express an action that started and finished at a specific time in the past.

## How To Use It

**Structure:** VERB + ed (regular verbs), or other forms for irregular verbs

**Example:** “She spoke English”, “I liked the salad”, “They didn’t like the fish”

**Explanation:** Below it is shown how the verb changes for a Regular verb and for an Irregular verb

### Regular verb (Simple Past)

Verb – “to talk”

Positive	Negative	Question
I talked	I did not talk	Did I talk?

### Irregular verb (Simple Past)

Verb – “to speak”

Positive	Negative	Question
I spoke	I did not speak	Did I speak?

## When To Use It

### Here are the 5 ways to use it:

- Completed action in the past > “Last year, she travelled to Japan”
- A series of completed actions > “We talked on the phone, then met for coffee and later went to the movies”
- Duration in the past > “They lived in Brazil for 5 years”
- Habits in the past > “I never played the piano”
- Past facts or generalisations > “I was a shy child”

## Signalling Words

Yesterday, 2 minutes ago, in 1990, the other day, last Friday,

## Important Tips

Words ending in “ed” are often pronounced incorrectly, simply because people aren’t aware of the following rules.

**Rule 1:** All words that have the last consonant as a “t” or “d” before “ed” must be pronounced with the “ed” as a separate syllable.

**For example:** (Pronunciation with syllables)

- Translated > (Trans – la – ted)
- Needed > (Nee – ded)
- Deposited > (De – pos – i – ted)

**Rule 2:** All other words that have the last consonant other than “t” or “d” before “ed” must be pronounced without the “e”, and the “d” is combined with the previous syllable.

**For example:** (Pronunciation with syllables)

- Looked > (Lookd)
- Watched > (Watchd)
- Liked > (Likd)

**Tip:** For all words where Rule 2 applies, it is easier to think of the “d” as a “t” sound. For example; talked > (talkt)

**Note:** see how the “e” is not pronounced.

### ENGLISH Grammar Rule No. 3

#### Present Perfect

## Description

The present perfect is used to say that an action happened at an unspecified time before now. The exact time is not important.

## How To Use It

**Structure:** Have/has + past participle of the main verb

**For** “She has always spoken English”, “I have never liked salad”, “They have liked fish for a long time”

**Explanation:** You cannot use the present perfect with specific time expressions, like; yesterday, one year ago, last week, when I was a child, when I lived in Australia, at the moment, that day etc.

You can however use the present perfect with unspecific expressions, like; ever, never, once, many times, several times, before, already etc.

## The Basic Structure

Affirmative	Negative	Question
I <u>have been</u> to Spain	I <u>have never/not been</u> to Spain	<u>Have you been</u> to Spain?
She <u>has driven</u> a car	She <u>has never/not driven</u> a car	<u>Has she driven</u> a car?

## When To Use It

Here are the two forms of when to use the present perfect:

1. An unspecified time before now

**For example:** 'I have seen that movie twenty times.', 'People have not travelled to Mars.'

2. Duration from the past until now (non-continuous verbs)

**For example:** 'I have had a cold for two weeks.', 'Mary has loved chocolate since she was a little girl.'

## Signal Words

The following words are commonly used with the Present Perfect.

Since you were born until right now.

A few minutes ago. The action has completed recently.

Is completed and now I'm doing something else.

Used to express a period of time (duration).

Used to refer to the specific moment an action began.



## Subject - Verb Agreement

## Description

The Subject - Verb agreement is an extremely important part of a sentence structure. The subject of a sentence must always 'agree' with the verb that is being used in relation to that subject. In other words, the subject must match with the verb. A common mistake people make is when using plural or singular subjects.

When using a plural subject, the verb must be in the plural form and when using a singular subject, the verb must be in the singular form.

The table below explains this concept:

Singular	Plural
The employee <u>goes</u> to work	The employees <u>go</u> to work
The employee <u>is going</u> to work	The employees <u>are going</u> to work
The employee <u>has gone</u> to work	The employees <u>have gone</u> to work
The employee <u>went</u> to work	The employees <u>went</u> to work

## How To Use It

The following steps will help you identify and use the appropriate subject and verb forms:

1. Identify the subject that is being used in the sentence
2. Determine whether the subject singular or plural form

3. Clarify which verb relates to which subject (sometimes there can be more than one subject)

4. Confirm that the correct verb conjugation corresponds with the subject

Let's firstly look at the Subject within a sentence.

### **Subjects:**

Within a sentence, the subject will usually be a pronoun or noun.

As explained above, the subject (noun / pronoun) will either be in singular or plural form.

Most nouns can be changed into plural form by finishing the noun with an 's' or 'es'. However, some are irregular and don't have these endings, for example; man > men.

### **Regular Nouns**

<b>Singular</b>	<b>Plural</b>
<b>Table</b>	<b>Tables</b>
<b>Car</b>	<b>Cars</b>
<b>Plant</b>	<b>Plants</b>

### **Irregular Nouns**

Singular	Plural
Man	Men
Child	Children
Criterion	Criteria

## Verbs:

Understanding if the verb is in singular form or plural form helps to confirm whether the subject should be in either singular form or plural form. The plural form can be made for most singular verbs in the 'simple present' form by finishing the verb with an 's' or 'es'. However, this rule is only for regular verbs not irregular verbs.

## When To Use It

You use the Subject-Verb agreement in just about every sentence you use. This is because just about every sentence has a subject and most times you are using verbs to provide information about the noun, which means the verb must agree with the noun.

## Here are some examples with explanations:

She \_\_\_\_\_ her car yesterday.

(A) washed

(B) washes

(C) wash

(D) washer

A singular verb is required because 'She' is also a subject in singular form. Answers (A) and (B) are singular verbs; however (A) is the correct answer because the tense of the sentence is in the simple past. The action occurred in the past from the word 'yesterday', which means the verb must also be in the simple past tense.

The new employee and his manager \_\_\_\_\_ in an hour.

- (A) arrives
- (B) arrived
- (C) has arrived
- (D) arrive

Because the subject of the sentence is two people (plural), the verb also must be plural. Therefore the correct answer is (D).

### Important Tips

- The word as a combined noun can either be in a singular form or plural form. The verb will always be plural when the word comes before the word and the verb will always be singular when the word comes after the word (A **number** of people feel sick today / The **number** of employees is increasing.)
- A compound subject, two or more subjects joined by and takes a plural verb. **and tea** are served hot.)

- A noun which is combined and names a group of things or people, although looks plural is actually one entity, which means it is singular. (The **group** likes the new task.)
- The verb always agrees with the closest part of a subject when the words or are used between. This means if the verb will be in singular form if the closest part of the subject is also singular. The verb will be in plural form if the closest part of the subject is plural. (Neither the employee **nor** the manager knows the when the meeting will start.) (Either she **or** they are late.)
- The following words are always in singular form (Indefinite Pronouns):

*anything, anyone, either, nothing, no one, neither, whoever, whatever, what, something, somebody, someone, everything, everyone, each, and everybody*

## ENGLISH Grammar Rule No. 5

### Negatives

## Description

'Negatives' are used to change the meaning of the verb from positive to negative, or state that something is not true or incorrect.

## How To Use It

In order to claim that something is not true, you form a negative sentence by adding the word 'NOT' after the first auxiliary verb in the positive sentence. If there is no auxiliary verb in the positive sentence, as in the Present Simple and Past Simple tenses, then you add one (in both these cases, the auxiliary verb 'DO').

**Note:** When an auxiliary verb (including modals) is used, the main verb is not inflected (no 'S' or 'ED' ending), meaning that either the base form or past participle is used. The verb 'TO BE' uses a different negation pattern.

Tense	Negative Element + Contracted Forms	Examples
Simple Present	Do + not = don't Does + not = doesn't	I do not play He doesn't play
Simple Past	Did + not = didn't	They didn't play
Present Continuous	Am + not Is + not = isn't Are + not = aren't	I am not playing She isn't playing We aren't playing
Past Continuous	Was + not = wasn't Were + not = weren't	I wasn't playing They weren't playing
Present Perfect	Have + never Have + not = haven't Has + never Has + not = hasn't	I have never played I haven't played She has never played She hasn't played
Future	Will + not = won't 'to be' + going to	I won't play I am not going to play

## When To Use It

You use the 'negative' form whenever you need to change the meaning to show that it is not true or incorrect.

### ENGLISH Grammar Rule No. 6

#### Verb 'To Be' (Present / Past / Future)



## Description

The verb “to be” is one of the most used verbs in the English language. It is used in just about every sentence which means that you must learn how to use it correctly.

The verb “to be” is an Irregular verb and is used as the main verb for tense or as the auxiliary verb.

## How To Use It

**Structure:** Pronoun + “to be” form + subject

The main verb is always the bare infinitive (infinitive without “to”)

	Pronoun	“to be” form	Other
<b>Affirmative</b>	I	am	a student
<b>Negative</b>	He	is + not = isn't	a student
<b>Question (Pronoun &amp; “to be” swap)</b>	Are	they	students?

## When To Use It

“To be” can be used the present, past and future; however the form changes based on the tense.

Pronoun	<i>"to be" form</i>				Other
	<i>Present</i>	<i>Past</i>	<i>Future</i>	<i>Present Perfect</i>	
<b>I</b>	am	was	will be	have been	a student
<b>You</b>	are	were	will be	have been	a student
<b>He/She/It</b>	is	was	will be	has been	a student
<b>We</b>	are	were	will be	have been	a student
<b>They</b>	are	were	will be	have been	a student

*ENGLISH Grammar Rule No. 7.*

*Verb 'Can' (Present / Past / Future).*

## Description

The verb “Can” is a modal/auxiliary verb that is used frequently in the English language. It is used to state opportunity or ability, to ask for or give consent, and to express possibility or impossibility.

## How To Use It

**Structure:** Subject + ‘can’ + main verb

The main verb must always be in the infinitive form, which means without “to”.

	Subject	Auxiliary verb	Main verb	Other
<b>Affirmative</b>	I	can	play	tennis
<b>Negative</b>	He	cannot can't	play	tennis
<b>Question</b>	Can	you	play	tennis?

## When To Use It

Can is used in the present, past and future; however the form changes based on the tense.

- Can / be able to (present)
- Could (past)
- Will be able to (future)

	Subject	Auxiliary verb	Main verb	Other
Present	I	can am able to	play	tennis
Past	I	could	play	tennis
Future	I	will be able to	play	tennis?

### Important Tip:

The main verb is ALWAYS the bare infinitive.

This is INCORRECT: "I can to play tennis."

## ENGLISH Grammar Rule No. 8

### Adverbs

## Description

Adverbs are words or phrases which describe verbs. In other words, Adverbs modify verbs by telling us 'how' something is done.

## How To Use It

**Structure:** Adjective + ly

Adjective	Adverb
Dangerous	Dangerously
Careful	Carefully
Nice	Nicely
Horrible	Horribly
Easy	Easily
Electronic	Electronically
Irregular Forms	
Good	Well
Fast	Fast
Hard	Hard

When the adjective finishes in 'y', change the 'y' to 'i'. Then add 'ly'

**For example:** Happy > happily

When the adjective finishes in 'le', change the 'le' to 'ly'.

**For example:** terrible > terribly

When the adjective finishes in 'e', add 'ly'

**For example:** Safe > safely

## **When To Use It**

The examples below show when to use adverbs:

Adverbs of behavior

- Slowly
- Kindly

Adverbs of quantity

- Very
- Rather

Adverbs of frequency

- Always
- Never

Adverbs of time

- Now
- Yesterday

Adverbs of location

- Here
- Somewhere

## Adverbs of Frequency.

## **Description**

Adverbs of frequency help to define how often or when an action is done.

The two types of adverbs of frequency are:

- Adverbs of 'indefinite frequency'
- Adverbs of 'definite frequency'

## **How To Use Them**

### **Adverbs of Infinite Frequency.**

Adverbs of indefinite frequency are different because they do not define the how many times an action occurs in a specific period of time.

#### ***Common examples are:***

- very often
- usually
- always
- often
- never
- sometimes
- repeatedly
- rarely
- occasionally
- hardly ever



- typically

Adverbs of indefinite frequency are positioned within the central part of the sentence. The exact position is defined by the types of verbs used.

Below are the three sentence

1. In between the noun/pronoun and the 'main' verb.

***For example:***

- He **often** travels to the snow.
- The manager **always** starts works at 8am.
- The employees **usually** go out for lunch on Friday.

2. Following the verb 'to' but only if the verb is the 'main' verb.

***For example:***

- She is **never** sick.
- The manager is **always** working late.
- The employees are **occasionally** early for work.

3. In between the 'assisting' verb and the 'main' verb, even if the 'main' verb is a conjugated form of 'to be'.

***For example:***

- He has **never** travelled overseas.
- The managers can **often** finish work at 7pm.
- The director will **always** arrive before the employees.
- *Incorrect:* The students have been **often** disruptive.
- *Correct:* The students have **often** been disruptive. In this example the assisting verb is 'have' and the main verb is 'been'.

## Adverbs of Definite Frequency.

Adverbs of definite frequency appear at the start or finish of a sentence. They describe exactly how many times the action happens within a specific period of time.

### ***Common examples are:***

- daily
- hourly
- monthly
- weekly
- yearly
- every day
- once a month

### ***Examples of Adverbs of Definite Frequency:***

- **Once a** the management team discuss logistics.
- Some workers arrive early **every**
- Timesheets are done **every**
- The operations manager has a meeting

### **When Use Them:**

You use adverbs of frequency when you need to provide more information about the verb you are using. Adverbs of frequency, when used correctly in speaking and writing and answered correctly in reading and listening, always help to increase your score.

ENGLISH Grammar Rule No. 10

This / That / These / Those

## Description

Demonstratives are used to explain how close the speaker is from other people, things, situations and experiences. In other words; the distance from the speaker.

## How To Use It

- **THIS** – used to describe a singular object that is close to the person speaking.
- **THAT** – used to describe a singular object that is far from the person speaking.
- **THESE** – used to describe plural objects that are close to the person speaking.
- **THOSE** – used to describe plural objects that are far from the person speaking.

	<b>Singular</b>	<b>Plural</b>	<b>Close</b>	<b>Far</b>
<b>This</b>	X	-	X	-
<b>That</b>	X	-	-	X
<b>These</b>	-	X	X	-
<b>Those</b>	-	X	-	X

## When To Use It

	Demonstratives	Demonstrative Adjectives
<b>This</b>	That is the place.	That restaurant is really good.
<b>That</b>	This is really good.	This book is really good.
<b>These</b>	These are a lot of fun.	These games are a lot of fun.
<b>Those</b>	Those are really good English books.	Those English books are really good.

### *ENGLISH Grammar Rule No. 11*

### *Uncountable and Countable Nouns*

## Description

Nouns take the form of being countable or uncountable.

Countable nouns are nouns that can be counted, which means they can take both the singular or plural form. On the other hand, uncountable nouns are unable to be counted because they are not individual and separate objects.

Uncountable nouns also cannot take the plural form because they cannot be counted and this means they are always singular. In addition, they never have the words 'a' / 'an' or a number in front of them.

## How To Use It

Countable – In front of a singular countable noun, use 'a' / 'an' or a number. For plural countable nouns, change the noun to plural form.

Uncountable – Use the uncountable noun on its own.

Countable	Uncountable
An apple / 1 apple	Rice
I eat an apple.	I eat rice every day. (INCORRECT > I eat a rice every day)
Apples are good for you.	Rice is good for you.

Uncountable nouns can be turned into countable nouns by adding a countable expression before the noun.

***For example:***

- A piece of information
- 2 glasses of water
- 10 litres of coffee

### **When To Use It**

To explain in simpler words, you use countable nouns when you can count the object but use uncountable nouns when you can't.

Words you can use with Countable and Uncountable nouns:

	<b>Countable</b>	<b>Uncountable</b>
<b>Small quantity</b>	<b>A few / few</b>	<b>A little / little</b>
<b>Large quantity</b>	<b>Many / a lot (There are...)</b>	<b>A lot (There is...)</b>
<b>Questions</b>	<b>Many (Are there...?)</b>	<b>Much (Is there...?)</b>
<b>Negative</b>	<b>Many (There aren't...)</b>	<b>Much (There isn't...)</b>

**[ENGLISH Grammar Rule No. 12](#)**

**[Comparisons](#)**

## Description

Comparisons are used to compare the differences or similarities between 2 or more objects.

To do this we can use adjectives in their comparative forms.

## How To Use It

In order to use a comparison, you must take an adjective and change it based on a set of specific rules.

*For example:*

Adjective	Comparative	Superlative (the most)
Cold	Colder	Coldest

Here are the rules:

1. Adjectives with 1 or 2 syllables (that end in 'Y' easy, 'LE' gentle, 'OW' shadow, 'ET' quiet)

Comparative > 'er'

Superlative > 'est'

2. Adjectives with 2 syllables (that end in 'Y' easy)

Comparative > 'ier'



Superlative > 'iest'

3. For all other 2 syllables and 3 syllables

Comparative > put the word 'more' in front of the adjective (more exciting)

Superlative > put the word 'most' in front of the adjective (most exciting)

Here are some exceptions to the rule:

Adjective	Comparative	Superlative
Good	Better than	The best
Bad	Worse than	The worst
Little	Less than	The least
Far	Farther than	The farthest
Many/Much	More than	The most

### When To Use It

Comparatives – are used when you want to compare 2 or more objects.

**For example:** She is taller than him.

Superlatives – are used when you want to state that an object is the maximum or minimum of all objects.

**For example:** she is the tallest. She is the smallest.

## *Indefinite Pronouns*

## Description

Indefinite pronouns are used as an unspecific description of the subject. This means that Indefinite Pronouns do not indicate a specific object, quantity or person. Because they are not definite, these pronouns usually takes the third person form.

Indefinite Pronouns take either the singular or plural form. However, sometimes they can be singular situation and plural in another.

## How To Use It

You simply replace the pronoun with the correct indefinite pronoun.

**For example:** 'Peter is driving the car.' > 'Someone is driving the car.'

Singular	Plural	Both
Another	Both	All
Anybody	Few	Any
Anything	Many	More
Each	Others	Most
Either	Several	None
Everybody		Some
Everyone		
Little		
Much		
Neither		
Nobody		
One		
Other		

## When To Use It

You use Indefinite Pronouns when you either don't know who or what the object is or it is not necessary to state who or what the object is.

**Important Tip:** In English there can NEVER be two negatives in a sentence.

**For example:**

'There isn't nobody.' (INCORRECT)

'There isn't anybody.' (CORRECT)

[ENGLISH Grammar Rule No. 14](#)

[Conditional](#)

## Description

There are three conditionals in English and each one has a specific use and form. Conditionals are used to describe possible circumstances or imaginary situations.

## How To Use It

First conditional – This means that the situation is a possibility and quite likely that it will happen.

**Structure:** If + present simple, ... future simple (Will)

Second conditional – This means that it is a possibility but not very likely to happen.

**Structure:** If + past simple, ... would/could + infinitive

Third conditional – This means that is impossible to happen because it refers to the past.

**Structure:** If + past perfect, ... would + have + past participle

## When To Use It

*Here are examples of each conditional:*

First conditional – “If I find my car keys, I will go to the movies.”

Second conditional – “If I found my car keys, I would go to the movies.”

Third conditional – “If I had found my car keys, I would have gone to the movies.”

**ENGLISH Grammar Rule No. 15**

**Reported Speech**

## **Description**

Reported Speech is reporting on the information from what other people say or think. This is done not by using the speaker's exact words but reported (indirect) speech.

When using reported speech you must also changes the tense to the past. This is because when you are describing what a person said, you are reporting on an action that happened in the past.

## **How To Use It**

When you are reporting on something a person has said, you must use the tense previous to the person you are reporting about.

The tables below show the initial person talking about a situation (Direct Speech) and the person reporting (Reported Speech). The right column demonstrates that the person reporting must go back a tense.

Direct Speech	Reported Speech
<i>Present simple</i> She said, "it's cold"	<i>Past simple</i> "She said it was cold"
<i>Present continuous</i> She said, "I'm teaching English online"	<i>Past continuous</i> "She said she was teaching English online"
<i>Past simple</i> She said, "I taught online yesterday"	<i>Past perfect</i> "She said she had taught online yesterday"

### Modal verb forms

Direct Speech	Reported Speech
<i>Will</i> She said, "I'll teach English online tomorrow"	<i>Would</i> "She said she would teach English online tomorrow"
<i>Can</i> She said, "I'll teach English online"	<i>Could</i> "She said she could teach English online"

### ENGLISH Grammar Rule No. 16

#### Used to



## Description

Used to indicates that a specific action was an old habit but has now stopped. It expresses the idea that the action was often occurred in the past, but does not usually happen now.

## How To Use It

Below explains the difference between 'used' and 'use'.

- When there is 'did' in the sentence, we say 'use to' (without 'd')
- When there is no 'did' in the sentence, we say 'used to' (with 'd')

Type	Subject	Auxiliary "did"	Not	Main Verb "use"	Infinitive
<i>Affirmative</i>	I			used	to do
<i>Negative</i>	I	did	not	use	to do
<i>Question</i>	Did	you		use	to do?

## When To Use It

There are two uses for 'used to'.

### 1. Habit in the past

"Johnny used to study Spanish." *doesn't study it*

“Tim and Daniella used to go to Chile in the winter.” *don't go there*

“I used to finish classes at 8 o'clock.” *don't*

## **2. Past facts and generalisations**

“I used to ride a motorbike.”

“Sam used to be a chef, but now she is a lawyer.”

“Jerry used to live in Spain, but now he lives in Australia.”

### **ENGLISH Grammar Rule No. 17.**

#### **Either / Neither / Both**

## Description

Either and Neither are used in almost the same way as “so” and “too”, but they are used with negative verbs. Both are used to explain that two subjects something in common.

## How To Use It

Both = this AND that

- Used with the word ‘and’

Either = this OR that

- Goes at the end of the sentence after the negative helping verb

Neither = NOT this and NOT that

- Goes after the conjugation, the helping verb, and then the subject
- Neither has a negative connotation and therefore the sentence must not have another negative word
- Used with the word ‘nor’

## When To Use It

*Here are examples of when to use each form:*

Both

“Emma and Megan both went to the party.”

### Either

“Do you want either chocolate or chips?”

“Max and Sophie are not going to either Spain or France.”

### Neither

“I like neither cats nor dogs.”

“Neither Max nor Sophie is going to the party.”

**ENGLISH Grammar Rule No. 18**

**Transition Phrases or Words**

## Description

Transition phrases allow your ideas and paragraphs to flow together. Without these transition phrases it is difficult to connect your ideas throughout your writing and speaking.

## How To Use It

Transition phrases are generally used at the beginning of a sentence, but can also be used in the middle of a sentence depending on the type.

In order to use them correctly you need to think about 'connection' between your sentences.

### ***Here is a paragraph without transition phrases:***

"Australia is a country with many places to visit but can be very hot in the summer time. This does not stop many people from coming to enjoy its attractions."

### ***Here is a paragraph with transition phrases:***

though Australia is a country with many places to visit, it can be very hot in the summer. this does not stop many people from coming to Australia to enjoy its attractions.

As you can see above, the two transition phrases are used to help the reader and direct them with what the following sentence is about and helping connect the information together easier.

## **When to Use Them:**

Here are examples of phrases to use for different purposes:

### Introduction

“Firstly...”

“Secondly...”

“In my opinion...”

“There are two reasons why...”

### Supporting points

“On the other hand...”

“For example...”

“In contrast...”

“However...”

“In fact...”

“In addition...”

### Conclusion

“Therefore...”

“As a result...”

“In conclusion...”

### ‘And’ Group

“Too (end of sentences)”

“As well as...”

“Furthermore...”

“Both... and...”

'But' Group

“Through...”

“Although...”

Nevertheless...”

On the other hand...”

'So' Group

“As a result...”

“Therefore...”

“Consequently...”

*ENGLISH Grammar Rule No. 19.*

*Other / Another*

## Description

Another and Other are two commonly used words in the English language but can easily be confused.

- Another – is used with singular nouns.
- Other – is used for both singular and plural or uncountable nouns.

## How To Use It

**Structure:** Another + singular countable noun

### *For example:*

- “Let’s have another hamburger.” [hamburger = countable, singular]
- “Can I eat another orange?” [orange = countable, singular]

Another is used for an additional person or thing of the same kind.

**Structure:** Other + plural or uncountable noun

### *For example:*

- cities are bigger than mine.” [cities = plural noun]
- “This shop sells other bread.” [bread = uncountable noun]



Other refers to all people or things that are not the particular one being mentioned.

**Note:** The word ‘Others’ cannot be used as the plural of the word ‘Other’. ‘Other’ can be used as a pronoun or adjective, but ‘others’ must always be a pronoun.

“Jonny attended the class with nine other students.” [adjective]  
“Some teachers are better at explaining things than [pronoun]”

### **When To Use It**

- Another – when you want the same of one thing.
- Other – when you are talking about nonspecific things singular or plural things different to the one being mentioned.

## *ENGLISH Grammar Rule No. 20*

### *Passive Voice*

## Description

The Passive voice is a highly recommended form to use for more formal situations; like a formal letter.

The Passive voice is commonly used when the attention needs to be more on the 'action', instead of who or what is doing the action.

## How To Use It

Who/What receiving action + be + past participle of verb + by +  
Who/What doing action

<b>Tense</b>	<b>Active Voice</b>	<b>Passive Voice</b>
<b><i>Simple Present</i></b>	Once a week, Tom cleans the house.	Once a week, the house is cleaned by Tom.
<b><i>Past Simple</i></b>	Sam repaired the car.	The car was repaired by Sam.
<b><i>Present Perfect</i></b>	Many tourists have visited that castle.	That castle has been visited by many tourists.
<b><i>Simple Future</i></b>	Someone will finish the work by 5:00pm.	The work will be finished by 5:00pm.

## When To Use It

The passive voice is mostly used when writing formal texts. These can be letters or essays or papers.

### ENGLISH Grammar Rule No. 21

#### Prepositions

## **Description**

Prepositions are words that are usually placed in front of nouns and sometimes in front of verbs in gerund form.

They are used to guide the reader and help them understand what the writer is trying to say.

Prepositions are difficult because a preposition in your native language could have several different meanings in English. The best way is to simply learn them and practice them.

## **How To Use Them**

Prepositions are split into Time and Place (position and direction).

### **Prepositions – Time**

Preposition	Use	Example
On	Days of the week	On Monday
In	Month Time of day Year	In August In the morning In 2006
At	Night Weekend	At night At the weekend
Since	From a certain point of time	Since 1980
For	Over a certain period of time	For 2 years
Ago	A certain time in the past	3 years ago
Before	Earlier than a certain point of time	Before 2003
To	Telling the time	Ten to six (5:50)
Past	Telling the time	15 past six (6:15)

**Prepositions – Place (position and direction)**

Preposition	Use	Example
In	Room, building, town Book Car World	In the kitchen In the book In the car In the world
At	For table For events Place where you do typical things	At the table At the concert At the cinema
On	Attached On a surface For public transport For television	The picture on the wall On the table On the bus On TV
Next to	Left or right of something	Jane is standing next to the car
Under	Lower than something else	The bag is under the table
Below	Lower than something else but above ground	The table is below the painting
Over	Covered by something	Put a jacket over your shirt
Above	Higher than something else but not directly over it	A path above the lake
Across	Getting to the other side	Walk across the bridge
From	In the sense of "where from"	A flower from the garden

## ENGLISH Grammar Rule No. 22

### Parallelism

## **Description**

Parallelism is the matching or continuation of grammar structures within a sentence. Parts of a sentence which express similar ideas within a sentence must be grammatically parallel or match each other so the sentence is balanced. Parallelism prevents the sentence from being awkward and increases clarity and improves readability.

## **How To Use It**

There needs to be balance between the elements of a sentence, whether they are nouns, verb tenses, prepositional phrases, comparisons or conjunctions.

### **Nouns**

Nouns must balance with other nouns in the sentence. For example, "I enjoy soccer more than playing rugby". The problem is that "soccer" is a noun, but "playing rugby" is a phrase. The correct form should use "soccer" and "rugby".

### **Verb Tense**

Verb tenses also need to be balanced. There is something incorrect with this sentence: "Yesterday, I went to class, cooked and was listening to music."

The last element used, has a different verb tense than the first two; all verb tenses must be the same. For example, "Yesterday, I went to class, cooked and *listened* to music."

### **Prepositional Phrases**

Prepositional phrases must also balance with other prepositional phrases. For example, "Next week we can go out for dinner and eating ice cream". The prepositional phrase "out for dinner" is not parallel with the verb "eating." The correct sentence is: "Next week we can go out for dinner and eat ice cream."

### **Comparing**

Comparisons commonly use words like; "than" or "When using a comparison, make sure the subjects being compared are in parallel. This sentence is incorrect: "Riding my bike to school is as quick as the train." This sentence is correct: "Riding my bike to school is as fast as taking the train."

### **Conjunctions**

Correlative conjunctions such as "either...or", "both...and," or "rather...than," must also have parallel items. This sentence is incorrect: "John wants both happiness and healthy." This sentence is correct: "John wants both happiness and health."

### **When To Use It**



You must use parallelism when you are developing sentences using the above contexts.

*ENGLISH Grammar Rule No. 23*

*Pronoun Reference*

## **Description**

Pronoun Reference is where a pronoun takes the place of a noun. When this occurs, the pronoun should clearly refer to one, unmistakable noun which comes before the pronoun. This noun is called the antecedent.

Pronouns must agree with their antecedent and the relationship must be very clear and unmistakable.

## **How To Use It**

When replacing a word by a pronoun, make sure there is a coherent relationship between them, this refers to: gender, number etc. If the pronoun does not have a clear antecedent, the reader can become confused.

The following are typical mistakes when using Pronoun Reference:

### **Mistake No. 1 – Too many antecedents**

#### ***For example:***

“The student's mother felt upset when she received a “D” in mathematics.”

In this case, is replacing either or However, it is not clear which noun is being replaced since both can be a singular feminine noun.

**Solution:** Do not use a pronoun; instead use the noun.

“The student’s mother felt upset when the student received a “D” in mathematics.”

### **Mistake No. 2 – No antecedent**

***For example:***

“The lady called the hospital, but they didn’t answer.”

In this case, “they” does not have a noun antecedent which it refers to.

**Solution:** Use the noun or insert an antecedent that clearly refers to the pronoun.

“The lady called the hospital, but the receptionists didn’t answer.”

Or

“The lady called the hospital receptionists, but they didn’t answer.”

**[BONUS - ENGLISH Grammar Exercises](#)**

**Choose the correct alternative for each sentence. Check the answers at the end of this section.**

1) The Prime Minister \_\_\_\_\_ to make a quick decision.

- (A) needs
- (B) needing
- (C) need
- (D) needed

2) My teacher \_\_\_\_\_ me how to use the Simple Past yesterday in class.

- (A) teached
- (B) taught
- (C) teaches
- (D) teach

3) I \_\_\_\_\_ in this company for two years.

- (A) have worked
- (B) worked
- (C) has worked
- (D) working

4) The students' mother \_\_\_\_\_ very upset about her children's behaviour.

- (A) been
- (B) were
- (C) was
- (D) being

5) Citizens \_\_\_\_\_ decided who to vote for in the next elections.

- (A) hasn't
- (B) wasn't
- (C) weren't
- (D) haven't

6) Tomorrow \_\_\_\_\_ a very rainy and windy day.

- (A) is
- (B) will be
- (C) was
- (D) be

7) I'm sorry, I \_\_\_\_\_ help you with your homework tomorrow, I'll be busy.

- (A) won't able to
- (B) am not able to
- (C) wasn't able to
- (D) being able to

8) After the accident, the witness \_\_\_\_\_ called the police to get help.

- (A) quick
- (B) quicker
- (C) quickly
- (D) quickest

9) My classmate \_\_\_\_\_ late for class.

- (A) always be
- (B) always is

- (C) be always
- (D) is always

10) We are all equal and free. \_\_\_\_\_ are undeniable rights stated in our constitution.

- (A) This
- (B) These
- (C) That
- (D) Those

11) \_\_\_\_\_ students \_\_\_\_\_ in class today?

- (A) How much – is there
- (B) How many – is there
- (C) How much – are there
- (D) How many – are there

12) Commuting by train is \_\_\_\_\_ than by doing it by bus.

- (A) much faster
- (B) much more fast
- (C) much fast
- (D) much fastest

13) \_\_\_\_\_ broke into the apartment and stole US \$3000.

- (A) somebody
- (B) everybody
- (C) nobody
- (D) anybody

14) I know that if I \_\_\_\_\_ hard, I \_\_\_\_\_ get the TOEFL score I need.

(A) studies – would

(B) study – will

(C) studied – will

(D) study – would

15) Peter \_\_\_\_\_ buy a sports car if he \_\_\_\_\_ the lottery.

(A) will – wins

(B) would – won

(C) would – wins

(D) will – win

16) If Sarah \_\_\_\_\_ how hard this class was, she \_\_\_\_\_ it.

(A) knew – wouldn't take

(B) has known – wouldn't take

(C) had known – wouldn't have taken

(D) had known – wouldn't has taken

17) Anna said that she \_\_\_\_\_ that mistake again.

(A) would never make

(B) is never make

(C) isn't ever making

(D) never is making

18) My mother \_\_\_\_\_ a lullaby before going to bed every night.

(A) use to sang

(B) used to sang

- (C) use to sing
- (D) used to sing

19) \_\_\_\_\_ Sam \_\_\_\_\_ Tom \_\_\_\_\_ going to the conference tomorrow.

- (A) either – or – are
- (B) neither – or – is
- (C) either – nor – is
- (D) neither – nor – is

20) \_\_\_\_\_, studies have shown a negative increase in the levels of obesity worldwide \_\_\_\_\_ all the efforts made to reduce this global problem.

- (A) Recently – however
- (B) Recently – in spite of
- (C) Seriously – but
- (D) Later – due to

21) The president said we need \_\_\_\_\_ policies to solve the problems in economy, otherwise \_\_\_\_\_ crisis will affect the country.

- (A) others – other
- (B) other – others
- (C) other – another
- (D) others – another

22) Twenty people \_\_\_\_\_ after the student protests held yesterday.

- (A) have been arrested
- (B) has been arrested



- (C) have been arrest
- (D) has been arrest

23) The book was \_\_\_\_\_ the shelf but it just fell \_\_\_\_\_ and now it is \_\_\_\_\_ the drawer.

- (A) in – from – on
- (B) on – off – in

- (C) on – from – in
- (D) in – off – on

24) Mr Smith is one of the best teachers I have had, not only is he a good professional, but also \_\_\_\_\_.

- (A) qualified
- (B) has qualifications
- (C) a qualified individual
- (D) a qualification individual

25) Ms Simms told Bob's associate that \_\_\_\_\_ had written a fine report.

- (A) Bob's associate
- (B) she
- (C) he
- (D) Bob

#### ANSWER KEY

- 1) A
- 2) B
- 3) A
- 4) C
- 5) D

- 6) B
- 7) A
- 8) C
- 9) D
- 10) B
- 11) D
- 12) A
- 13) A

- 14) B
- 15) B
- 16) C
- 17) A
- 18) D
- 19) D
- 20) B
- 21) C
- 22) A
- 23) B
- 24) C
- 25) A

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