

THE COMPLETE GUIDE

100

**ESSENTIAL ENGLISH
SENTENCE STRUCTURES**

Speak and write with clarity, precision, and confidence

PATTERN · USAGE · EXAMPLES · PRACTICE

100 Essential English Sentence Structures

A Complete Guide to Speaking and Writing with Confidence

First Edition · 2026

This book presents one hundred core sentence patterns of English, arranged from the simplest building blocks to advanced structures used by fluent speakers and skilled writers. Every pattern is explained with a formula, plain-language usage notes, natural example sentences, and a practical tip.

Designed for upper-beginner to advanced learners (CEFR A2–C1), teachers, and anyone who wants to build sentences with confidence.

HOW TO USE THIS BOOK

A sentence structure is a **reusable pattern**. Once you own a pattern, you can pour thousands of different words into it and still be correct. That is the fastest path to fluency: stop memorising sentences one by one, and start collecting the patterns that generate them.

This book gives you one hundred such patterns. Each entry follows the same four-part rhythm so you always know where to look:

PATTERN

SUBJECT + VERB + OBJECT

USE *The skeleton — the formula in symbols you can fill with any words.*

- ▶ The green check marks show **natural, correct** example sentences.
- ▶ Read them aloud; rhythm is part of grammar.

TIP Amber tips give a memory hook, a nuance, or a register note (formal vs. casual).

Three ways to read it. (1) **Cover to cover** — the parts build on one another, from the bare subject-verb core to inversion and cleft sentences. (2) **As a reference** — jump to any pattern by the Contents or the Index of Patterns at the back. (3) **As a course** — study five structures a day and write three of your own sentences for each; in three weeks you will have written nine hundred sentences across the full architecture of English.

A small key, used throughout the formulas:

V	verb
V-ing	the -ing form (gerund / present participle)
V3 / pp	past participle (the third form: gone, seen, done)
to-V	the infinitive with “to”
(...)	an optional element
O	object
S	subject
adj / adv	adjective / adverb

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PART I • THE FOUNDATIONS OF EVERY SENTENCE

Every English sentence, however long or elegant, is built on a tiny core: a **subject** and a **verb**. Master these ten structures and you own the skeleton on which the other ninety hang. Read them slowly — the patterns here will reappear, dressed in new tenses and clauses, for the rest of the book.

1 • Subject + Verb

USE *The simplest complete sentence: someone or something performs an action.*

PATTERN

S + V

- ▶ Birds fly.
- ▶ The baby is sleeping.
- ▶ My phone rang during the meeting.
- ▶ Prices rose sharply last year.

TIP Verbs that work alone (without an object) are **intransitive**: *arrive, sleep, fall, happen, exist*. You cannot “arrive something.”

2 • Subject + Verb + Object

USE *The most common pattern in English: an action passes to a receiver.*

PATTERN

S + V + O

- ▶ I read books.
- ▶ She drives a red car.
- ▶ The committee approved the budget.
- ▶ We are watching a film.

TIP Verbs that need an object are **transitive**: *make, want, need, build, see*. Ask “what?” after the verb — if there is an answer, that answer is the object.

3 • Subject + Linking Verb + Complement

USE *Describes or identifies the subject rather than acting on something.*

PATTERN

S + be / seem / become + complement (noun or adjective)

- ▶ She is a doctor.
- ▶ The soup smells wonderful.
- ▶ They became close friends.
- ▶ Your idea sounds reasonable.

COMMON MISTAKE

- ✗ She is seem tired.
- ✓ She seems tired.

Linking verbs are complete on their own — do not stack two of them.

4 • Subject + Verb + Indirect Object + Direct Object

USE *Give, send, or show something (direct object) to someone (indirect object).*

PATTERN

S + V + IO (person) + DO (thing)

- ▶ I gave him a gift.
- ▶ She told the children a story.
- ▶ Could you send me the file?
- ▶ The bank offered us a loan.

TIP You can usually rewrite with *to* or *for* and move the person: “I gave a gift **to him**.” Use this when the thing is short and the person is long.

5 • Subject + Verb + Object + Object Complement

USE *The action changes or labels the object — naming what it becomes.*

PATTERN

S + V + O + complement (noun / adjective)

- ▶ They elected her president.
- ▶ The news made me happy.
- ▶ We painted the door blue.
- ▶ Everyone considers him a genius.

TIP Common verbs here: *make, call, name, elect, consider, find, keep, paint, leave*. The complement renames or describes the **object**, not the subject.

6 • There + be + Subject

USE *Introduces the existence of something new into the conversation.*

PATTERN

There + is / are / was / were + noun (+ place)

- ▶ There is a problem with the plan.
- ▶ There are twenty students in the class.
- ▶ There was a storm last night.
- ▶ Is there any milk left?

COMMON MISTAKE

- ✗ It has a problem with the plan.
- ✓ There is a problem with the plan.

Use “there is/are” to announce existence; “it is” points to something already known.

7 • It + be + Adjective + to-infinitive

USE *Comment on an action or situation without naming a specific doer.*

PATTERN

It + be + adjective + to-V

- ▶ It is hard to learn a language.
- ▶ It was kind of you to help.
- ▶ It is important to arrive on time.
- ▶ It will be difficult to finish today.

TIP Here *it* is an empty “placeholder” subject. The real subject is the action: “To learn a language is hard” — but native speakers prefer the *it* version.

8 • Negative Statements

USE *Deny or reverse a statement using not with an auxiliary verb.*

PATTERN

S + (do / does / did) + not + V
 S + be / modal + not + ...

- ▶ I do not (don't) know the answer.
- ▶ She does not (doesn't) eat meat.
- ▶ They did not (didn't) come.
- ▶ He is not (isn't) ready yet.

COMMON MISTAKE

- ✗ I not know the answer.
- ✓ I don't know the answer.

Ordinary verbs need the helper do/does/did to form the negative. Only be and modals negate directly.

9 • Subject + Verb + Adverbial

USE *Add information about how, where, when, or how often an action happens.*

PATTERN

S + V (+ O) + adverbial (manner / place / time)

- ▶ She works hard.

- ▶ They live in Madrid.
- ▶ We met yesterday.
- ▶ He drives carefully on wet roads.

TIP Default order of adverbials is **manner, place, time**: “She sang beautifully (manner) at the hall (place) last night (time).”

10 • The Imperative

USE Give a command, instruction, invitation, or piece of advice.

PATTERN

(Do not) + base verb (+ ...)

- ▶ Close the door.
- ▶ Please sit down.
- ▶ Don't worry.
- ▶ Turn left at the lights, then stop.

TIP The subject “you” is invisible but understood. Add *please* or *let's* to soften: “Let's begin.” For a firm warning, keep it bare: “Stop.”

PART II • ASKING QUESTIONS

Questions reveal a hidden engine inside English grammar: the **auxiliary verb**. To ask, English moves a helper verb (*do*, *be*, *have*, or a modal) in front of the subject. Learn the ten question shapes here and you can request, confirm, wonder, and double-check in any situation.

11 • Yes / No Questions with *be*

USE Ask a question that can be answered “yes” or “no”, using the verb *be*.

PATTERN

Be + S + ... ?

- ▶ Are you ready?
- ▶ Is she a teacher?
- ▶ Was the film good?
- ▶ Are they coming tonight?

TIP With *be*, you never need *do*. Just swap the subject and the verb: “You are ready” becomes “Are you ready?”

12 • Yes / No Questions with *do*

USE Ask a yes/no question about an ordinary action verb.

PATTERN

Do / Does / Did + S + V (base) ... ?

- ▶ Do you like coffee?
- ▶ Does he work here?
- ▶ Did they win the match?
- ▶ Don't you remember me?

COMMON MISTAKE

- ✗ Do you liked coffee?
- ✓ Do you like coffee?

After do / does / did, the main verb returns to its base form — the helper already carries the tense.

13 • Wh- Questions (Information Questions)

USE Ask for specific information: *who, what, where, when, why, how.*

PATTERN

Wh- word + auxiliary + S + V ... ?

- ▶ Where do you live?
- ▶ What is she reading?
- ▶ Why did the project fail?
- ▶ How does this machine work?

TIP The structure is the same as a yes/no question with a question word bolted to the front. The auxiliary still comes before the subject.

14 • Subject Questions

USE Ask about the *doer* of the action — *no do is needed.*

PATTERN

Who / What + V ... ?

- ▶ Who called you?
- ▶ What happened here?
- ▶ Which team won?
- ▶ Who wants dessert?

COMMON MISTAKE

- ✗ Who did call you?
- ✓ Who called you?

When the question word is the subject, keep normal word order and drop the auxiliary do.

15 • Question Word + to-infinitive

USE *Talk about an unresolved decision or unknown course of action — compactly.*

PATTERN

wh- word + to-V

- ▶ I don't know what to do.
- ▶ Can you show me how to start?
- ▶ She wasn't sure where to go.
- ▶ Tell me when to stop.

TIP This replaces a longer clause: "I don't know what *I should* do" becomes "what to do." Use it after *know, decide, wonder, ask, show, tell, learn*.

16 • Tag Questions

USE *Turn a statement into a question to confirm something or invite agreement.*

PATTERN

Positive statement, + negative tag?
Negative statement, + positive tag?

- ▶ It's cold today, isn't it?
- ▶ You don't smoke, do you?
- ▶ She can swim, can't she?
- ▶ They left early, didn't they?

TIP Mirror the auxiliary and reverse the polarity: positive sentence, negative tag — and the reverse. Falling intonation expects agreement; rising intonation is a real question.

17 • Negative Questions

USE *Express surprise, check an assumption, or make a polite suggestion.*

PATTERN

Auxiliary + not + S + V ... ?

- ▶ Don't you agree?
- ▶ Isn't this wonderful?
- ▶ Haven't we met before?
- ▶ Why don't we take a break?

TIP Beware: answering a negative question is tricky. "Don't you like it?" — "Yes" means *I do like it*; "No" means *I don't*. Answer about the fact, not the question.

18 • Indirect (Embedded) Questions

USE Ask politely or report a question inside another sentence — word order stays normal.

PATTERN

Could you tell me + wh- / if + S + V ... ?

- ▶ Could you tell me where the station is?
- ▶ Do you know if she is coming?
- ▶ I wonder what time it starts.
- ▶ Can you remember whether you locked the door?

COMMON MISTAKE

- ✗ Could you tell me where is the station?
- ✓ Could you tell me where the station is?

Inside an indirect question, do **not** invert — keep the subject before the verb.

19 • How + Adjective / Adverb

USE Ask about degree, measure, or extent — age, distance, frequency, size.

PATTERN

How + adj / adv + (be / auxiliary) + S ... ?

- ▶ How far is it to the airport?

- ▶ How old is your brother?
- ▶ How often do you exercise?
- ▶ How long have you lived here?

TIP Memorise the set: *how much, how many, how long, how far, how old, how often, how tall*. Each opens a precise measurement question.

20 • Alternative Questions

USE Offer a choice between two or more options.

PATTERN

... A or B (or C) ?

- ▶ Would you like tea or coffee?
- ▶ Are we meeting today or tomorrow?
- ▶ Should I call or email?
- ▶ Do you prefer the blue one or the red one?

TIP Use **falling** intonation on the last option — this signals a closed set of choices, unlike a yes/no question, which rises at the end.

PART III • TENSE AND TIME

English does not have many tenses, but it combines them with **aspect** (simple, continuous, perfect) to locate an action precisely in time and show whether it is finished, ongoing, or connected to now. These fifteen structures are the timeline of the language. Notice how each one answers a slightly different question: *When? How long? Finished or not? Still true?*

21 • Present Simple

USE *State facts, habits, routines, and permanent situations.*

PATTERN

S + V(-s for he/she/it)

- ▶ Water boils at 100 degrees.
- ▶ She works in a hospital.
- ▶ We usually have dinner at eight.
- ▶ The train leaves at noon.

TIP Add the -s only for he/she/it. Use it with frequency words: *always, usually, often, sometimes, never.*

22 • Present Continuous

USE *Describe an action happening now or a temporary situation around now.*

PATTERN

S + am / is / are + V-ing

- ▶ I am writing an email.
- ▶ The children are playing outside.
- ▶ She is studying for her exams this week.
- ▶ Prices are rising again.

COMMON MISTAKE

- ✗ I am knowing the answer.
- ✓ I know the answer.

Stative verbs (know, want, like, believe, own) describe states, not actions — they rarely take the -ing form.

23 • Present Perfect

USE *Connect a past action to the present: experience, recent news, or a result that still matters.*

PATTERN

S + have / has + V3 (past participle)

- ▶ I have visited Japan twice.
- ▶ She has just finished her report.
- ▶ We have lived here since 2019.
- ▶ Have you ever tried sushi?

COMMON MISTAKE

- ✗ I have seen him yesterday.
- ✓ I saw him yesterday.

Do not use the present perfect with a finished time word like yesterday. Use it for unfinished or unspecified time.

24 • Present Perfect Continuous

USE *Emphasise the duration of an activity that started in the past and is still going (or just stopped).*

PATTERN

S + have / has + been + V-ing

- ▶ I have been waiting for an hour.
- ▶ She has been working here for ten years.
- ▶ It has been raining all day.
- ▶ Why are you out of breath? Have you been running?

TIP Use it with *for* (a length of time) and *since* (a starting point): “for two hours,” “since Monday.” The focus is on the activity, not the result.

25 • Past Simple

USE *Talk about a completed action at a definite time in the past.*

PATTERN

S + V2 (past form)

- ▶ I visited my grandmother last weekend.
- ▶ They built the bridge in 1995.
- ▶ She didn't call me back.
- ▶ Did you enjoy the concert?

TIP Regular verbs add -ed; irregular verbs change form (*go to went, see to saw*). In questions and negatives the helper *did* carries the past, so the main verb stays in its base form.

26 • Past Continuous

USE *Describe an action in progress at a moment in the past, often interrupted.*

PATTERN

S + was / were + V-ing

- ▶ I was cooking when you called.
- ▶ They were sleeping at midnight.
- ▶ What were you doing yesterday at five?
- ▶ The sun was shining and the birds were singing.

TIP Pair it with the past simple to show one action interrupting another: “While I *was reading* (longer action), the phone *rang* (sudden action).”

27 • Past Perfect

USE *Show that one past action happened before another past action — the “past of the past.”*

PATTERN

S + had + V3

- ▶ The train had left before we arrived.
- ▶ She had already eaten when I got home.
- ▶ I realised I had forgotten my keys.
- ▶ By 2010 they had moved abroad.

TIP Use it to make the order of two past events crystal clear. Signal words: *before, after, already, by the time, when.*

28 • Past Perfect Continuous

USE *Emphasise the duration of an activity that was ongoing up to a point in the past.*

PATTERN

S + had + been + V-ing

- ▶ She was tired because she had been working all night.
- ▶ We had been driving for hours before we found a hotel.
- ▶ He had been waiting for an hour when the bus finally came.
- ▶ They had been arguing before she walked in.

TIP This is the past version of the present perfect continuous. It explains the *cause* of a past situation: tired — *had been working.*

29 • Future with will

USE *Make predictions, instant decisions, promises, and offers.*

PATTERN

S + will + V (base)

- ▶ I think it will rain later.
- ▶ I'll help you with that.
- ▶ She will be twenty next month.
- ▶ Don't worry — I won't tell anyone.

TIP Use *will* for decisions made at the moment of speaking. For plans you already made, prefer *going to* (next structure).

30 • Future with *going to*

USE *Talk about intentions, plans already made, and predictions based on present evidence.*

PATTERN

S + am / is / are + going to + V

- ▶ We are going to buy a house.
- ▶ She is going to study medicine.
- ▶ Look at those clouds — it's going to rain.
- ▶ I'm going to call him tonight.

COMMON MISTAKE

- ✗ I will visit my aunt — I bought the ticket yesterday.
- ✓ I'm going to visit my aunt — I bought the ticket yesterday.

A plan already decided takes going to, not the spontaneous will.

31 • Future Continuous

USE *Describe an action that will be in progress at a specific future time.*

PATTERN

S + will + be + V-ing

- ▶ This time tomorrow I will be flying to Rome.
- ▶ Don't call at eight — we will be having dinner.
- ▶ She will be working late all week.
- ▶ Will you be using the car tonight?

TIP It is also a softer, more polite way to ask about plans: “Will you be joining us?” feels less direct than “Will you join us?”

32 • Future Perfect

USE *Say that an action will be completed before a certain point in the future.*

PATTERN

S + will + have + V3

- ▶ By next year I will have finished my degree.
- ▶ They will have left by the time you arrive.
- ▶ She will have saved enough by December.
- ▶ In an hour the cake will have cooled.

TIP The phrase *by* (a time) is the natural partner of the future perfect: “by Friday,” “by then,” “by the time you read this.”

33 • Past Habits with *used to* and *would*

USE *Describe repeated past actions or past states that are no longer true.*

PATTERN

S + used to + V

S + would + V (repeated actions only)

- ▶ I used to play the piano.
- ▶ We used to live by the sea.
- ▶ Every summer we would visit our cousins.
- ▶ She didn't use to like olives.

COMMON MISTAKE

- ✗ I would be tall as a child.
- ✓ I used to be tall... (no — states use *used to*).

Would works only for repeated actions, not for past states. For states (be, have, like), use used to.

34 • Be about to / On the verge of

USE Talk about something that will happen in the very near future — almost immediately.

PATTERN

S + be + about to + V

- ▶ The film is about to start.
- ▶ I was about to leave when you arrived.
- ▶ Hurry — the doors are about to close.
- ▶ She looked as if she was about to cry.

TIP For dramatic effect, *on the point of* / *on the verge of* + V-ing means the same: “on the verge of giving up.”

35 • Present Continuous for Future Arrangements

USE Talk about fixed future plans, especially with other people, where time and place are set.

PATTERN

S + am / is / are + V-ing + (future time)

- ▶ I am meeting Sarah tomorrow.
- ▶ We are flying to Paris on Friday.
- ▶ She is starting her new job next week.
- ▶ What are you doing this weekend?

TIP Use this for arrangements in your diary. The future time word (*tomorrow, on Friday*) tells the listener you don't mean “right now.”

PART IV • MODALS AND THE SHADES OF MEANING

Modal verbs — *can, could, may, might, must, should, will, would* — are the mood ring of English. They do not change the action; they change your **attitude** to it: how certain, how obligated, how polite. A single modal can turn a fact into a guess, a request, or a command. These ten structures give you fine control over tone.

36 • Can / Could – Ability and Permission

USE *Express ability, possibility, or ask for and give permission.*

PATTERN

S + can / could + V (base)

- ▶ I can speak three languages.
- ▶ Could you open the window, please?
- ▶ You can park here after six.
- ▶ When I was young, I could run for miles.

TIP *Could* is the past of *can* for ability, but for requests it is simply more polite and tentative than *can*, not more past.

37 • May / Might – Possibility

USE *Talk about something that is possibly true or possibly going to happen.*

PATTERN

S + may / might + V (base)

- ▶ It may rain this afternoon.
- ▶ She might be at home now.
- ▶ We might go to Greece this year.
- ▶ They may not have heard the news.

TIP *May* and *might* are nearly interchangeable for possibility; *might* feels slightly less certain. *May* also grants formal permission: “You may begin.”

38 • Must / Have to – Obligation and Necessity

USE Express strong obligation, necessity, or a confident logical conclusion.

PATTERN

S + must + V
S + have to + V

- ▶ You must wear a seatbelt.
- ▶ I have to finish this by Friday.
- ▶ She must be exhausted after that trip.
- ▶ Do we have to register in advance?

COMMON MISTAKE

- ✗ You mustn't to go.
- ✓ You mustn't go.

Modals are followed by the bare infinitive — never to. Note: mustn't = prohibition; don't have to = no obligation. They are opposites.

39 • Should / Ought to – Advice

USE Give advice, make recommendations, or say what is the right thing to do.

PATTERN

S + should / ought to + V

- ▶ You should see a doctor.
- ▶ We ought to leave soon.
- ▶ He shouldn't work so hard.
- ▶ Should I apologise?

TIP *Should* and *ought to* mean the same, but *should* is far more common in speech. For stronger advice, use *had better* (structure 42).

40 • Would – Hypothetical and Polite

USE *Soften requests, describe imagined situations, and express the result of a condition.*

PATTERN

S + would + V

- ▶ I would love a cup of tea.
- ▶ Would you mind helping me?
- ▶ In your place, I would accept the offer.
- ▶ She said she would call back.

TIP *Would* is the great softener of English. “I want” becomes the gentler “I would like”; “Will you?” becomes the warmer “Would you?”

41 • Modal + Perfect – Looking Back

USE *Speculate about the past or express regret and criticism about past actions.*

PATTERN

S + modal + have + V3

- ▶ She must have left already — her coat is gone.
- ▶ You should have told me earlier.
- ▶ They might have missed the train.
- ▶ I could have helped, but no one asked.

TIP Each modal keeps its meaning, aimed at the past: *must have* = near-certainty; *might/could have* = possibility; *should have* = regret or criticism.

42 • Had better – Strong Advice / Warning

USE *Give urgent advice with a hint of warning about consequences.*

PATTERN

S + had better (+ not) + V (base)

- ▶ You had better take an umbrella.
- ▶ We'd better hurry or we'll miss it.
- ▶ He'd better not be late again.
- ▶ I'd better get going.

COMMON MISTAKE

- ✗ You had better to apologise.
- ✓ You had better apologise.

Despite the "had," this is followed by the bare infinitive. It refers to the near future, not the past.

43 • Need to / Needn't – Necessity

USE *Talk about what is necessary or, in the negative, what is unnecessary.*

PATTERN

S + need to + V
S + needn't + V

- ▶ You need to renew your passport.
- ▶ You needn't worry about the cost.
- ▶ Do I need to bring anything?
- ▶ We don't need to leave yet.

TIP *Needn't and don't need to both mean "it isn't necessary." They are gentler than mustn't, which means "it is forbidden."*

44 • Be able to – Ability Across Tenses

USE *Express ability where can cannot reach — in perfect, future, and infinitive forms.*

PATTERN

S + be + able to + V

- ▶ I will be able to drive next year.

- ▶ She has been able to walk again since the surgery.
- ▶ I'd like to be able to swim.
- ▶ Were you able to fix it?

TIP Use *was/were able to* (not *could*) for a single, successful past action: "After hours of work, we *were able to* open the door."

45 • Be supposed to – Expectation

USE Say what should happen according to a rule, plan, or general belief.

PATTERN

S + be + supposed to + V

- ▶ You are supposed to wear a uniform.
- ▶ The meeting was supposed to start at nine.
- ▶ We're not supposed to park here.
- ▶ Isn't it supposed to be sunny today?

TIP It often carries a hint that reality differs from the rule: "It was *supposed to* start at nine" implies that it did not.

PART V • CONDITIONALS AND WISHES

Conditionals let you reason about cause and effect, possibility and impossibility, reality and imagination. The grammar follows a beautiful logic: the further a situation is from reality, the further back in time the verb form moves. These eight structures take you from simple facts to deep regret about the unchangeable past.

46 • Zero Conditional

USE *State facts, scientific truths, and things that are always true under a condition.*

PATTERN

If + present simple, ... present simple

- ▶ If you heat ice, it melts.
- ▶ Plants die if they don't get water.
- ▶ If I drink coffee at night, I can't sleep.
- ▶ When the sun sets, it gets cold.

TIP Here *if* means "whenever / every time." You can swap *if* for *when* with no change in meaning, because the result is guaranteed.

47 • First Conditional

USE *Talk about a real, likely future possibility and its probable result.*

PATTERN

If + present simple, ... will + V

- ▶ If it rains, we will stay home.
- ▶ She will pass if she studies.
- ▶ If you heat the soup, it will taste better.
- ▶ We'll be late if we don't hurry.

COMMON MISTAKE

✗ If it will rain, we will stay home.

✓ If it rains, we will stay home.

Never use will in the if-clause. The condition stays in the present; only the result takes will.

48 • Second Conditional

USE *Imagine an unreal or unlikely present or future situation and its result.*

PATTERN

If + past simple, ... would + V

- ▶ If I won the lottery, I would travel the world.
- ▶ If I were you, I would accept.
- ▶ She would be happier if she changed jobs.
- ▶ What would you do if you saw a ghost?

TIP Use *were* for all subjects in the formal pattern: “If I *were* rich,” “If he *were* here.” This subjunctive *were* signals “this is imaginary.”

49 • Third Conditional

USE *Imagine a different past — something that did not happen — and its imagined result.*

PATTERN

If + past perfect, ... would have + V3

- ▶ If I had known, I would have told you.
- ▶ She would have passed if she had studied harder.
- ▶ If we had left earlier, we wouldn't have missed the flight.
- ▶ They would have won if the weather had been better.

TIP The third conditional is the grammar of regret and “what if.” Both halves point to a past that can no longer be changed.

50 • Mixed Conditional

USE Link an unreal past condition to a present result, or an unreal present to a past result.

PATTERN

If + past perfect, ... would + V (now)

- ▶ If I had studied medicine, I would be a doctor now.
- ▶ If she had taken the job, she would be living in Tokyo today.
- ▶ If I weren't so tired, I would have come with you.
- ▶ You would be richer now if you had invested then.

TIP Mix freely when the time of the cause and the time of the effect differ: a past action (*had studied*) shaping a present state (*would be*).

51 • Wish + Past Simple – Present Regret

USE Express a wish that the present were different from how it is.

PATTERN

S + wish + (that) + past simple

- ▶ I wish I had more time.
- ▶ She wishes she could fly.
- ▶ I wish I knew the answer.
- ▶ Don't you wish you were on holiday?

COMMON MISTAKE

- ✗ I wish I have more money.
- ✓ I wish I had more money.

After wish about the present, move one tense back — present becomes past. "I have" becomes the wished-for "I had."

52 • Wish + Past Perfect – Past Regret

USE Express regret about something in the past that you cannot change.

PATTERN

S + wish + (that) + past perfect

- ▶ I wish I had studied harder.
- ▶ She wishes she hadn't said that.
- ▶ We wish we had booked earlier.
- ▶ He wishes he had never sold the house.

TIP Use *wish* + *would* to complain about an annoying habit you want to change: "I wish you *would stop* interrupting."

53 • Conditional Connectors – *unless, as long as, provided*

USE Express conditions with more precision than a plain *if*.

PATTERN

unless / *as long as* / *provided* (that) + clause

- ▶ I won't go unless you come with me.
- ▶ You can borrow it as long as you return it.
- ▶ We'll start provided that everyone agrees.
- ▶ If only I had listened to you!

TIP *Unless* = "if not." *As long as* / *provided that* = "only on this condition." *If only* adds emotional force to a wish: "If only I knew!"

PART VI • CONNECTING IDEAS

Short sentences inform; connected sentences persuade. This part shows how to weld two ideas into one — joining them as equals, subordinating one to another, or folding a whole description into a single clause. Master these twelve joints and your English stops sounding like a list and starts sounding like an argument.

54 • Coordinating Conjunctions (FANBOYS)

USE *Join two equal, independent ideas: for, and, nor, but, or, yet, so.*

PATTERN

independent clause, + conjunction + independent clause

- ▶ I was tired, but I kept working.
- ▶ She studied hard, so she passed.
- ▶ We can eat now, or we can wait.
- ▶ He didn't call, nor did he write.

TIP Put a comma **before** the conjunction when it joins two full sentences. After *nor*, the clause inverts: “nor *did he write.*”

55 • Subordinating Conjunctions

USE *Attach a dependent idea (time, reason, contrast) to a main clause.*

PATTERN

main clause + conjunction + subordinate clause
Conjunction + subordinate clause, + main clause

- ▶ I stayed home because I felt ill.
- ▶ Although it was late, we kept talking.
- ▶ She smiled while she read the letter.
- ▶ Before you leave, lock the door.

TIP When the subordinate clause comes first, separate it with a comma. When it comes second, you usually don't need one.

56 • Defining Relative Clauses

USE *Identify exactly which person or thing you mean — essential information.*

PATTERN

noun + who / which / that + clause

- ▶ The man who lives next door is a pilot.
- ▶ This is the book that changed my life.
- ▶ She married a man who loves to travel.
- ▶ The phone that I bought stopped working.

COMMON MISTAKE

- ✗ The man, who lives next door, is a pilot. (if essential)
- ✓ The man who lives next door is a pilot.

*Defining clauses take **no commas** — the information is needed to identify the noun.*

57 • Non-defining Relative Clauses

USE *Add extra, non-essential information about an already-identified noun.*

PATTERN

noun, + who / which + clause, + ...

- ▶ My brother, who lives in Rome, is visiting.
- ▶ The Eiffel Tower, which opened in 1889, is iconic.
- ▶ Our teacher, who is from Canada, speaks French.
- ▶ The report, which took weeks, was rejected.

COMMON MISTAKE

- ✗ My brother that lives in Rome is visiting. (extra info)
- ✓ My brother, who lives in Rome, is visiting.

Non-defining clauses use commas and who/which — never that.

58 • Relative Clauses with *whose* and Prepositions

USE Show possession inside a clause, or place a preposition within it.

PATTERN

noun + *whose* + noun ...
 noun + preposition + *which* / *whom*

- ▶ That's the writer whose book won the prize.
- ▶ The company for which she works is huge.
- ▶ He's the friend I told you about.
- ▶ The house in which they live is 200 years old.

TIP In everyday English the preposition usually moves to the end: "the friend I told you *about*." The front-placed form ("about whom") is formal.

59 • Reduced Relative Clauses (Participles)

USE Shorten a relative clause into a single participle phrase for elegance.

PATTERN

noun + V-ing (active) / V3 (passive) + ...

- ▶ The man standing by the door is my uncle. (who is standing)
- ▶ The letter written in 1820 is fragile. (which was written)
- ▶ Anyone wanting tickets should queue here.
- ▶ The products made here are exported worldwide.

TIP Use *-ing* when the noun does the action, and the past participle (*-ed/V3*) when the action is done to it.

60 • Time Clauses

USE Locate an action in time relative to another: *when*, *while*, *as soon as*, *until*, *by the time*.

PATTERN

time conjunction + present, ... future / present

- ▶ I'll call you when I arrive.
- ▶ Wait here until I come back.
- ▶ As soon as the rain stops, we'll leave.
- ▶ By the time we got there, it had closed.

COMMON MISTAKE

- ✗ I'll call you when I will arrive.
- ✓ I'll call you when I arrive.

Use the present tense after time words like when, until, as soon as — even for future meaning.

61 • Purpose Clauses

USE Explain *why* an action is done — its goal or intention.

PATTERN

... to / in order to / so that + clause

- ▶ She left early to catch the train.
- ▶ I'm saving money in order to buy a car.
- ▶ He spoke slowly so that everyone could understand.
- ▶ We use labels so that nothing gets lost.

TIP Use *to* / *in order to* + verb when the subject is the same; use *so that* + clause when there is a new subject or a modal (*can, would*).

62 • Result Clauses

USE Show that something is so extreme it produces a result: so ... that, such ... that.

PATTERN

so + adj / adv + that ...
such + (a) + adj + noun + that ...

- ▶ It was so hot that we couldn't sleep.

- ▶ She spoke so quickly that I missed it.
- ▶ It was such a good film that we watched it twice.
- ▶ They were such kind people that we never forgot them.

TIP *So* sits before an adjective or adverb alone; *such* sits before a noun phrase: *so cold* vs. *such a cold day*.

63 • Concession Clauses

USE *Admit a contrast — something happens despite an obstacle.*

PATTERN

although / even though + clause
despite / in spite of + noun / V-ing

- ▶ Although it was raining, we went out.
- ▶ She passed even though she barely studied.
- ▶ Despite the noise, he fell asleep.
- ▶ In spite of being tired, they kept going.

COMMON MISTAKE

- ✗ Despite it was raining, we went out.
- ✓ Despite the rain, we went out. / Although it was raining, we went out.

Despite/in spite of are followed by a noun or -ing, not a full clause. Use although before a clause.

64 • Reason Clauses

USE *Give the cause or reason for something:* because, since, as, due to.

PATTERN

because / since / as + clause
due to / because of + noun

- ▶ We cancelled the trip because of the storm.
- ▶ Since you're here, let's begin.
- ▶ As it was late, they took a taxi.
- ▶ The flight was delayed due to fog.

TIP *Because + clause; because of / due to + noun. Since and as introduce a reason the listener probably already knows.*

65 • Noun Clauses (that-clauses)

USE *Use a whole clause as the object of a verb of thinking, saying, or feeling.*

PATTERN

S + verb + (that) + clause

- ▶ I think that he is right.
- ▶ She believes the plan will work.
- ▶ It's clear that they disagree.
- ▶ I'm glad you came.

TIP *After common verbs like *think, know, say, hope, believe*, the word *that* is optional in speech: "I think (that) you're right."*

PART VII • REPORTING WHAT OTHERS SAY

When you repeat someone's words, English usually shifts them: pronouns change, tenses step back, and "here and now" becomes "there and then." These seven structures let you report statements, questions, and commands accurately — an essential skill for storytelling, journalism, and everyday gossip alike.

66 • Reported Statements

USE Report what someone said, shifting the tense one step into the past.

PATTERN

S + said (that) + clause (tense shifted back)

- ▶ She said that she was tired. ("I am tired")
- ▶ He told me he had finished. ("I have finished")
- ▶ They said they would come. ("We will come")
- ▶ I said I didn't know. ("I don't know")

TIP The "backshift": present becomes past, past becomes past perfect, *will* becomes *would*, *can* becomes *could*. If the fact is still true, backshift is optional.

67 • Reported Questions

USE Report a question as a statement — with normal word order and no question mark.

PATTERN

S + asked + (if / wh-) + S + V (no inversion)

- ▶ She asked if I was ready. ("Are you ready?")
- ▶ He asked where I lived. ("Where do you live?")
- ▶ They asked whether we had finished.

- ▶ I asked what time it was.

COMMON MISTAKE

- ✗ She asked where did I live.
- ✓ She asked where I lived.

*Reported questions are **not** inverted and use no do. The clause follows statement order.*

68 • Reported Commands and Requests

USE Report an order, instruction, or request using an infinitive.

PATTERN

S + told / asked + object + (not) + to-V

- ▶ She told me to wait. ("Wait.")
- ▶ He asked us to be quiet.
- ▶ The sign told drivers not to enter.
- ▶ I asked her to call me back.

TIP Use *told* for orders and *asked* for polite requests. The negative goes before *to*: "told me *not to* go."

69 • Reporting Verbs + that-clause

USE Report with precise verbs that show the speaker's intention.

PATTERN

S + verb (+ that) + clause

- ▶ He admitted that he was wrong.
- ▶ She suggested that we leave early.
- ▶ They insisted that everyone attend.
- ▶ I explained that the shop was closed.

TIP Verbs like *suggest*, *insist*, *demand*, *recommend* can take a base verb (subjunctive): "She suggested that he *be* informed." Common in formal English.

70 • Reporting Verbs + Object + to-infinitive

USE Report advice, warnings, invitations, and persuasion in a compact form.

PATTERN

S + verb + object + to-V

- ▶ She advised me to see a lawyer.
- ▶ They invited us to join them.
- ▶ He warned her not to touch it.
- ▶ The coach encouraged them to try again.

TIP This pattern fits verbs of influence: *advise, warn, encourage, invite, persuade, remind, want, expect, allow.*

71 • Reporting Verbs + gerund

USE Report with verbs that are naturally followed by the -ing form.

PATTERN

S + verb (+ preposition) + V-ing

- ▶ He admitted breaking the window.
- ▶ She denied taking the money.
- ▶ They suggested going by train.
- ▶ I apologised for being late.

TIP Some verbs need a preposition before the gerund: *apologise for, insist on, accuse (someone) of, congratulate (someone) on.*

72 • say vs tell

USE Choose correctly between the two most common reporting verbs.

PATTERN

say (+ to someone) + clause
tell + someone + clause

- ▶ She said that she was busy.

- ▶ She told me that she was busy.
- ▶ He said hello.
- ▶ Tell them the truth.

COMMON MISTAKE

- ✗ She said me she was busy. / He told that he was late.
- ✓ She told me she was busy. / He said that he was late.

Tell *needs a person right after it*; say *does not take a person without to*.

PART VIII • VERB PATTERNS

What comes after a verb? The answer is not free — each verb chooses its continuation. Some demand an infinitive, some a gerund, some a bare verb, and a tricky few change meaning depending on which they take. These ten structures map the connective tissue of English verbs, where many fluent learners still stumble.

73 • Verb + to-infinitive

USE Follow certain verbs (*decisions, hopes, plans*) with the full infinitive.

PATTERN

S + verb + to-V

- ▶ I want to learn Spanish.
- ▶ She decided to stay.
- ▶ We hope to see you soon.
- ▶ He promised to help.

TIP Common members: *want, decide, hope, plan, promise, agree, refuse, offer, manage, learn, seem, afford.*

74 • Verb + gerund

USE Follow certain verbs (*enjoyment, avoidance, completion*) with the -ing form.

PATTERN

S + verb + V-ing

- ▶ I enjoy reading.
- ▶ She avoided answering.
- ▶ They finished painting the house.
- ▶ Would you mind waiting?

TIP Common members: *enjoy, avoid, finish, mind, suggest, consider, imagine, deny, admit, practise, keep, miss*. After every preposition, also use *-ing*.

75 • Verb + Object + to-infinitive

USE Add a person between the verb and the infinitive — someone is influenced to act.

PATTERN

S + verb + object + to-V

- ▶ I want you to listen.
- ▶ She asked him to wait.
- ▶ They expected us to pay.
- ▶ The doctor told her to rest.

COMMON MISTAKE

- ✗ I want that you listen.
- ✓ I want you to listen.

English does not say "want that"; use want + person + to. The same goes for expect, would like, advise.

76 • Verb + Bare Infinitive

USE Use *let, make, and help* with a plain verb — no to.

PATTERN

let / make + object + V (base)

- ▶ Let me explain.
- ▶ They made him apologise.
- ▶ My parents won't let me go.
- ▶ She helped me (to) carry the bags.

TIP *Let* and *make* take the bare infinitive. *Help* allows both (“help me carry” or “help me to carry”). In the passive, *make* regains *to*: “He was made *to* apologise.”

77 • Verbs of Perception + Object + Verb

USE *Describe what you see or hear someone doing — bare verb or -ing changes the nuance.*

PATTERN

see / hear / watch + object + V (base) / V-ing

- ▶ I saw him leave. (the whole action)
- ▶ I saw him leaving. (in progress)
- ▶ We heard the baby cry.
- ▶ She watched the snow falling.

TIP The bare infinitive shows a complete action; the *-ing* form shows an action caught in the middle. Both are correct — they paint different pictures.

78 • Verbs that Change Meaning

USE *Notice verbs where the infinitive and the gerund mean different things.*

PATTERN

stop / remember / forget / try + to-V vs. + V-ing

- ▶ I stopped to smoke. (I paused in order to smoke)
- ▶ I stopped smoking. (I quit)
- ▶ Remember to lock the door. (a future task)
- ▶ I remember locking the door. (a past memory)

TIP Rule of thumb: *to* + verb looks forward to a task or purpose; *-ing* looks back to a memory or names the activity itself.

79 • Causative *have / get* Something Done

USE *Say that you arrange for someone else to do a service for you.*

PATTERN

S + have / get + object + V3 (past participle)

- ▶ I had my car repaired.
- ▶ She got her hair cut.
- ▶ We are having the house painted.
- ▶ You should get your eyes tested.

COMMON MISTAKE

- ✗ I repaired my car. (when a mechanic did it)
- ✓ I had my car repaired.

If a professional does the work for you, use have/get + thing + past participle to show you didn't do it yourself.

80 • Make / Let / Get – Influence and Permission

USE *Show that you force, allow, or persuade someone to act.*

PATTERN

make + O + V · let + O + V · get + O + to-V

- ▶ The film made me cry.
- ▶ Let them decide.
- ▶ I got him to change his mind.
- ▶ Don't let it bother you.

TIP Watch the form: *make* and *let* take the bare verb, but *get* takes *to*: “got him *to* change.” Same idea of influence, different grammar.

81 • Gerund as Subject

USE *Use an -ing action as the subject of a sentence — naming an activity.*

PATTERN

V-ing + verb + ...

- ▶ Swimming is good exercise.
- ▶ Learning a language takes time.
- ▶ Smoking is bad for your health.
- ▶ Seeing is believing.

TIP A gerund subject is singular: "Reading is fun," never "are." It refers to the activity as a single idea.

82 • Infinitive of Purpose

USE Answer "why?" with a *to*-infinitive — the goal of an action.

PATTERN

..., + to-V (= in order to)

- ▶ I went to the shop to buy milk.
- ▶ She called to apologise.
- ▶ We stopped to rest.
- ▶ He works hard to support his family.

TIP Never use *for* + *verb* to express purpose: not "I came *for to see* you," but "I came *to see* you." Use *for* only before a noun: "for a coffee."

PART IX • VOICE, EMPHASIS, AND INVERSION

Advanced writers do not just say things — they **arrange** them. By choosing the passive voice, fronting a key word, or inverting the subject and verb, you decide what the reader notices first. These ten structures are the tools of emphasis and style that separate competent English from polished, confident English.

83 • The Passive Voice

USE *Focus on the action or the receiver when the doer is unknown or unimportant.*

PATTERN

O + be + V3 (past participle)

- ▶ The bridge was built in 1890.
- ▶ English is spoken here.
- ▶ My wallet has been stolen.
- ▶ The results will be announced tomorrow.

TIP Form it by moving the object to the front and using *be* + past participle, matching the original tense: “They *build* → it *is built*; they *built* → it *was built*.”

84 • Passive with the *by*-agent

USE *Use the passive but still name the doer, placing it last for emphasis.*

PATTERN

O + be + V3 + by + agent

- ▶ The novel was written by a teenager.
- ▶ The city was destroyed by an earthquake.
- ▶ This painting was made by my grandmother.

- ▶ The decision will be made by the committee.

TIP Keep the *by*-phrase only when the doer carries real information. If the doer is “people in general,” drop it entirely.

85 • Passive of Reporting

USE Report common beliefs impersonally — useful in news and academic writing.

PATTERN

It + be + V3 + that ...
S + be + V3 + to-V

- ▶ It is said that he is very rich.
- ▶ He is said to be very rich.
- ▶ It was believed that the earth was flat.
- ▶ The company is expected to grow.

TIP Two patterns, one meaning: start with empty *It is said that...*, or lift the subject out — *He is said to...* Both avoid naming who says it.

86 • Cleft Sentences with *It*

USE Split a sentence to spotlight one element — the thing you most want to stress.

PATTERN

It + be + emphasised part + that / who + clause

- ▶ It was John who broke the window. (not someone else)
- ▶ It was yesterday that we met.
- ▶ It is your health that matters most.
- ▶ It was the noise that woke me.

TIP Cleft sentences answer an unspoken “which one?” They take a plain fact and aim a spotlight at the part that surprises or corrects.

87 • Cleft Sentences with *What*

USE *Front a whole idea with What... to build emphasis and suspense.*

PATTERN

What + clause + be + emphasised part

- ▶ What I need is a holiday.
- ▶ What surprised me was his calmness.
- ▶ What she wants is respect.
- ▶ What happened next changed everything.

TIP This structure delays the key word to the end, where it lands with weight. It is a favourite of speeches and persuasive writing.

88 • Inversion after Negative Adverbials

USE *Begin with a negative or limiting adverb for dramatic, formal emphasis.*

PATTERN

Negative adverbial + auxiliary + S + V

- ▶ Never have I seen such a mess.
- ▶ Rarely does he complain.
- ▶ Not only did she sing, but she also danced.
- ▶ Under no circumstances should you sign it.

COMMON MISTAKE

- ✗ Never I have seen such a mess.
- ✓ Never have I seen such a mess.

After a fronted negative adverbial, invert like a question: auxiliary before subject.

89 • Inversion in Conditionals

USE *Drop if and invert the verb for a formal, literary conditional.*

PATTERN

Had / Were / Should + S + ... , + result

- ▶ Had I known, I would have come. (= If I had known)
- ▶ Were she here, she would agree.
- ▶ Should you need help, call this number.
- ▶ Had it not been for you, we would have failed.

TIP This appears most with the third conditional (*Had I...*) and in polite written instructions (*Should you require...*). It sounds elegant and slightly formal.

90 • So / Such for Emphasis

USE *Intensify an adjective, adverb, or noun phrase with strong feeling.*

PATTERN

so + adj / adv · such + (a) + adj + noun

- ▶ She is so talented!
- ▶ It was such a beautiful day.
- ▶ They have so much money.
- ▶ He drives so carelessly.

TIP Pair them with *that* to add a result (structure 62), or leave them alone as a pure exclamation: "That's so kind of you!"

91 • Emphatic do

USE *Add stress to a positive statement to insist, contrast, or contradict.*

PATTERN

S + do / does / did + V (base)

- ▶ I do like it — really!
- ▶ She does work hard.
- ▶ We did warn you.
- ▶ Do come in!

TIP Stress the *do* in speech. It answers a doubt: “You don’t care.” — “I *do* care.” It also adds warmth to invitations: “*Do* sit down.”

92 • Fronting for Focus

USE Move a phrase to the front of the sentence to highlight it or improve flow.

PATTERN

Fronted element + (inversion) + rest of clause

- ▶ Down the hill rolled the ball.
- ▶ On the table lay a letter.
- ▶ This I cannot accept.
- ▶ Here comes the bus.

TIP After a fronted place phrase, the verb often comes before the subject: “In the doorway *stood a stranger.*” With pronoun subjects, keep normal order: “Here *it is.*”

PART X · COMPARISON, QUANTITY, AND REFINEMENT

The final eight structures add precision and polish: comparing things, weighing amounts, and fine-tuning degree. They are the difference between “good English” and *exact* English — the level where you say not just what you mean, but exactly how much of it you mean. Finish these and you hold the full architecture of the sentence.

93 · Comparatives

USE Compare two things, showing that one has more of a quality than the other.

PATTERN

adj-er / more + adj + than

- ▶ She is taller than her brother.
- ▶ This phone is more expensive than that one.
- ▶ Today is colder than yesterday.
- ▶ He works more carefully than I do.

TIP Short adjectives add *-er* (*fast* → *faster*); longer ones take *more* (*more useful*). A few are irregular: *good* → *better*, *bad* → *worse*, *far* → *further*.

94 · Superlatives

USE Single out one thing as having the most of a quality in a group.

PATTERN

the + adj-est / most + adj

- ▶ This is the tallest building in the city.
- ▶ She is the most talented student.
- ▶ It was the best day of my life.

- ▶ Which is the cheapest option?

COMMON MISTAKE

- ✗ She is the most tallest.
- ✓ She is the tallest.

Never combine most with an -est ending. Choose one route — -est for short words, most for long ones.

95 • as ... as (Equality)

USE *Show that two things are equal — or, with not, unequal — in some quality.*

PATTERN

as + adj / adv + as
not as / so + adj + as

- ▶ She is as tall as her mother.
- ▶ This isn't as hard as it looks.
- ▶ Run as fast as you can.
- ▶ He doesn't earn as much as before.

TIP Strengthen it with words of multiplication: "twice *as* expensive *as*," "half *as* long *as*," "just *as* good *as*."

96 • The + comparative, the + comparative

USE *Show that two things change together — as one rises, so does the other.*

PATTERN

The + comparative ..., the + comparative ...

- ▶ The more you practise, the better you get.
- ▶ The higher we climbed, the colder it became.
- ▶ The sooner, the better.
- ▶ The more I learn, the less I seem to know.

TIP This twin structure links cause and effect in a memorable rhythm. It is a hallmark of natural, idiomatic English.

97 • too / enough

USE Say that a quantity or quality is excessive (too) or sufficient (enough).

PATTERN

too + adj (+ to-V) • adj + enough (+ to-V) • enough + noun

- ▶ This coffee is too hot to drink.
- ▶ She is old enough to vote.
- ▶ We don't have enough time.
- ▶ He isn't tall enough to reach it.

COMMON MISTAKE

- ✗ She is enough old to drive.
- ✓ She is old enough to drive.

Enough comes *after* an adjective but *before* a noun: old enough, but enough money.

98 • so / such (Degree)

USE Express a high degree with feeling — and often lead into a result.

PATTERN

so + adj / adv / much / many • such + (a) + (adj) + noun

- ▶ There were so many people.
- ▶ She has such patience.
- ▶ It rained so much that the river flooded.
- ▶ They were such helpful neighbours.

TIP Use *so* with adjectives, adverbs, and *much/many/little/few*; use *such* with a noun phrase. Compare: *so good* vs. *such a good idea*.

99 • Quantifiers

USE Express amounts precisely with countable and uncountable nouns.

PATTERN

some / any / much / many / a few / a little + noun

- ▶ There are a few apples left.
- ▶ We don't have much time.
- ▶ I'd like some water.
- ▶ Are there any questions?

TIP Use *many* / *a few* with countable nouns (*books*), and *much* / *a little* with uncountable nouns (*water*). *Some* leans positive; *any* leans toward questions and negatives.

100 • Articles and Determiners

USE Signal whether a noun is general, specific, or being mentioned for the first time.

PATTERN

a / an (first / general) • the (specific / known) • – (general plurals)

- ▶ I saw a dog. The dog was barking.
- ▶ She is an honest person.
- ▶ The sun is bright today.
- ▶ Dogs are loyal animals.

TIP Use *a/an* to introduce something new, *the* once it is known or unique, and no article for general plural or uncountable ideas: "I love *music*." With this, you have completed all one hundred structures — the full grammar of the English sentence.

QUICK REFERENCE • ALL 100 PATTERNS

Every structure in this book, condensed to a single line. Use this appendix to review, to test yourself (cover the right column and recall the formula), or to find a pattern fast. The numbers match the entries in the main text.

I • FOUNDATIONS

1	Subject + Verb	S + V
2	Subject + Verb + Object	S + V + O
3	Linking verb + complement	S + be + adj/noun
4	Two objects	S + V + IO + DO
5	Object complement	S + V + O + comp
6	Existential there	There + be + noun
7	It + adj + to-V	It + be + adj + to-V
8	Negatives	S + do not + V
9	Adverbials	S + V + adverbial
10	Imperative	(Don't) + V

II • QUESTIONS

11	Yes/No with be	Be + S ... ?
12	Yes/No with do	Do + S + V ... ?
13	Wh- questions	Wh- + aux + S + V ?
14	Subject questions	Who/What + V ?
15	Wh- + to-infinitive	wh- + to-V
16	Tag questions	statement, + tag ?
17	Negative questions	Aux + not + S + V ?
18	Indirect questions	... wh-/if + S + V
19	How + adj/adv	How + adj + S ... ?
20	Alternative questions	... A or B ?

III • TENSE AND TIME

21	Present simple	S + V(-s)
22	Present continuous	S + be + V-ing
23	Present perfect	S + have + V3

24	Present perfect continuous	S + have been + V-ing
25	Past simple	S + V2
26	Past continuous	S + was/were + V-ing
27	Past perfect	S + had + V3
28	Past perfect continuous	S + had been + V-ing
29	Future: will	S + will + V
30	Future: going to	S + be going to + V
31	Future continuous	S + will be + V-ing
32	Future perfect	S + will have + V3
33	used to / would	S + used to + V
34	be about to	S + be about to + V
35	Present cont. for future	S + be + V-ing + time

IV • MODALS

36	can / could	S + can + V
37	may / might	S + may + V
38	must / have to	S + must + V
39	should / ought to	S + should + V
40	would	S + would + V
41	Modal + perfect	S + modal + have + V3
42	had better	S + had better + V
43	need to / needn't	S + need to + V
44	be able to	S + be able to + V
45	be supposed to	S + be supposed to + V

V • CONDITIONALS AND WISHES

46	Zero conditional	If + pres, ... pres
47	First conditional	If + pres, ... will + V
48	Second conditional	If + past, ... would + V
49	Third conditional	If + past perf, ... would have V3
50	Mixed conditional	If + past perf, ... would + V
51	wish + past	S + wish + past
52	wish + past perfect	S + wish + had + V3
53	unless / as long as	unless + clause

VI • CONNECTING IDEAS

54	Coordinating (FANBOYS)	clause, + and/but + clause
55	Subordinating	clause + because/although ...
56	Defining relative	noun + who/that + clause

57	Non-defining relative	noun, who/which, clause
58	whose / prepositions	noun + whose + noun
59	Reduced relative	noun + V-ing / V3
60	Time clauses	when/until + pres ...
61	Purpose clauses	... to / so that + clause
62	Result clauses	so/such ... that
63	Concession	although / despite + ...
64	Reason	because / due to + ...
65	Noun clauses	S + V + that + clause

VII • REPORTING

66	Reported statements	S + said (that) + clause
67	Reported questions	S + asked + if/wh- + S + V
68	Reported commands	S + told + O + to-V
69	Verb + that-clause	S + admitted + that ...
70	Verb + O + to-V	S + advised + O + to-V
71	Verb + gerund	S + denied + V-ing
72	say vs tell	tell + O / say + to O

VIII • VERB PATTERNS

73	Verb + to-infinitive	S + want + to-V
74	Verb + gerund	S + enjoy + V-ing
75	Verb + O + to-infinitive	S + ask + O + to-V
76	Verb + bare infinitive	let/make + O + V
77	Perception verbs	see + O + V / V-ing
78	Meaning-change verbs	stop + to-V / V-ing
79	Causative	have/get + O + V3
80	make / let / get	make + O + V
81	Gerund as subject	V-ing + verb ...
82	Infinitive of purpose	..., + to-V

IX • VOICE, EMPHASIS, INVERSION

83	Passive voice	O + be + V3
84	Passive + by-agent	O + be + V3 + by + agent
85	Passive of reporting	It is said that ...
86	It-cleft	It + be + X + that ...
87	What-cleft	What + clause + be + X
88	Negative inversion	Never + aux + S + V
89	Conditional inversion	Had / Were + S ...

90	so / such emphasis	so + adj / such + noun
91	Emphatic do	S + do + V
92	Fronting	Fronted + (inversion) ...

X • COMPARISON AND QUANTITY

93	Comparatives	adj-er / more + than
94	Superlatives	the + adj-est / most
95	as ... as	as + adj + as
96	The more, the more	The + comp, the + comp
97	too / enough	too + adj / adj + enough
98	so / such (degree)	so + adj / such + noun
99	Quantifiers	much/many/some + noun
100	Articles	a / the / -

A FINAL WORD

You now hold the complete architecture of the English sentence — one hundred patterns spanning from *Birds fly* to *Had it not been for you, we would have failed*. No native speaker carries a longer list in their head; they simply use these shapes so often that the shapes have become invisible.

Grammar is a motor skill, not a fact to memorise. Reading these pages once teaches you to **recognise** the patterns; using them teaches you to **own** them. So write. Take any five structures and build your own sentences about your own life — your work, your city, the people you love. Say them aloud. The patterns that felt like rules will quietly turn into instinct.

Return to this book often. Let it be the workshop you visit whenever a sentence refuses to come out right. Every great writer and confident speaker was once exactly where you are now — one pattern at a time.

The more you practise, the better you get. — Structure 96