

# **POWER OF GRAMMAR**

## **IN ENGLISH**

**Compiled from Internet, Dictionaries and**  
**Books' Recourses**

**Text by Text**

**It will be good guidance to Instructors, Students and Seekers  
of Learning the Language**

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**2021**

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# Chapter 01

# Tenses

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# Tense

Tense shows the time of an action.

Tenses is divided into two parts

1. Active Tenses

It is a tense in which the doer of an action is the subject of the sentence.

2. Passive Tenses

It is a tense in which the receiver of the action is the subject of the sentence.

## Simple Present Tense

**Action:**

S+V+C

S+ Do/Does+ not + V+ C

Do/Does (helping verbs) + S + V+ C

Do/Does + S + not + V+ C (formal)

Do/Does + not + S + V+ C (informal)

**State:**

S + Be + C

The Present Simple has four main functions (uses). With regard to its form, remember that in the third person singular 's/es' is added to the verb.

I speak English. / He speaks English.

Question forms with the Present Simple need the auxiliary 'do', as do short replies:

Do you speak English? / Does he speak English?

Yes, I do. / Yes, he does?

No, I don't / No, he doesn't?

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**USE 01 Repeated actions**

The Present Simple is used to express the idea that an action is repeated or usual. It shows the action to be a habit, a hobby, a scheduled event, or something that often happens. It can even show something a person forgets regularly or never does:

*I play the piano.*

*She doesn't play tennis.*

*Does he play tennis?*

*The bus leaves every 30 minutes.*

*The bus does not pass through your street.*

*When does the bus leave?*

*I never forget a face.*

*I always forget the names of new acquaintances.*

*Did you forget your phone again?*

*The sun rises in the centre of the bay in summer.*

*Where does the sun rise from?*

### **USE 02 Facts or generalizations**

The Present Simple can also show that the speaker believes a fact was true, is true now, and will be true in the future. It is also used to make generalizations:

*Italians love cooking.*

*The English do not like travelling to cold countries for their holidays.*

*Do the Japanese eat beef?*

### **USE 03 Scheduled events in the near future**

The Present Simple can be used to talk about a scheduled event in the near future. This is normally used with time tables; arrival and departure times, but it can be used with other scheduled events especially if there is a fixed time which is referred to in the sentence.

*The flight leaves at 6:55. Why such an ungodly hour?*

*The party starts at nine.*

*What time does the morning lesson start?*

It is important to remember that the Present Simple is only used for a scheduled time when it is absolutely clear in context and cannot be confused with a routine. In situations like this the Present Continuous is used:

*I meet Peter at seven on Friday.*

**This means every Friday.**

*I am meeting Peter at seven on Friday.*

**This is a fixed arrangement for the future.**

### **USE 04 'now' with non-continuous verbs**

Speakers sometimes use the Present Simple to express the idea that an action is happening now. Normally this is expressed with the Present Continuous but the Present Simple can be used with verbs that do not take the continuous form and with 'mixed' verbs.

*I'm here in London now.*

*I'm afraid Sarah is not here now.*

*John needs our help now.*

*Do you have your camera with you now?*

*I don't have time now.*

## Present Continuous tense

We often use the **Present Continuous tense** in English. It is very different from the Present Simple tense, both in structure and in use.

### Structure:

S+ Be (Is, am, are) + Ving+ C

S+ Be + not+ Ving+ C

Be + S + Ving+ C

Be + S + not+ Ving+ C

### USE 01 NOW

We use the present continuous with verbs that express actions to express the idea that something is happening now, at the very moment of speaking.

*You are learning English now.*

*You are not studying now?*

*Are you watching this programme?*

*They are working to meet the deadline.*

*He is not watching TV.*

*What are you doing?*

*Why aren't you speaking to Sarah?*

*the pages **are** turning*

### USE 02 Long actions in progress now

Now can mean: this moment, today, this month, this year, this decade etc. The Present Continuous is used to express an action that is happening over a period of time and is in progress as we speak. However it may not be taking place at the moment of speaking. All these examples could be said while chatting to a friend at a bar:

*I am learning French.*

*She's studying to become a doctor.*

*I'm reading 'Gone with the Wind'.*

*Are you still working in London?*

*Muriel is learning to drive.*

*I am living with my sister until I find an apartment.*

### USE 03 Near Future

We can also use the Present Continuous tense to talk about the **future** - if we add a **future word!!** We must add (or understand from the context) a future word. "Future words" include, for example, **tomorrow, next year, in June, at Christmas** etc. We only use the Present Continuous tense to talk about the future when we have planned to do something before we speak. We have already **made a decision and a plan** before speaking. In other words, The Present Continuous can be used to indicate that something will or will not happen in the near future. The Present Continuous indicates that the action has been agreed on or is a fixed arrangement in the future.

*I am meeting my friends after work.*  
*He is not going to the party tonight.*  
*They are traveling to Japan next month.*  
*We're eating at Joe's Cafe tonight. We've already booked the table.*  
*They can play tennis with you tomorrow. They're not working.*  
*When are you starting your new job?*

In these examples, a firm plan exists before speaking. The decision and plan were made before speaking.

#### **USE 04 Repetition and irritation (always)**

The Present Continuous with 'always', 'constantly' etc. expresses the idea that something irritating or upsetting often happens. This tends to have a negative emotion. 'Always' and 'constantly' are placed in front of the main verb, after 'BE'.

*She is always coming to the office late.*  
*He is constantly talking.*  
*They're always complaining.*

#### **USE 05 Non-Continuous verbs/mixed verbs**

It is important to remember that non-continuous verbs (state verbs) cannot be used in any continuous tenses. Also certain mixed verbs cannot be used in the continuous tenses.

*She loves dancing. NOT She is loving dancing.*  
*Jenny appears concerned. ( She looks concerned)*  
*Jenny is appearing concerned. (Incorrect as 'is appearing' means 'will be seen' i.e. in a performance)*

#### **Adverbs**

Adverbs such as; always, only, never, ever, still, just etc. are placed in front of the main verb, after the auxiliary 'BE'.

➤ In order to learn this lesson well, please study it after referring or studying Simple past tense.

#### **Emphatic Sentences in Simple present tense and Simple Past tense**

Subject Pronoun+ Do, Does and Did+ main verb+ Complement

Whenever this formula applies on sentences, it implies on indication on an action.

Ex:

*I did work last Friday on workshop.*  
*Jone does like going to school.*  
*I do scold him for mistreating to my neighbor.*

## Present Perfect tense

The present perfect is a verb tense which is used to show that an action has taken place once or many times before now. The present perfect is most frequently used to talk about experiences or changes that have taken place, but there are other less common uses as well.

### Structure:

S + Have/has + 3rd form of verb + C

S + Have/has + not + 3rd form of verb + C

Have/has + S + 3rd form of verb + C

Have/has + S + not + 3rd form of verb + C

### USE 1 Unspecified Time Before Now

We use the present perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the present perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We CAN use the present perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc. always, only, never, ever, still, just, etc.

*I **have seen** that movie twenty times.*

*I think I **have met** him once before.*

*There **have been** many earthquakes in California.*

*People **have traveled** to the Moon.*

*People **have not traveled** to Mars.*

***Have you read** the book yet?*

*Nobody **has ever climbed** that mountain.*

*A: **Has there ever been** a war in the United States?*

*B: Yes, there **has been** a war in the United States.*

*Man **has walked** on the Moon.*

*Our son **has learned** how to read.*

*Doctors **have cured** many deadly diseases.*

*Scientists **have split** the atom*

***You have only seen that movie one time.***

***Have you only seen that movie one time?***

You can use the present perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The present perfect is NOT used to describe a specific event.

*I **have been** to France.*

*This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.*

*I **have been** to France three times.*

*You can add the number of times at the end of the sentence.*



*I **have never been** to France.*

*This sentence means that you have not had the experience of going to France.*

*I think I **have seen** that movie before.*

*He **has never traveled** by train.*

*Joan **has studied** two foreign languages.*

A: ***Have** you ever **met** him?*

B: *No, I **have not met** him.*

Sometimes, we want to limit the time we are looking in for an experience. We can do this with expressions such as: in the last week, in the last year, this week, this month, so far, up to now, etc.

***Have you been** to Mexico **in the last year**?*

*I **have seen** that movie six times **in the last month**.*

*They **have had** three tests **in the last week**.*

*She graduated from university less than three years ago. She **has worked** for three different companies **so far**.*

*My car **has broken** down three times **this week**.*

### NOTICE

"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now, and it is considered a specific time which requires simple past. "In the last year" means from 365 days ago until now. It is not considered a specific time, so it requires present perfect.

*I **went** to Mexico **last year**.*

*I went to Mexico in the calendar year before this one.*

*I **have been** to Mexico **in the last year**.*

*I have been to Mexico at least once at some point between 365 days ago and now.*

### USE 02 Change Over Time

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We often use the present perfect to talk about change that has happened over a period of time. The present perfect tense is used with Since and for, so it expresses an action that occurred in the past and continue to present.

*Ali and his brother **have lived** since 2010 in Kabul city.*

*since 2010, Ali and his brother **have lived** in Kabul city.*

*You **have grown** since the last time I saw you.*

*The government **has become** more interested in arts education.*

*I **have had** a cold for two weeks.*

*She **has been** in England for six months.*

*Mary **has loved** chocolate since she was a little girl.*

*Japanese **has become** one of the most popular courses at the university since the Asian studies program was established.*

*My English **has** really **improved** since I moved to Australia.*

### USE 03 An Uncompleted Action You Are Expecting

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We often use the present perfect to say that an action which we expected has not happened. Using the present perfect suggests that we are still waiting for the action to happen. We also use the present perfect to talk about several different actions which have occurred in the past at different times. Present perfect suggests the process is not complete and more actions are possible. In other words, an action happened in past and it still continuous and may continue in future.

*James **has not finished** his homework yet.*

*Susan **hasn't mastered** Japanese, but she can communicate.*

*Bill **has still not arrived**.*

*The rain **hasn't stopped**.*

*The army **has attacked** that city five times.*

*I **have had** four quizzes and five tests so far this semester.*

*We **have had** many major problems while working on this project.*

*She **has talked** to several specialists about her problem, but nobody knows why she is sick.*

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## Present Perfect Continuous Tense

### Structure:

S + Have/has + been + Ving + C

S + Have/has + not + been + Ving + C

Have/has + S + been + Ving + C

Have/has + S + + not + been + Ving + C

**USE 01** We use the Present Perfect Continuous to talk about:

- Past action recently-stopped

We use the Present Perfect Continuous tense to talk about **action** that started in the past and stopped recently. There is usually a result **now**.

*I'm tired [now] because I've been running.*

*Why is the grass wet [now]? Has it been raining?*

*You don't understand [now] because you haven't been listening.*

- Past action still-continuing

We use the Present Perfect Continuous tense to talk about action that started in the past and is continuing now. This is often used with **for** or **since**.

*I have been reading for 2 hours. (I am still reading now.)*

*We've been studying since 9 o'clock. (We're still studying now.)*

*How long have you been learning English? (You are still learning now.)*

*We have not been smoking. (And we are not smoking now.)*

*I have been studying for three hours.*

*I have been watching TV since 7pm.*

*Tara hasn't been feeling well for two weeks.*

*Tara hasn't been visiting us since March.*

*He has been playing football for a long time.*

*He has been living in Bangkok since he left school.*

*Ali has gone to Mzaar. (reach Mzaar or reach half of the way to Mzaar)*

*Ali has been to Mzaar. (reached to Mzaar, and now he is present, Kabul)*

*I have been to Mzaar. **Incorrect***

*we have been to Mzaar. **Incorrect***

### Position of adverbs

Adverbs such as; always, only, never, ever, still, just etc. are placed after the auxiliary HAVE and before BEEN with the Present Perfect Continuous

*I have only been waiting for a few minutes.*

## Simple Past tense

**Structure:**

S+2nd form of verb + C

S+ Did+ not + V+ C

Did + S + V+ C

Did + S + not + V+ C

S + Was/were + C

**USE 01** Something that happened once in the past in specific time:

*I met my wife in 1983.*

*We went to Spain for our holidays.*

*They got home very late last night.*

**USE 02** Something that happened several times in the past:

*When I was a boy, I walked a mile to school every day.*

*We swam a lot while we were on holiday.*

*They always enjoyed visiting their friends.*

**USE 03** Something that was true for some time in the past:

*I lived abroad for ten years.*

*He enjoyed being a student.*

*She played a lot of tennis when she was younger.*

**USE 04** We often use expressions with ago with the past simple:

*I met my wife a long time ago.*

## Past continuous tense

### Structure:

S + Was/Were + Ving + C

S + Was/Were + not + Ving + C

Was/Were + S + Ving + C

Was/Were + S + not + Ving + C

**USE 01** The past continuous shows us that the action was already in progress at a certain time in the past.

*What were you doing at 8 p.m. last night? I was studying.*

*We were cleaning the house all morning.*

*She couldn't come to the party. She was working.*

*Three years ago, we were living in my home town.*

*I tried to give him some advice, but he wasn't listening.*

*What were you doing this time last year?*

### USE 02 Past continuous and past simple

When we use these two tenses together, it shows us that the past simple action happened in the middle of the past continuous action, while it was in progress. In other words, we often use these tenses to show an action interrupting another action.

*While I was studying, I suddenly felt sleepy.*

*I was calling him **when** he came home.*

**While** they were painting the door, I was painting the windows.

*While he was working on his laptop, he fell asleep.*

*I broke my leg when I was skiing.*

*As I was going to work, I saw an old friend.*

*We were watching television when the power went off.*

Can you see a difference in the meaning of these two sentences?

*When the guests arrived, Jane was cooking dinner.*

*When the guests arrived, Jane cooked dinner.*

In the first one, Jane started cooking dinner before the guests arrived. We know that because it uses the past continuous. In the second sentence, the guests arrived first and then Jane started cooking.

## Past Perfect Tense

The past perfect tense is for talking about something that happened before something else.

### Structure:

S + Had + 3rd form of verb + C

S + Had + not + 3rd form of verb + C

Had + S + 3rd form of verb + C

Had + S + not + 3rd form of verb + C

### USE 01 The Past Perfect for an action before something in the past

The Past Perfect expresses the idea that something occurred before another action in the past. It also shows an action that happened before a specific time in the past.

*I had never been in the mountains before last January.*

*I couldn't call anyone because I had lost my phone.*

*We couldn't get a table because we had not booked a table in advance.*

*She'd published her first poem by the time she was eight.*

*We'd finished all the water before we were halfway up the mountain.*

*Had the parcel arrived when you called yesterday?*

*When the police arrived, **the thief had escaped.***

***The thief had escaped** when the police arrived.*

### USE 02 The Past Perfect for duration before something in the past

With non-continuous verbs the Past Perfect can be used to show the duration of something that started in the past and continued to a specific time in the past.

*She had had the scooter for ten years before she bought a car.*

*By the time I got used to life in Milan, I had been there for five years.*

It is important to remember that unlike the Present Perfect, the Past Perfect can be used with specific time phrases. This is not necessary but can be possible.

*He had been to Berlin once in 1989 before he moved there in 1992.*

However, if the Past Perfect action did occur at a specific time, the Past Simple can be used instead when 'before' or 'after' are used, which is why both sentences below are good:

*He had been to Berlin once in 1989 before he moved there in 1992.*

*He went to Berlin once in 1989 before he moved there in 1992.*

But remember that this is only possible if the Past Perfect is referring to an action at a specific time. If the reference is to experience, then the Past Simple cannot be used.

*He had never seen snow until he moved to Europe. NOT He never saw snow...*

Adverbs such as: always, never, ever, still and just are placed after the auxiliary verb and before the past participle.

*He had never been in a big city before he visited London.*

**USE 03** We can also use the past perfect followed by *before* to show that an action was not done or was incomplete when the past simple action happened.

*They left before I'd spoken to them.*

*Sadly, the author died before he'd finished the series.*

**Difference between Simple past tense and past perfect tense**

If I **had woken up** earlier this morning, I would have caught Tootles red-handed.

The past perfect is used in the part of the sentence that explains the condition (the if-clause).

Most often, the reason to write a verb in the past perfect tense is to show that it happened before other actions in the same sentence that are described by verbs in the simple past tense. Writing an entire paragraph with every verb in the past perfect tense is unusual.

## Past perfect continuous tense

The past perfect continuous (also called past perfect progressive) is a verb tense which is used to show that an action started in the past and continued up to another point in the past. Read on for detailed descriptions, examples, and present perfect continuous exercises.

### Structure:

S + Had + been + 3rd form of verb + C

S + Had + not + been + 3rd form of verb + C

Had + S + been + 3rd form of verb + C

Had + S + not + been + 3rd form of verb + C

### USE 1 Duration Before Something in the Past

We use the past perfect continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the past perfect continuous. Notice that this is related to the present perfect continuous; however, the duration does not continue until now, it stops before something else in the past.

*They had been talking for over an hour before Tony arrived.*

*She had been working at that company for three years when it went out of business.*

*How long had you been waiting to get on the bus?*

*Mike wanted to sit down because he had been standing all day at work.*

*James had been teaching at the university for more than a year before he left for Asia.*

*A: How long had you been studying Turkish before you moved to Ankara?*

*B: I had not been studying Turkish very long.*

### USE 2 Cause of Something in the Past

Using the past perfect continuous before another action in the past is a good way to show cause and effect.

*Jason was tired because he had been jogging.*

*Sam gained weight because he had been overeating.*

*Betty failed the final test because she had not been attending class.*

### Past Continuous vs. Past Perfect Continuous

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the past continuous rather than the past perfect continuous. Be careful because this can change the meaning of the sentence. Past continuous emphasizes interrupted actions, whereas past perfect continuous emphasizes a duration of time before something in the past. Study the examples below to understand the difference.

*He was tired because he was exercising so hard.*

This sentence emphasizes that he was tired because he was exercising at that exact moment.



*He was tired because he had been exercising so hard.*

This sentence emphasizes that he was tired because he had been exercising over a period of time. It is possible that he was still exercising at that moment OR that he had just finished.

### **Non-Continuous Verbs / Mixed Verbs**

It is important to remember that Non-continuous verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for mixed verbs cannot be used in continuous tenses. Instead of using past perfect continuous with these verbs, you must use past perfect.

*The motorcycle **had been belonging** to George for years before Tina bought it. Not Correct*

*The motorcycle **had belonged** to George for years before Tina bought it. Correct*

### **Adverb Placement**

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

*You **had only been** waiting there for a few minutes when she arrived.*

*Had you **only been** waiting there for a few minutes when she arrived?*

### **Time expressions used with past perfect continuous**

Time markers can be used with the past perfect continuous and connect (or relate to) two different times in the past.

#### **1) for**

This connects a **period of time** in the past to a later time in the past.

*I'd been working at this company **for two years** (when I got promoted).*

#### **2) when**

This is used when something was happening at a specific time in the past.

*I'd been working this company for two years, **when** I got promoted.*

## Simple Future Tense

### Structure:

**Will:** is used to express a decision the speaker makes at the moment of speaking.

S + will + V + C

S + will + not + V + C

Will + S + V + C

Will + S + not + V + C

**Be going to:** Will: is used to express a prior plan. A plan made before the moment of speaking.

S + Be (am, is, are) + going to + C

S + Be + not + going to + C

Be + S + going to + C

Be + S + not + going to + C

S + Be + going to be + C

When we **know about the future**, we normally use the **present tense**.

**Cited 01** We use the **present simple** for something scheduled:

*We **have** a lesson next Monday.*

*The train **arrives** at 6.30 in the morning.*

*The holidays **start** next week.*

*It's my birthday tomorrow.*

**Cited 02** We can use the **present continuous** for **plans or arrangements**:

*I'm **playing** football tomorrow.*

*They **are coming** to see us tomorrow.*

*We're **having** a party at Christmas.*

**USE 01** Express an action that someone will do in future.

*I will come to Kabul as soon as possible.*

**USE02** When we express beliefs about the future:

*It **will be** a nice day tomorrow.*

*I think Brazil **will win** the World Cup.*

*I'm sure you **will enjoy** the film.*

**USE 03** To mean want to or be willing to:

*I hope you **will come** to my party.*

*George says he **will help** us.*

**USE 04** To make offers and promises:

*I'll see you tomorrow.*

*We'll send you an email.*

**USE 05** To talk about offers and promises:

*Tim **will be** at the meeting.*

*Mary **will help** with the cooking.*

**USE 06** To talk about plans or intentions:

*I'm going to drive to work today.*

*They are going to move to Manchester.*

**USE 07** To make predictions based on evidence we can see:

*Be careful! You are going to fall.*

I can see that you might fall.

*Look at those black clouds. I think it's going to rain.*

I can see that it will rain.

## Future Continuous Tense

The future continuous tense, sometimes also referred to as the future progressive tense, is a verb tense that indicates that something will occur in the future and continue for an expected length of time.

The simple future tense is a verb tense that is used when an action is expected to occur in the future and be completed. For example, let's suppose you have a meeting tomorrow at five o'clock.

*I will arrive at five o'clock.*

*I will arrive* is the simple future tense of the verb *to arrive*. You arrive once; beyond that, you can't keep on arriving. However, once you get there, you may be doing something that goes on continuously, at least for a certain period of time.

*At five o'clock, I will be meeting with the management about my raise.*

*Will be meeting* is the future continuous tense of the verb *to meet*. meeting isn't going to happen in an instant, all at once. It will have a duration.

*Michael will be running a marathon this Saturday.*

*Eric will be competing against Michael in the race.*

*I will be watching Michael and Eric race.*

### Structure:

S + will be + Ving + C

S + will + not + be + Ving + C

Will + S + be + Ving + C

Will + S + not + be + Ving + C

S + be + going to be + Ving + C

### USE 01 Interrupted action in the future

The Future Continuous is used to indicate that a longer action in the future will be interrupted by a shorter one. The interruption can also be an interruption in time.

*I will be preparing dinner when you get here.*

*I will be waiting for my results with baited breath.*

*I am going to be staying at the Hilton if you need to contact me.*

*He will be working late so we won't see him when we get home.*

*They will be having dinner at seven. It's best to call later.*

*At the same time tomorrow we will be walking through the streets of London.*

### USE 02 Parallel actions in the future

The Future Continuous is used to express the idea that two actions will be happening at the same time.

*I will be studying and Peter will be working at that time.*

*Peter will be working in the garden Jane will be cooking.*

*We will all be having dinner and discussing the next holiday.*

### USE 03 Describing atmosphere

The Future Continuous is used to describe the atmosphere at a specific point in the future.

*When I walk into the bar, Chris and Fred will be arguing as usual. Danny will be keeping the whole gang entertained and I'm sure that Sarah and Peter will be flirting in a corner somewhere.*

Remember that the Future Continuous cannot be used in clauses beginning with time expressions such as when, while, before, as soon as, if, unless etc. Instead the Present Continuous is used:

*While I am finishing my work, Tess is going to prepare dinner (correct).*

*While I will be finishing my work, Tess is going to prepare dinner (incorrect).*

**USE 04** We use *will be* with an *-ing* form for something happening before and after a specific time in the future:

*I'll be working at eight o'clock. Can you come later?*

*They'll be waiting for you when you arrive.*

**USE 05** We can use *will be* with an *-ing* form instead of the present continuous or *be going to* when we are talking about **plans, arrangements and intentions**:

*They'll be coming to see us next week.*

*I'll be driving to work tomorrow.*

### Notes:

- We often use **verbs like would like, plan, want, mean, hope, expect** to talk about the future:

*What are you going to do next year? I'd like to go to university.*

*We plan to go to France for our holidays.*

*George wants to buy a new car.*

- We use **modals may, might and could** when we are **not sure** about the future:

*I might stay at home tonight or I might go to the cinema.*

*We could see Mary at the meeting. She sometimes goes.*

- We can use **should** if we think there's a **good chance** of something happening:

*We should be home in time for tea.*

*The game should be over by eight o'clock.*

- Future If- Clauses refers to 100<sup>th</sup> page.

### The Future Continuous Tense Is for Action Verbs Only

It is important to note that the future continuous tense is only used with action verbs, because it is possible to do them for a duration. (Action verbs describe activities like running, thinking, and seeing. Stative verbs describe states of existence, like being, seeming, and knowing.) To use the *will + be + present participle* construction with a stative verb would sound very odd indeed.

*I will be being stressed tomorrow during my science test.*

*I will be stressed tomorrow during my science test.*

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*When the sun comes out tomorrow, winter will be seeming like a distant memory.*

*When the sun comes out tomorrow, winter will seem like a distant memory.*

*After I study, I will be knowing all the answers for the test.*

*After I study, I will know all the answers for the test.*

As you can see, only the simple future tense is suited to stative verbs like *to be* and *to seem*.

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## Future Perfect tense

### Structure:

S + will have + 3rd form of verb + C

S + will + not + have + 3rd form of verb + C

Will + S + have + 3rd form of verb + C

Will + S + not + have + 3rd form of verb + C

**USE 01** The **future perfect tense** is used to describe an action that will have been completed at some point in the future.

*John will have baked a cake.*

*They will have painted the fence.*

**USE 02** The future perfect tense is often used with a time expression (shown in bold) that identifies a point in the future.

*John will have baked a cake **before you arrive**.*

*They will have painted the fence **before I have a chance to speak to them**.*

***By the time** you arrive, we will have finished the meal and the speeches.*

*"By the time you arrive" identifies the point in the future.*

*I will have read every magazine in the waiting room **before I see the dentist**.*

*The clause "before I see the dentist" identifies the point in the future.*

*I hope that, **when I leave this planet**, I will have touched a few people in a positive way*

*The clause "when I leave this planet" identifies the point in the future.*

*You are going to have finished **by the time** I am ready.*

***By next June** I will have gone to Spain.*

***By the time the guests arrive** we are going to have prepared everything.*

*You will have learnt enough German to communicate with the delegates **by the day of the conference**.*

*How many cities will you have visited **by the time you retire**?*

*I will have been in Kabul for three months **before you visit**.*

### Note

That the Present Simple is used in the time clauses and future tenses cannot be used. Like all future forms, the Future Perfect cannot be used in clauses beginning with time expressions such as; when, while, before, after, by the time, if, unless etc. Instead of the Future Perfect, the Present Perfect is used:

*I am going to travel when I have finished my studies.*

NOT

*I am going to travel when I will have finished my studies.*

## Future Perfect Continuous tense

### Structure:

S + will + have + been + Ving + C

S + will + not + have + been + Ving + C

Will + S + have + been + Ving + C

Will + S + not + have + been + Ving + C

**USE 01** Future perfect progressive, is a verb tense that describes actions that will continue up until a point in the future or it connects links one future event to a later event in the future and we use it to describe

*When P. Jones retires next month, he will have been teaching for 45 years*

**USE 02** In the future before another time in the future It describes temporary actions or situations that will be happening over a period of time before another time in the future. It is commonly used with the present simple.

*I'll have been studying (1) for two hours when you get home (2).*

*At Christmas (1), they'll have been living (2) together for two years.*

*He'll have been driving for at least 6 hours when he arrives.*

*At Christmas, she'll have been seeing (in a relationship with) her boyfriend for 5 years.*

*They'll have been running for more than 4 hours when they finish the marathon.*

The future perfect continuous **focuses more on the duration** of the action itself.

When we describe an action in the future perfect continuous tense, we are projecting ourselves forward in time and looking back at the duration of that activity. The activity will have begun sometime in the past, present, or in the future, and is expected to continue in the future.

*In November, I will have been working at my company for three years.*

*At five o'clock, I will have been waiting for thirty minutes.*

*When I turn thirty, I will have been playing piano for twenty-one years.*

### Nonaction Verbs Do Not Use the Future Perfect Continuous

Remember that nonaction verbs like to be, to seem, or to know are not suited to the future perfect continuous tense. Instead, these verbs take the future perfect tense,

*On Thursday, I will have been knowing you for a week.*

*On Thursday, I will have known you for a week.*

*I will have been reading forty-five books by Christmas.*

*I will have read forty-five books by Christmas.*



### Time expressions used with future perfect continuous

Time markers can be used with the future perfect continuous and connect (or relate to) two different times in the future.

#### 1) for

This connects a **period of time** in the future to a later time in the future.

*I'll have been working at this company for thirty years (when I retire).*

#### 2) since

This is used when something started happening at a specific time.

*When I leave work today, I'll have been answering emails since 8 o'clock this morning.*

## Passive General Usage

Please refer to transitive verbs for better understanding of changing A to P.

1. Recognize parts of sentence

Object noun come first as Subject noun and Object pronoun come first substituting to subject pronoun.

2. Use its (Be) form

3. 3<sup>rd</sup> form of the verb

4. Complete the sentence

5. Intransitive Verbs cannot be changed to Passive Voice or verbs that are not followed by an object.

[Main Verb+ PATAP (Place, Adverb, Time, Adjective, Preposition)]

6. In continuous tenses (To be+ being+3<sup>rd</sup> V).

*You are learning English now.*

*English is being learnt now.*

*Ali goes to School.*

*We will go tomorrow.*

*We will do quickly.*

*He is my friend.*

Result: They can't be changed because They don't have any object.

*Ahmad have taught English.*

*English have been taught by Ahmad*

## Present Perfect Simple Vs. Present Perfect Continuous

We use both of these tenses for finished and unfinished actions. It means that started in the past and are still true in the present.

### 1. "For" and "Since"

The present perfect simple can be used (often with 'since' and 'for') to talk about unfinished actions that started in the past and are still true in the present. It's often used with stative verbs:

*I've known John for three years.*

But, we don't use the present perfect continuous with stative verbs):

*She's been living here for three years.*

Sometimes there's really no difference in meaning between the two tenses. This is especially the case with verbs such as 'live', 'work' and 'study':

*They've lived in London since 2004.*

*They've been living in London since 2004.*

*I've studied French for ten years.*

*I've been studying French for ten years.*

*He's worked at the company since 2009.*

*He's been working at our company since 2009.*

Sometimes, there is a difference in meaning:

1. The present perfect continuous can be used to emphasize the length of time that has passed. The present perfect simple is generally neutral:

*They've been waiting for hours! (This emphasizes the length of time).*

*They've waited for hours. (This doesn't emphasize the length of time).*

2. On the other hand, the present perfect simple is often used when we're talking about how much or how many. This isn't possible with the present perfect continuous:

*She's drunk three cups of coffee this morning.*

*She's drunk at least a litre of coffee today.*

(NOT: ~~*he's been drinking three cups of coffee this morning*~~ *she's been drinking three cups of coffee this morning*).

3. The present perfect continuous often focuses on the action itself, while the present perfect simple focuses on the fact that the action is completed:

*I've been reading the book you recommended. (I'm enjoying it, but I'm not finished).*

*I've read the book you recommended. (I've finished it, so we can talk about it).*

We use 'yet' and 'already' with the present perfect simple:

*Have you read the book yet?*

*She's finished her work already.*

This difference is often used to talk about different kinds of results in the present. The present perfect simple is used when the action is finished, and the result comes from the action being finished:

*I've eaten dinner, so let's go out.*  
*She's done all her homework, so she can relax this evening.*  
*I've made a cake. Would you like some?*

The present perfect continuous is used when the result comes from the action itself. It doesn't matter if the whole action is finished or not. The result is often something we can see, hear, smell, or feel:

*I've been eating dinner, so there are plates all over the table.*  
*She's been doing her homework, so she's tired.*  
*I've been making a cake, that's why the kitchen is such a mess.*

4: Finally, the present perfect continuous can be used to emphasize that something is temporary:

*She's been running a lot recently. (She doesn't usually do this).*  
*Usually I study at home, but I've been studying in the library for the last week.*

**1. The present perfect simple** usually focuses on the result of the activity in some way, and the present perfect continuous usually focuses on the activity itself in some way.

### **Present perfect simple**

#### Focuses on the result

*You've cleaned the bathroom! It looks lovely!*

#### Says 'how many'

*She's read ten books this summer.*

#### Describes a completed action

*I've written you an email.*

### **Present perfect continuous**

#### Focuses on the activity

*I've been gardening. It's so nice out there.*

#### Says 'how long'

*She's been reading that book all day.*

#### Describes an activity which may continue

*I've been writing emails.*

#### When we can see evidence of recent activity

*The grass looks wet. Has it been raining?*  
*I know, I'm really red. I've been running!*

## **2. Ongoing states and actions**

We often use *for*, *since* and *how long* with the present perfect simple to talk about ongoing states.

*How long have you known each other?*  
*We've known each other since we were at school.*

We often use *for*, *since* and *how long* with the present perfect continuous to talk about ongoing single or repeated actions.

*How long have they been playing tennis?*  
*They've been playing tennis for an hour.*  
*They've been playing tennis every Sunday for years.*

Sometimes the present perfect continuous can emphasize that a situation is temporary.  
*I usually go to the gym on the High Street, but it's closed for repairs at the moment so I've been going to the one in the shopping Centre.*

## Past Perfect Simple Vs. Past Perfect Continuous

The past perfect tense expresses a past action, already finished when another past action happened; the past perfect continuous tense describes a past action which started in the past and continued to happen after another action or time in the past.

*I met them after they had divorced. (past perfect)*

*Sara had been working here for two weeks when she had the accident. (past perfect continuous)*

*The builders had put up the scaffolding around the house.* Past perfect simple emphasizes the completion of the action (the scaffolding is up).

*The builders had been putting up the scaffolding when the roof fell in.* Past perfect continuous emphasizes a continuing or ongoing action.

The past perfect tense emphasizes the result of an activity in the past; In contrast, the past perfect continuous tense emphasizes the duration of an activity in the past.

*I had been to London twice by the time I got a job in New York. (past perfect)*

*Richard needed a holiday because he had been working hard for six months. (past perfect continuous)*

*I'd waited an hour for the bus.* Past perfect simple emphasizes the completion of the activity (the waiting is over).

*I'd been waiting an hour for the bus.* Past perfect continuous focuses on the duration of the activity.

The past perfect tense shows two events in the past that are linked, while the past perfect continuous tense shows the cause of a past action.

*I couldn't take my flight because I had forgotten my boarding pass. (past perfect)*

*I had been travelling all night, so I was tired. (past perfect continuous)*

The past perfect simple suggests something more permanent than the past perfect continuous, which can imply that something is temporary.

Compare

*She'd always lived with her parents.* We don't know how long.

*She'd been living with her parents.* Suggests a temporary situation.

Some verbs are not used very often in the continuous form.

We don't use the continuous form with some verbs of mental process (*know, like, understand, believe*) and verbs of the senses (*hear, smell, taste*):

*We'd known for a long time that the company was going to close.*

*Not: We'd been knowing ...*

*We'd tasted the milk and had decided it was bad, so we threw it away.*

*Not: We'd been tasting the milk ...*

We don't use the continuous form with actions that are completed at a single point in time (start, stop):

*Had they started the game on time?*

*Not: Had they been starting the game on time?*

## **Future Perfect Simple Vs. Future Perfect Continuous**

### **Future continuous**

We can use the future continuous (*will/won't be + -ing* form) to talk about future actions that:

- Will be in progress at a specific time in the future:  
*When you come out of school tomorrow, I'll be boarding a plane.*  
*Try to call before 8 o'clock. After that, we'll be watching the match.*  
*You can visit us during the first week of July. I won't be working then.*
- We see as new, different or temporary:  
*Today we're taking the bus but next week we'll be taking the train.*  
*He'll be staying with his parents for several months while his father is in recovery.*  
*Will you be starting work earlier with your new job?*

### **Future perfect**

We use the future perfect simple (*will/won't have + past participle*) to talk about something that will be completed before a specific time in the future.

*The guests are coming at 8 p.m. I'll have finished cooking by then.*  
*On 9 October we'll have been married for 50 years.*  
*Will you have gone to bed when I get back?*

We can use phrases like *by* or *by the time* (meaning 'at some point before') and *in* or *in a day's time* / *in two months' time* / *in five years' time* etc. (meaning 'at the end of this period') to give the time period in which the action will be completed.

*I won't have written all the reports by next week.*  
*By the time we arrive, the kids will have gone to bed.*  
*I'll have finished in an hour and then we can watch a film.*  
*In three years' time, I'll have graduated from university.*

# Chapter 02

# Parts of Speech

POWER OF GRAMMAR  
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# Parts of Speech

Tense shows the time of an action.

Tenses is divided into two parts

### 3. Active Tenses

It is a tense in which the doer of an action is the subject of the sentence.

### 4. Passive Tenses

It is a tense in which the receiver of the action is the subject of the sentence.

## Noun

Nouns refer to persons, animals, places, things, ideas, or events, etc. Nouns encompass most of the words of a language.

### Noun can be a/an -

- Person – a name for a person: - Max, Julie, Catherine, Michel, Bob, etc.
- Animal – a name for an animal: - dog, cat, cow, kangaroo, etc.
- Place – a name for a place: - London, Australia, Canada, Mumbai, etc.
- Thing – a name for a thing: - bat, ball, chair, door, house, computer, etc.
- **Idea** – A name for an idea: - devotion, superstition, happiness, excitement, etc.

### Functions of Nouns or Cases of Noun:

Nouns can be used as a subject, a direct object, and an indirect object of a verb; as an object of a preposition; and as an adverb or adjective in sentences. Nouns can also show possession.

#### Adverb:

*The train leaves today.*

#### Subjective Case: Noun+ Verb

*Ali Comes to my home.*

*The company is doing great. Roses are the flowers of love.*

#### Objective Case: Main verb+ Noun

*she drinks water*

*I finally bought a new mobile*

#### Subjective Complement: to be verb + noun

*He is a doctor*

*Roses are the flowers of love.*

#### Oblique Case/ Object of Preposition: proposition + V

*I am at home*

*Roses are the flowers of love.*

#### Vocative Case

Direct: Noun+ Imperative

Indirect: Imperative Sentence + Noun

*Ali, bring me glass of water*

**Possessive case**

*Child's toys  
Children's toy  
teachers' room*

*The lion's cage is dangerous. My brother's daughter is adorable.*

**Different Types of Noun:**

- *Proper Noun*
- *Common Noun*
- *Abstract Noun*
- *Concrete Noun*
- *Countable and Non-Countable Noun:*
- *Collective Noun*
- *Compound Noun*
- *Possessive Noun*

**Proper Noun:**

A proper noun is a name which refers only to a single person, place, or thing and there is no common name for it. In written English, a proper noun always begins with capital letters.

*Kabul (it refers to only one particular city),  
Ahmad (refers to a particular person),  
Afghanistan (there is no other country named Afghanistan; this name is fixed  
for only one country).*

**Common Noun:**

A common noun is a name for something which is common for many things, person, or places. It encompasses a particular type of things, person, or places.

*Country (it can refer to any country, nothing in particular), city (it can refer to  
any city like Melbourne, Mumbai, Toronto, etc. but nothing in particular).*

So, a common noun is a word that indicates a person, place, thing, etc. In general, and a proper noun is a specific one of those.

**Abstract Noun:**

An abstract noun is a word for something that cannot be seen but is there. It has no physical existence. Generally, it refers to ideas, qualities, and conditions.

*Truth, lies, happiness, sorrow, time, friendship, humor, patriotism, etc.*

**Concrete Noun:**

A concrete noun is the exact opposite of abstract noun. It refers to the things we see and have physical existence.

*Chair, table, bat, ball, water, money, sugar, etc.*



### Countable and Non-Countable Noun:

The nouns that can be counted are called countable nouns. Countable nouns can take an article: a, an, the.

*Chair, table, bat, ball, etc. (you can say 1 chair, 2 chairs, 3 chairs)*

The nouns that cannot be counted are called non-countable nouns.

*Water, sugar, oil, salt, etc. (you cannot say "1 water, 2 water, 3 water"  
because water is not countable)*

**NOTE** Abstract nouns and proper nouns are always non-countable nouns, but common nouns and concrete nouns can be both count and non-count nouns.

For understanding Ordinal and cardinal (Adjective + Noun) refers to 39<sup>th</sup> Page.

### Collective Noun:

A collective noun is a word for a group of things, people, or animals, etc.

*family, team, jury, cattle, etc.*

**NOTE** Collective nouns can be both plural and singular. However, Americans prefer to use collective nouns as singular, but both of the uses are correct in other parts of the world.

### Compound Noun:

Sometimes two or three nouns appear together, or even with other parts of speech, and create idiomatic **compound nouns**. Idiomatic means that those nouns behave as a unit and, to a lesser or greater degree, amount to more than the sum of their parts or If it is combined with a number so it will write as follow.

*six-pack, five-year-old, and son-in-law, snowball, mailbox, etc.*

### Possessive Noun

Possessive nouns are nouns which possess something. you can identify a possessive noun by the apostrophe; most nouns show the possessive with an apostrophe and an s.

*Singular The cat's toy was missing.*

The cat possesses the toy, and we denote this by use of -'s at the end of cat.

When a singular noun ends in the letter s or z, the same format often applies. This is a matter of style, however, and some style guides suggest leaving off the extra s.

*I have been invited to the boss's house for dinner.*

*Mrs. Sanchez's coat is still hanging on the back of her chair.*

*Plural nouns ending in s take only an apostrophe to form a possessive.*

*My nieces' prom dresses were exquisite.*

### Appositive nouns and nouns as modifiers

An appositive noun is a noun that immediately follows another noun in order to further define or identify it.

*My brother, Michael, is six years old.*

*Michael is an appositive here, further identifying the subject of the sentence, my brother.*

Sometimes, nouns can be used adjectivally as well.

The soup has vegetables in it.

*It is a vegetable soup.*

He is a speed demon.

Speed is a normally a noun, but here it is acting as an adjective to modify demon.

### **Gender of Noun**

Gender indicates whether a person or an animal is male or female.

- Masculine gender (boy)
- Feminine gender (Karima)
- Neuter gender (Bridge)
- Common gender (Singer)

## Pronoun

Pronouns make up a small subcategory of nouns. The distinguishing characteristic of pronouns is that they can be substituted for other nouns. For instance, if you're telling a story about your sister Sarah, the story will begin to sound repetitive if you keep repeating "Sarah" over and over again.

*Sarah has always loved fashion. Sarah announced that Sarah wants to go to fashion school.*

You could try to mix it up by sometimes referring to Sarah as "my sister," but then it sounds like you're referring to two different people.

*Sarah has always loved fashion. My sister announced that Sarah wants to go to fashion school.*

Instead, you can use the pronouns *she* and *her* to refer to Sarah.

*Sarah has always loved fashion. She announced that she wants to go to fashion school.*

### Personal Pronouns

There are a few different types of pronouns, and some pronouns belong to more than one category. Subject Pronouns, Object Pronouns and Impersonal Nouns are known as personal pronouns.

- a. **Subject Pronoun:** is the receiver of an action. (He, She, it, I, you, we, they)
- b. **Object Pronoun:** is the doer of an action. (Him, Her, it, me, your, us, them)
- c. **Impersonal Pronoun:** "One" means any person, people in general. It is much more formal than you. Impersonal you, rather than one, is used more frequently in everyday English.

*One should go to hospital. you should go to hospital*

*How does one get to 5th Avenue from here? How do you get to 5th Avenue from here?*

### Antecedents

Pronouns are versatile. The pronoun *it* can refer to just about anything: a bike, a tree, a movie, a feeling. That's why you need an antecedent. An **antecedent** is a noun or noun phrase that you mention at the beginning of a sentence or story and later replace with a pronoun. In the examples below, the antecedent is highlighted and the pronoun that replaces it is bolded.

*My family drives me nuts, but I love **them**. The sign was too far away for Henry to read **it**. Sarah said **she** is almost finished with the application.*

In some cases, the antecedent doesn't need to be mentioned explicitly, as long as the context is totally clear. It's usually clear who the pronouns *I*, *me*, and *you* refer to based on who is speaking.

It's also possible to use a pronoun before you mention the antecedent, but try to avoid doing it in long or complex sentences because it can make the sentence hard to follow.

*I love **them**, but my family drives me nuts.*

### Relative Pronouns

Relative pronouns make up another class of pronouns. They are used to connect relative clauses to independent clauses. Often, they introduce additional information about something mentioned in the sentence. Relative pronouns include *that*, *what*, *which*, *who*, and *whom*, *whose*. Traditionally, *who* refers to people, and *which* and *that* refer to animals or things.

*The woman who called earlier didn't leave a message. All the dogs that got adopted today will be loved. My car, which is nearly twenty years old, still runs well.*

Whether you need commas with *who*, *which*, and *that* depends on whether the clause is restrictive or nonrestrictive.

### Who vs. Whom—Subject and Object Pronouns

Now that we've talked about relative pronouns, let's tackle the one that causes the most confusion: *who* vs. *whom*. *Who* is a subject pronoun, like *I*, *he*, *she*, *we*, and *they*. *Whom* is an object pronoun, like *me*, *him*, *her*, *us* and *them*. When the pronoun is the object of a verb or preposition, the object form is the one you want. Most people don't have much trouble with the objective case of personal pronouns because they usually come immediately after the verb or preposition that modifies it.

*Please mail it to **I**.*

*Please mail it to **me**.*

*Ms. Higgins **caught they** passing notes.*

*Ms. Higgins **caught them** passing notes.*

*Is this cake for **we**?*

*Is this cake for **us**?*

*Whom* is trickier, though, because it usually comes *before* the verb or preposition that modifies it.

***Whom** did you speak **to** earlier?*

*A man, **whom** I have never **seen** before, was asking about you.*

***Whom** should I say is calling?*

One way to test whether you need *who* or *whom* is to try substituting a personal pronoun. Find the place where the personal pronoun would normally go and see whether the subject or object form makes more sense.

*Who/whom did you speak to earlier? Did you speak to he/him earlier?*

*A man, whom I have never seen before, was asking about you. Have I seen he/him before?*

*Whom should I say is calling? Should I say she/her is calling?*

If the object pronoun (him or her) sounds right, use whom. If the subject pronoun (he or she) sounds right, use who.

Before we move on, there's one more case where the choice between subject and object pronouns can be confusing. Can you spot the problem in the sentences below?

*Henry is meeting Sarah and I this afternoon. There are no secrets between you and I.  
It doesn't matter to him or I.*

In each of the sentences above, the pronoun *I* should be *me*. If you remove the other name or pronoun from the sentence, it becomes obvious.

*Henry is meeting I this afternoon. No one keeps secrets from I. It doesn't matter to I.*

### **Demonstrative Pronouns**

*That, this, these* and *those* are demonstrative pronouns. They take the place of a noun or noun phrase that has already been mentioned.

*This* is used for singular items that are nearby. *These* is used for multiple items that are nearby. The distance can be physical or metaphorical.

*That* is used for singular items that are far away. *Those* is used for multiple items that are far away. Again, the distance can be physical or metaphorical.

*A house like that would be a nice place to live. Some new flavors of soda came in last week. Why don't you try some of those? Those aren't swans, they're geese.*

### **Indefinite Pronouns**

Indefinite pronouns are used when you need to refer to a person or thing that doesn't need to be specifically identified.

Someone	Somebody	Something	Somewhere
Anyone	Anybody	Anything	Anywhere
No one	Nobody	Nothing	Nowhere
Everyone	Everybody	Everything	Every

*Everybody was late to work because of the traffic jam. It matters more to some than others. Nobody knows the trouble I've seen.*

*Somebody left book on the desk.*

*Everyone has his or her own ideas.*

*Anywhere you go, I will find you.*

*I have nothing*

When indefinite pronouns function as subjects of a sentence or clause, they usually take singular verbs.

*Something is wrong.*

### Reflexive Pronouns

Reflexive pronouns end in -self or -selves: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Use a reflexive pronoun when both the subject and object of a verb refer to the same person or thing.

*Henry cursed himself for his poor eyesight. They booked themselves a room at the resort. I told myself it was nothing.*

But sometimes, but relatively infrequently an object pronoun is used as the object of a proposition even when the subject and object pronouns are the same person.

*She kept her son close to her.  
I take my books with me.*

Intensive pronouns look the same as reflexive pronouns, but their purpose is different. Intensive pronouns add emphasis.

*I built this house myself. Did you yourself see Loretta spill the coffee?*

“I built this house” and “I built this house myself” mean almost the same thing. But “myself” emphasizes that I personally built the house—I didn’t hire someone else to do it for me. Likewise, “Did you see Loretta spill the coffee?” and “Did you yourself see Loretta spill the coffee?” have similar meanings. But “yourself” makes it clear that the person asking wants to know whether you actually witnessed the incident or whether you only heard it described by someone else.

Occasionally, people are tempted to use myself where they should use me because it sounds a little fancier. Don’t fall into that trap! If you use a -self form of a pronoun, make sure it matches one of the uses above.

*Please call Sarah or myself if you are going to be late. Loretta, Henry, and myself are pleased to welcome you to the neighborhood.*

### Possessive Pronouns

Possessive pronouns come in two flavors: limiting and absolute. My, your, its, his, her, our, their and whose are used to show that something belongs to an antecedent. Some books of grammar call it as Possessive Adjective.

*Sarah is working on her application. Just put me back on my bike.  
The students practiced their presentation after school.*

The absolute possessive pronouns are mine, yours, his, hers, ours, and theirs. The absolute forms can be substituted for the thing that belongs to the antecedent.

*Are you finished with your application? Sarah already finished hers. The blue bike is mine. I practiced my speech and the students practiced theirs.*

### Interrogative Pronouns

Interrogative pronouns are used in questions. The interrogative pronouns are who, what, which, whose and etc...

*Who wants a bag of jelly beans? What is your name? Which movie do you want to watch? Whose jacket is this?*

*Who told you?*

*Which come first?*

*Why do you come here?*

### **Distributive pronouns**

It is used to indicate every person of a number or group. (Each, Either, Neither) (or and nor will be explained in future).

*Either must be present.*

*Neither of them participated in the celebration party.*

*Each of them was not present in the class.*

*Either candidate would be ideal for the job.*

*"Do you prefer pork or beef?" "I don't like either."*

*"Would you like the metal or plastic one?" "Either will do."*

*You can get there by train or bus - either way/in either case it'll take an hour.*

*We can either eat now or after the show - it's up to you.*

*Either you leave now or I call the police!*

*There are five leaflets - please take one of each.*

*Each of the companies supports a local charity.*

*Each and every one of the flowers has its own colour and smell.*

*We each (= Every one of us) wanted the bedroom with the balcony, so we tossed a coin to decide.*

*The bill comes to £79, so that's about £10 each.*

*Neither of my parents likes my boyfriend.*

*Neither one of us is particularly interested in gardening.*

*"Which one would you choose?" "Neither. They're both terrible."*

*If she doesn't agree to the plan, neither will Tom (= Tom also will not) .*

*Chris wasn't at the meeting and neither was her assistant.*

*informal "I don't feel like going out this evening." "Me neither."*

*On two occasions she was accused of stealing money from the company, but in neither case was there any evidence to support the claims.*

## Adjective

An **adjective** describes or modifies noun/s and pronoun/s in a sentence. It normally indicates quality, size, shape, duration, feelings, contents, and more about a noun or pronoun. Adjectives usually provide relevant information about the nouns/pronouns they modify/describe by answering the questions: *What kind? How many? Which one? How much?*

*The team has a dangerous batsman. (What kind?)*

*I have ten candies in my pocket. (How many?)*

*I loved that red car. (Which one?)*

*I earn more money than he does. (How much?)*

However, there are also many adjectives which do not fit into these questions. Adjectives are the most used parts of speech in sentences. There are several types of adjectives according to their uses.

### Types of Adjectives

- *Descriptive Adjectives or qualitative adjectives*
- *Quantitative Adjectives*
- *Proper Adjectives*
- *Demonstrative Adjectives*
- *Possessive Adjectives*
- *Interrogative Adjectives*
- *Numeral Adjectives*
- *Articles*
- *Compound Adjectives*
- *Distributive Adjectives*

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### Descriptive Adjectives qualitative adjectives

A descriptive adjective is a word which describes nouns and pronouns. Most of the adjectives belong in this type. These adjectives provide information and attribute to the nouns/pronouns they modify or describe.

**Participles** are also included in this type of adjective when they modify a noun.

*I have a fast car. (The word 'fast' is describing an attribute of the car)*

*I am hungry. (The word 'hungry' is providing information about the subject)*

*The hungry cats are crying.*

*I saw a flying Eagle.*

*Please use three white flowers in the arrangement.*

*I am looking for a small, good-tempered dog to keep as a pet.*

*My new dog is small and good-tempered.*

In fact, descriptive adjectives can be attributive adjectives or predicate adjectives.



### Attributive Adjectives

Adjectives which appear directly beside the noun, most commonly before, are called attributive, because they attribute a quality to the noun they modify. And, more than one adjective can modify the same noun.

*The flowers have a nice smell. ("Nice" is an attributive adjective, as it is placed).*

*The chatter made the room noisy. (This is an instance in which the attributive adjective appears directly behind the noun. "Noisy" is describing the "room.")*

### Predicate Adjectives

Adjectives which appear after a linking verb are predicative adjectives, because they form part of the predicate. Hence, they modify the subject of the sentence or clause (a clause is a portion of a sentence which contains a subject and a predicate).

*The pickles are salty. (noun: pickle, linking verb: are, adjective: salty (describing the noun "pickles"))*

*Tornadoes appear menacing. (noun: tornadoes, linking verb: appear, adjective: menacing (describing the noun "tornadoes"))*

### Quantitative Adjectives:

A quantitative adjective provides information about the quantity of the nouns/pronouns. This type belongs to the question category of 'how much' and 'how many'.

*I have 20 bucks in my wallet. (How much)*

*They have three children. (How many)*

*You should have completed the whole task. (How much)*

*I am three-years old (How old)*

*There is 20 miles to that city. (How long)*

*I eat three times a day. (How often)*

*Show quantity of something.*

*She ate the whole apple*

*there is enough water in the bottle.*

*I have no idea.*

*He lost all of my treasure.*

### Proper Adjectives:

Proper adjectives are the adjective form of proper nouns. When proper nouns modify or describe other nouns/pronouns, they become proper adjectives. 'Proper' means 'specific' rather than 'formal' or 'polite.'

A proper adjective allows us to summarize a concept in just one word. Instead of writing/saying 'a food cooked in Chinese recipe' you can write/say 'Chinese food'.

Proper adjectives are usually capitalized as proper nouns are.

*American cars are very strong.*

*Chinese people are hard workers.*

*I love KFC burgers.*

*Marxist philosophers despise capitalism.*

### Demonstrative Adjectives:

A demonstrative adjective directly refers to something or someone. Demonstrative adjectives include the words: this, that, these, those.

A demonstrative pronoun works alone and does not precede a noun, but a demonstrative adjective always comes before the word it modifies.

***That building** is so gorgeously decorated. ('That' refers to a singular noun far from the speaker)*

***This car** is mine. ('This' refers to a singular noun close to the speaker)*

***These cats** are cute. ('These' refers to a plural noun close to the speaker)*

***Those flowers** are heavenly. ('Those' refers to a plural noun far from the speaker)*  
*He lives in **this house**.*

*My friend preferred **those plates**.*

### Possessive Adjectives:

A possessive adjective indicates possession or ownership. It suggests the belongingness of something to someone/something.

Some of the most used possessive adjectives are my, his, her, our, their, your.

All these adjectives always come before a noun. Unlike possessive pronouns, these words demand a noun after them.

***My car** is parked outside.*

***His cat** is very cute.*

***Our job** is almost done.*

***Her books** are interesting.*

### Interrogative Adjectives:

An interrogative adjective asks a question. An interrogative adjective must be followed by a noun or a pronoun. The interrogative adjectives are: which, what, whose. These words will not be considered as adjectives if a noun does not follow right after them. 'Whose' also belongs to the possessive adjective type.

*Which phone do you use?*

*What game do you want to play?*

*Whose car is this?*

### Articles

Articles also modify the nouns. So, articles are also adjectives. Articles determine the specification of nouns. 'A' and 'an' are used to refer to an unspecific noun, and 'the' is used to refer to a specific noun or nouns.

*A cat is always afraid of water. (Here, the noun 'cat' refers to any cat, not specific.)*

*The cat is afraid of me. (This cat is a specific cat.)*

*The cats are afraid of me. (These cats are specific.)*

*An electronic product should always be handled with care.*

### Compound Adjectives:

When compound nouns/combined words modify other nouns, they become a compound adjective. This type of adjective usually combines more than one word into a single lexical unit and modifies a noun. They are often separated by a hyphen or joined together by a quotation mark.

*I have a broken-down sofa.*

*I saw a six-foot-long snake.*

### Numeral Adjective:

#### Definite Numeral Adjective:

- Cardinal NA: One, two, three...
- Ordinal NA: First, two, third, Fourth...

#### Indefinite Numeral Adjective:

An indefinite adjective describes or modifies a noun unspecifically or it Doesn't show any exact number and most often followed by plural noun. The common indefinite adjectives are *few, a few many, much, most, all, any, each, every, either, nobody, several, some lot, lots of, more* etc.

Some+ Plural counts nouns and uncountable nouns (+?) statements,

Any+ Plural counts nouns and uncountable nouns (-?) statements,

3. Measurement of nouns counts

A glass of, a piece of, a carton of milk, two cup of, ....

4.

Many+ Plural Counts nouns

Much+ uncountable nouns

Several+ Plural Counts nouns

A lot of/lots of+ Plural Counts nouns and uncountable nouns

A few+ Plural Counts nouns

A little+ uncountable nouns

*I gave some candy to her.*

*I want a few moments alone.*

*Several writers wrote about the recent incidents.*

*Each student will have to submit homework tomorrow*

<b>7-9 Expressions of Quantity Used with Count and Noncount Nouns</b>			
<b>Expressions of Quantity</b>	<b>Used with Count Nouns</b>	<b>Used with Noncount Nouns</b>	
(a) one each every	<i>one apple</i> <i>each apple</i> <i>every apple</i>	○* ○ ○	An expression of quantity may precede a noun.
(b) two, etc. both a couple of a few several many a number of	<i>two apples</i> <i>both apples</i> <i>a couple of apples</i> <i>a few apples</i> <i>several apples</i> <i>many apples</i> <i>a number of apples</i>	○ ○ ○ ○ ○ ○	Some expressions of quantity are used only with count nouns, as in (a) and (b).
(c) a little much a great deal of	○ ○ ○	<i>a little rice</i> <i>much rice</i> <i>a great deal of rice</i>	Some are used only with noncount nouns, as in (c).
(d) no hardly any some/any a lot of/lots of plenty of most all	<i>no apples</i> <i>hardly any apples</i> <i>some/any apples</i> <i>a lot of/lots of apples</i> <i>plenty of apples</i> <i>most apples</i> <i>all apples</i>	<i>no rice</i> <i>hardly any rice</i> <i>some/any rice</i> <i>a lot of/lots of rice</i> <i>plenty of rice</i> <i>most rice</i> <i>all rice</i>	Some are used with both count and noncount nouns, as in (d).

From Three books of grammar, written by Betty Schramper Azer

### **Distributive Adjective**

Indicate each person of a number or group.

*You can study (either, every, each, neither) book.*

### **The Degree of Adjectives:**

There are three degrees of adjectives: Positive, comparative, superlative.

These degrees are applicable only for the descriptive adjectives.

*Positive degree: He is a good boy.*

*Comparative degree: He is better than any other boy.*

*Superlative: He is the best boy.*

### **Positive Degree of Adjective**

It is normal degree. It does not need any rules.

*A cool guy*

*A messy desk*

*A mischievous cat*

*Garrulous squirrels*

### **Comparative Degree of Adjectives,**

Unsurprisingly, make a comparison between two or more things. For most one-syllable adjectives, the comparative is formed by adding the suffix *-er* (or just *-r* if the adjective already ends with an *e*). For two-syllable adjectives ending in *-y*, replace *-y* with *-ier*. For multi-syllable adjectives, add the word *more*.

*Ahmad is cleverer than Sarah.*

*Ahmad is more generous than Sarah is.*

*I am older than he is. (Formal English)*

*I am older than him. (Informal English)*

*Ali works harder than his brother does.*

*Mahammad's book is more important than Ali's*

*Tom is much/a lot/far younger than I am*

*Tom drives much/ a lot/far more carefully than she used to:*

*Ahmad is a little bit younger than I am/ OR (informally) me.*

*The exams are getting more and more complex in University*

Repeating a comparative gives the idea that something becomes progressively greater. It increases in intensity, quality, or quantity.

### Double Comparatives

It has both parts begin with the. The second part shows result of its first sentence.

*The harder you study, the more you will learn.*

*The more she played, the more she enjoyed.*

*The warmer weather (is), the better I like it.*

*Should we ask Ahmad and Ali to party too?*

*Answer: why not? The more, the merrier*

It is Used to say an occasion will be more enjoyable if a lot of people are there

*When should we leave?*

*Answer: The sooner, the better*

*It is good if we leave as soon as we can*

### Superlative Degree of Adjectives

Indicate that something has the highest degree of the quality in question. One-syllable adjectives become superlatives by adding the suffix *-est* (or just *-st* for adjectives that already end in *e*). Two-syllable adjectives ending in *-y* replace *-y* with *-iest*. Multi-syllable adjectives add the word *most*. When you use an article with a superlative adjective, it will almost always be the definite article (*the*) rather than *a* or *an*. Using a superlative inherently indicates that you are talking about a specific item or items.

*Ahmad is The cleverest boy in the class.*

*The cleverest boy in this class is Ali.*

*Ahmad is the most intelligent student of all.*

*Taj Mahal is the most famous place in the world.*

*Ahmad is the most intelligent student I have ever known.*

Note: Than is usually used to introduce the second part of comparison.

### Usage of More

More +Noun: When more is used with nouns, it has the meaning of additional. It is not necessary to use than.

*Not everyone is here. I expect more people to come later.*

*Do you have enough coffee, or would you like some more?*

More is also used with nouns to make complete Comparison by adding than.

*There are my more friends in Turkey than United states are.*

Some adjectives have irregularly form.

<u>Positive degree</u>	<u>Comparative degree</u>	<u>Superlative degree</u>
Good	Better	The Best
Bad	Worse	The Worst
Little	Less	The Least
Much	More	The Most
Old	Older/elder	The Oldest
Far	Farther/further	The Farthest/furthest

**Making Comparisons with as....as**

It is used to say that the two parts of a comparison are equal or the same in some way.

**As+ adjective + as, and as + adverb + as**

**Not quite as....as Quite and nearly**

**not so....as is also possible.**

**Making Comparisons with Less.... Than**

Mostly are often used with the negative. Quite shows small difference and nearly shows a big difference. Just means “Exactly”

*Sana is not so old as Ali*

*Ali is 21 years old. Sana is also 21*

*Ali is as old as Sana*

*Sana finished his homework as quickly as she could.*

*Yelda is less beautiful than Halima.*

## Verb

A word that shows an action, state or an event is called a verb.

It is an essential part of a sentence and is known as the soul of language.

*They study English grammar. (Action)*

*We celebrate independence day. (Event)*

*I sleep at night. (State)*

### Kinds of Verbs

- Regular and Irregular Verb
- Linking Verb
- Ordinary/Main Verb
- Stative Verb- Non-Continuous Verbs
- Finite Verb
- Infinitive Verb
- Auxiliary Verb

### Regular and Irregular Verb

A verb that's past (2nd form) and past participle (3rd form) is made by adding 'd' or 'ed' is called regular verb. Some regular verb list is given below.

If the formation of the verb is otherwise than the regular verb, it is called irregular verb.

### Linking Verb

A verb that acts as a link between two words is called linking verb. It connects or links a subject to a noun or an adjective in the predicate. S+ Linking Verb+ Adjective (be, seem, feel, look, taste, sound) and but also to prepositional phrases and other verbs in the infinitive form.

*I am Smart boy.*

*He remained silent.*

*The matches are full of sticks.*

*The room is very spacious.*

*Garfield became fat by eating lasagnas.*

*Garfield seems to hate Mondays.*

### Main/Ordinary Verb

It is divided in two parts. One is Transitive Verb and the other is Intransitive Verb.

A verb that needs an object to complete itself is called **transitive verb** because it passes its action from subject to object. A direct object is the person or thing that the action happens to, while an indirect object is the person or thing that receives the direct object.

*The boy **kicks** the football.*

*He **loves** his mother.*

*Ahmad **helps** them.*

*The servant **cleans** the floor.*

Usually no preposition is used after transitive verb. If it is followed by one object It is **Mono-Transitive Verb** but if it is followed by two object (direct and Indirect object) it is **Di-Transitive verb**.

S+ V+ direct object+ preposition+ indirect object

S+ V+ indirect object+ direct object

*I bring a glass of water to him (formal)*

*I bring him (Indirect object) a glass of water (direct object). (Informal)*

A verb that doesn't need any object to complete itself is called **Intransitive verb**. It does not pass its action from subject to the object. It can be followed by complement.

*The girls sleep.*

*He died in an accident.*

*the water boils.*

Usually prepositions are used after intransitive verb.

*We sleep at night.*

In this sentence, the action, sleep, do not pass from the doer, we, to any object. So the verb sleep is called an intransitive verb.

### **Stative Verb- Non-Continuous Verbs**

Stative verbs describe a state rather than an action. They aren't usually used in the continuous tenses.

*I don't know the answer. ~~I'm not knowing the answer.~~*

*She really likes you. ~~She's really liking you.~~*

*He seems happy at the moment. ~~He's seeming happy at the moment.~~*

### **Stative (or State) Verb List**

Like	Know	Belong
Love	Realize	Fit
Hate	Suppose	Contain
Want	Mean	Consist
Need	Understand	Seem
Prefer	Believe	Depend
Agree	Remember	Matter
Mind	Recognize	See
Own	Appear	look (=seem)
Sound	Taste	Smell



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Hear	Astonish	Deny
Disagree	Please	Impress
Satisfy	Promise	Surprise
Doubt	think (=have an opinion)	feel (=have an opinion)
Wish	Imagine	Concern
Dislike	Be	Have
Deserve	Involve	Include
Lack	measure (=have length etc)	Possess
Owe	weigh (=have weight)	

A number of verbs can refer to states or actions, depending on the context.

*I think it's a good idea.*

*Wait a moment! I'm thinking.*

The first sentence expresses an opinion. It is a mental state, so we use present simple. In the second example the speaker is actively processing thoughts about something. It is an action in progress, so we use present continuous.

Some other examples are:

**Have**

*I have an old car. (state – possession)*

*I'm having a quick break. (action – having a break is an activity)*

**see**

*Do you see any problems with that? (state – opinion)*

*We're seeing Tadanari tomorrow afternoon. (action – we're meeting him)*

**be**

*He's so interesting! (state – his permanent quality)*

*He's being very unhelpful. (action – he is temporarily behaving this way)*

**taste**

*This coffee tastes delicious. (state – our perception of the coffee)*

*Look! The chef is tasting the soup. (action – tasting the soup is an activity)*

Other verbs like this

include: agree, appear, doubt, feel, guess, hear, imagine, look, measure, remember, smell, weigh, wish.

**Finite Verb**

Finite verbs mean those verbs which can change their form in accordance with the subject. It defines the time (past or present) and the subject. It tells you who is doing the action and when it is being done.

*I eat rice. / He eats rice. / They eat rice.*

*I am a student. / He is a student. / They are students.*

### **Infinitive Verb**

An infinitive is a verb which has “to” before it. It shows infinite action when is used at the beginning of the sentence.

*To see is to believe.*

*To be weak is miserable.*

### **Functions of Infinitive Verb**

If we look at the function that an infinitive verb does in a sentence, we may consider it to be both a noun and a verb.

#### The Infinitive as Noun and Verb

*I like to finish the work quickly.*

- In this sentence, the phrase to finish does the following jobs.
- It is the object of the finite verb like – therefore to finish is similar to a noun (because being an object is a noun’s job).
- The phrase to finish has its own object, work – so to finish is a verb (since verbs have objects).
- The adverb quickly modifies (i.e. tells us something more about) to finish. Since the phrase to finish is modifiable by an adverb, it must be a verb.
- We can say that the infinitive, though born in the verb family, does not limit itself to being a verb. It often behaves like a noun when it goes around socializing in the world of sentences.

#### The Infinitive as Adjective or Adverb

*That was a game to watch!*

In this sentence, to watch tells us something more about the quality of the game (a noun). Describing a noun is the work of an adjective.

Sometimes it behaves like an adverb. The sentence below illustrates this.

*Her voice is pleasant to hear.*

The phrase **to hear** tells us something more about the quality of being pleasant. The word pleasant is an adjective, and words that tell us more about an adjective (adjective modifiers) are traditionally called adverbs.

#### It is + adjective + for (someone) + Infinitive phrase

*it is important for you to study hard. You should study hard.*

#### Too + Adjective + for (someone) + Infinitive

*it too easy to lift.*

*it is too easy for Ali to Lift One kilo yogurt.*

#### Enough + Noun + Infinitive

*It is enough water to be quenched my thirst.*

*My brother has enough money to get BS degree.*

#### Adjective + Enough + Infinitive

*Ali is strong enough to lift Motor.*

#### Enough:

It can also follow a noun.

*I don't have money enough to help you.*

But in everyday language, enough usually comes in front of a noun.  
As the subject of the sentence.

*To decrease crimes in a society is important.*

As object of certain verbs

*Ali wants to learn English*

After a noun or pronoun

*I have many books to study.  
She asked Ali to see a good doctor.*

After an adjective

*I am happy to meet you again.*

It can be used alone.

*I want to sleep.*

It can be used after Adjective.

*I am happy to have you here.*

be about to....

It can be used in the idiom “be about to do something” which express an activity that will happen in the immediate future, usually within minutes or seconds. be about to has similar structure to Be on the edge/point/ verge of

*He is about to watch new movie.*

It expresses an intention

*We are here to help people  
Ali pretend himself in front of people as poor man to be helped.*

Infinitive+ Verb

*I've decided to go with Ali.*

Verb+ Gerund or Infinitive

*it begins raining  
it begins to rain*

Be due+ to+ infinitive

*The movie is due to start at 8:00 PM.*

Be + to+ infinitive

Official arrangement

*The PM is to visit India next month.*

Official orders

*At the end of the course, all students are to take a written exam.*

Things that should be done (only in negative)

*You are not to do that again.*

*Mr. Karim is to visit with Minister of Higher Education.*

*At the end of the course, all students are to take a written exam.*

*He is to leave smoking.*

*He should have TOFEL score if he is to have Scholarship.*

Present participle: Gerund+ noun

*Afghanistan is a developing country*

Past participle: V3+ noun

*I have my used computer.*

**Form of Infinitives:**

1. Progressive: (to) + be+ Present participle

*you must be joking.*

*She needs to be sitting here.*

2. Perfect Infinitive: (to) have + past participle

*I am happy to have left school. (I am happy that I have left school)*

*If you had run a bit faster, you would have won.*

3. Passive infinitive (to) be + past participle

*Everybody needs to be loved.*

4. Perfect progressive infinitive (to) have been + present participle

*I have been waiting for him.*

5. Perfect passive infinitive (to) + have been + past participle

*I should have been helped her.*

**SPLIT INFINITIVE**

A split infinitive puts an adverb and adverb between the two parts of the full infinitive. "To generously sprinkle" is a split infinitive because "generously" splits the word "to" from the word "sprinkle".

When we put an adverb between "to" and "verb", it is called Split Infinitive.

If you want to remember what a split infinitive is, just remember what might be the most famous example: "to boldly go where no one has gone before." "To boldly go" is a split infinitive. "Boldly" splits "to go."

However, it is suggested to avoid split infinitive. For example,

*To quickly leave*

*To always want*

*To easily excel*

**The forms of the infinitive**

An infinitive can be a to-infinitive or a bare infinitive (without to). There is no difference in meaning between them; some structures require a to-infinitive, while others call for a bare infinitive:

*I ought to call them. (to-infinitive or full infinitive)*

*I had better call them. (bare infinitive)*

In the negative, not usually comes before the infinitive:

*I ought not to call them.*

*I had better not call them.*

In some cases, the verb in the main clause is negative, not the infinitive:

*I want to call them.*

*I don't want to call them.*

As the infinitive has no tense, it does not in itself indicate the time of the action that it refers to. However, it can have aspect, which shows the temporal relationship between the action expressed by the infinitive and the time of the preceding verb. There are four types of infinitive, each of which has an active and passive form:

<b>Simple infinitive</b>	(to) write	(to) be written
<hr/>		
<b>Continuous infinitive</b>	(to) be writing	(to) be being written
<hr/>		
<b>Perfect infinitive</b>	(to) have written	(to) have been written
<hr/>		
<b>Perfect continuous infinitive</b>	(to) have been writing	(to) have been being written

### Simple infinitive

The simple infinitive refers to the same time as that of the preceding verb:

*I was glad **to see** her.*

*He must be very happy.*

*I'll **arrange** a meeting with the manager.*

*My son's football coach is said to be very strict.*

### Continuous infinitive

The continuous infinitive refers to the same time as that of the preceding verb and expresses an action in progress or happening over a period of time:

*I'm glad **to be sitting** here.*

*You must be joking.*

*This time next week, I'll **be lying** on the beach in Croatia.*

*Vincent was reported to be staying in Paris at that time.*

### Perfect infinitive

The perfect infinitive refers to a time before that of the preceding verb:

*I'm glad **to have studied** at that school.*

*They must have forgotten about the deadline.*

*By next week, they'll **have finished** painting the rooms.*

*Lucy was assumed to have left the day before.*

### Perfect continuous infinitive

The perfect continuous infinitive refers to a time before that of the preceding verb and expresses an action in progress or happening over a period of time:

*I'm glad **to have been living** in Barcelona for the last ten years.*

*He must have been waiting for ages.*

*Soon, he'll **have been running** for four hours.*

*The organizers **were thought to have been preparing** for days.*

### Passive infinitives

Passive forms are also possible:

*Your composition **has to be typed**. (passive simple infinitive)*

*The spy's phone **was believed to be being tapped**. (passive continuous infinitive, rarely used)*

*This sonnet **must have been written** by Shakespeare. (passive perfect infinitive)*

*The picture **is believed to have been being painted** for years. (passive perfect continuous infinitive, rarely used)*

### Gerund

Alternatively, you can turn the verb into a gerund by adding -ing, identical to the present participle. A gerund is strictly used as a noun, and occasionally you can use them to create gerund phrases, which act as a single unit to modify the gerund.

*The machine **stopes working**.*

*The machine **stopes not working**.*

*I **go shopping** this afternoon.*

***Having car** is facility to far regions.*

***Running** is too difficult.*

***Studying the cosmos** is not the same as understanding the cosmos.*

So what's the difference between infinitives and gerunds? Often, they are interchangeable, both infinitives and gerunds can act as subjects and direct objects.

***Living with a dog** changes your outlook on life. (correct)*

***To live with a dog** changes your outlook on life. (also correct)*

However, only gerunds can be the object of a preposition. As an adjective before nouns and complement of preposition and as the complement of the sentence.

*Ahmad **does not like talking** too much.*

*Osman **focuses on** reading books.*

*Ali **persuades his brother for** learning English.*

*When I'm not fishing, I'm **thinking about** fishing.*

*Ali **gets benefits from their customers by** shopping goods.*

Moreover, some transitive verbs only use infinitives as a direct object—for example, want.

*I **want to break free**. (correct)*

*I **want breaking free**. (incorrect)*

Although there are others, some common verbs use infinitives. They include the following: choose, decide, hope, plan, prepare, promise, wish.

In general, use the infinitives for situations that are abstract, unreal, or haven't happened yet. Use gerunds for situations that are specific, real, or have already happened.

***In the mornings**, I really like to exercise. (abstract; infinitive)*

*This morning, I really liked exercising. (specific; gerund)*

<b>14-5 Special Expressions Followed by -ing</b>	
(a) We <i>had fun</i> We <i>had a good time</i> } <i>playing</i> volleyball.  (b) I <i>had trouble</i> I <i>had difficulty</i> I <i>had a hard time</i> I <i>had a difficult time</i> } <i>finding</i> his house.	-ing forms follow certain special expressions:  <i>have fun/a good time + -ing</i> <i>have trouble/difficulty + -ing</i> <i>have a hard time/difficult time + -ing</i>
(c) Sam <i>spends most of his time studying</i> . (d) I <i>waste a lot of time watching</i> TV.	<i>spend + expression of time or money + -ing</i> <i>waste + expression of time or money + -ing</i>
(e) She <i>sat at her desk writing</i> a letter. (f) I <i>stood there wondering</i> what to do next. (g) He <i>is lying in bed reading</i> a novel.	<i>sit + expression of place + -ing</i> <i>stand + expression of place + -ing</i> <i>lie + expression of place + -ing</i>
(h) When I walked into my office, I <i>found George using</i> my telephone. (i) When I walked into my office, I <i>caught a thief looking</i> through my desk drawers.	<i>find + (pro)noun + -ing</i> <i>catch + (pro)noun + -ing</i> In (h) and (i): Both <i>find</i> and <i>catch</i> mean "discover." <i>Catch</i> often expresses anger or displeasure.

From Three books of grammar, written by Betty Schramper Azer

### Auxiliary Verbs

#### Primary Auxiliary Verb

An auxiliary verb (or a helping verb as it's also called) is used with a main verb to help express the main verb's tense, mood, or voice.

The main auxiliary verbs are to be, to have, and to do. They appear in the following forms:

- **To Be:** am, is, are, was, were, being, been, will be
- **To Have:** has, have, had, having, will have
- **To Do:** does, do, did, will do

#### Model Auxiliary Verb

They are helping verbs that express a wide range of meanings (ability, permission, possibility, necessity, etc.) and speakers' attitude. *such as Can, Could, Shall, Should...*

#### Can:

1. Request

*Can I come in?*

2. To give Permission

*Yes, you can come in*

3. To express possibility and impossibility

*This wall can fall at any time*

4. To make an informal polite request

*Can you teach me at my class?*

5. To offer any service to someone

*Can I help you?*

### Could

1. Past ability

*I could not read when I was ten.*

2. Weak possibility like might

*He could/might be a teacher.*

3. To ask for Permission

*Could/can/may I take your pen?*

**Note 01** May and can are more common than “Could” to ask for permission.

4. To request

*Could you type the letter for me?*

### Would

1. It has the meaning of “Used to” to repeated and habitual past action which are not more in Present.

*Father would read some night stories when I was a Kid.*

*Father would **read** some night stories when I was a Kid.*

2. Would + you + mind + Ving + C is used for very polite requests.

*Would you mind giving me your phone number.*

3. Would and will can be both for polite requests but the common and politer one is “would”.

*Would you favor me in this case, Please?*

4. Would Like/Love mean “want”.

*I would like to tell some stories.*

### May and Might

1. Present and Future possibility

*We may go to Pakistan next month.*

*They may/might meet them today!*

*The may/might well come today! (well is for strong possibility)*

2. To ask for permission politely/polite requests.

*May/might I take your news-paper?*

3. To refuse permission

*Students may not/ cannot bring their children.*

4. In a very polite manner to get permission from someone for an offer.

*May I close the door?*



5. To give permission to someone politely  
*Yes, you may close the door.*

**Should/Ought to**

It means “Have/ has to”. “Ought to” is used in the same way as “should” is used.

1. Present Form

*You should build this wall.*  
*You ought to build this wall.*

2. Progressive Form

*You should be building the wall, now?*  
*You ought to be building this wall.*

**Must**

1. Strong Responsibility or any strong duty of someone that it is not possible if you do not do it.

*You must enroll to University through national Exam.*  
*Must not you enroll to University through national Exam? (informal question)*  
*She must be lying to administration of overseas students.*

**Will/Shall**

Will and shall have same usage and pattern but shall is used only in “I” and “W” in old-fashioned English.

1. Action happens in future or in the coming time.

*We will go to Zoo tomorrow*

2. Predict about the present.

*He will not be at the office at this time.*

3. To show willingness.

*We will help you*

4. To threaten someone.

*We will see them.*

**Could have+ IIV**

*She could have gone to Mzaar. Shows past ability but she did not go*

**Should have + IIV**

*Qargha is a beautiful place; you might have been there. (It is possible that you have been to Qargha/ Perhaps you have been there)*

**Must have + IIV**

*You are fail now. You must have studied well.*

**Have/has + to + V**

Have to (more usage in everyday speech), have got to (Informal Conversation), ought to, must (in written instruction).

*I have to go school.*  
*She has to go school.*  
*I have got to go school. I gotta go school*  
*She gotta go school.*  
*He's gotta be kidding.*

**Had better**

It usually implies a warning about possible bad consequence.

*He had better pay me back that money he owes me soon, or else.*  
*You'd better (= You should) go home now before the rain starts.*

**Be supposed to**

Someone expects something to happen. In past, expresses unfulfilled action.

*I am supposed to help the blind man.*  
*I was supposed to finish exam successfully*

**Need**

To have something, or to want something very much.

*Babies need constant care.*  
*Babies need not constant care.*  
*Babies do not need constant care.*

[ + to infinitive or + infinitive without to] means have (to)

*He needs to lose a bit of weight.*  
*Nothing need be done about this till next week.*  
*Need we take your mother?" "No, we needn't/I don't think we need."*

**Phrasal model:**

PM are common expressions whose meaning are similar to those of some model auxiliary.

*Be able to, be going to, be supposed to, have to, have got to, I know how to....*

## Adverb

In simple words, an adverb is a word that describes verbs. Adverbs are also used to add or modify the meaning of an **adjective**, a **verb**, a **preposition**, a **sentence**, a **clause**. We can add more information to the doing-words, using different kinds of adverbs. Hence, adverbs are a part of speech and express the manner, time, place, frequency, degree, and much more about a verb. They also act as a verb phrase which includes a verb and its dependents.

For example, 'A man is moving.'

The sentence doesn't give us any information other than that there is a man who is moving, but if we add an adverb here and write:

'A man is moving briskly.'; it shows that there is a man who is moving fast because maybe he is getting late for work or he has to go early.

Similarly, the sentence, 'You may sit.', means that you can have a seat wherever you want. It doesn't give us any information about the place for you to sit. Whereas, the sentence, 'You may sit there.', means that there is a particular place to sit where you can find a seat. In this way, adverbs modify a sentence and make it more informative. So, we can say that adverbs describe a sentence or clause.

*Robin is always hungry for success.*

*I love her very much.*

*He is running fast.*

*Alex works hard.*

*He wrote that willingly.*

Adverb Clauses and Adverb Phrases are clauses and phrases that modify the verbs, adjectives or other adverbs in the sentence.

*He ran toward the bus until he was tired. (Adverb Clause)*

*He came carrying his box with two hands. (Adverb Phrase)*

*We were panicked without any reason. (Adverb Phrase)*

### Types of Adverb

#### Conjunctive Adverbs:

A **conjunctive adverb** is a type of adverb that joins two independent sentences or clauses of any kind. This type of adverb is used to connect two parts into one longer sentence.

These parts can be whole sentences that need to be connected into one longer sentence or smaller clauses that need to be connected as well.

Adverbs usually modify one verb, but conjunctive adverbs modify entire sentences because they connect larger parts than just one word.

Conjunctive adverbs are used to join together parts in order to form a larger thought. This means that the final sentence explains more than the two smaller ones would if they were still divided.

Conjunctive adverbs serve different functions, such as: *addition, comparison, concession, contrast, emphasis, summarize, illustrate a point, or signify time.*

Conjunctive adverbs are used to connect ideas, and to form larger thoughts with longer sentences. These sentences are divided by a semicolon (;).

*I wanted to go have ice cream after work; however, my friend wanted something else.*

*He had studies all day and night; nevertheless, it wasn't enough to pass the test. It was never going to work between us; therefore, we decided to go our separate ways.*

*I had to work the whole weekend; in addition, there was also another contract from a month ago I had to deal with.*

*If you decide to start a diet you will see the improvement in your life soon; for instance, you'll have more energy during the day.*

*She was driving home from her friend's place; meanwhile, her husband was busy preparing her a surprise.*

*It rained last night. Nonetheless, the final match has not been canceled.*

*We are still confused, however, if the umpires will come.*

*Last season there was a great drought; consequently, we could not grow crops.*

Conjunctive adverbs are also called *connectors*.

### **Adverb Phrase**

An adverb phrase is a group of words that function as an adverb. Unlike the adverb clause, an adverb phrase does not need a subject and predicate. An adverb phrase is two or more words that modify the verb.

Adverb phrases are used to describe the verb in more detail than just one adverb would. Since they are composed of more than one word they can answer a different set of questions. Adverb phrases often answer the questions:

#### **How? Where? Why? and When?**

These questions need more than one adverb to be answered completely. An adverb phrase can appear anywhere in the sentence, and they don't need to be divided by commas.

They are, however, mostly at the end of the sentence, and sometimes the beginning.

*Because the boss is late the meeting will start **later than usual**.*

This adverb phrase is used to answer the question: when? It is at the end of the sentence and gives more details about why the meeting is not happening when it usually does.

*Like in every fairy tale they must kiss **before sunset** to break the curse.*

This adverb phrase also answers the question: when? Here it describes the exact time when something must happen.

*Put the flowers on the kitchen table.*

This adverb phrase answers the question: **where**? The person speaking wants the flowers to be put at a specific place.

*We used to have a holiday house right **by the beach**.*

Here it is also answering the questions: where? It describes specifically where the house is, and how close to the beach it actually is.

*There were so many cars that they were moving **frustratingly slowly**.*

This adverb phrase answered the question: how? It describes how slow the cars were going, and how the person feels about it. They are frustrated because of how slow they are going.

*She always completes her tasks **without care**.*

The question answered is: how? It describes how careless the person is when completing her tasks.

***To understand better** how to do the job she read some books.*

This adverb phrase is at the beginning of the sentence and answered the question: why? It describes why the person has to read some books.

He went online and searched all day for **more information**.

The question answered is: why? Here it describes why the person went online and had to search all day. Because they need more information they need to complete the search.

### **Sentence Adverbs:**

A **sentence adverb** starts the sentence and modifies the whole sentence.

*Hopefully, we will win the match.*

*Apparently, the sky is getting cloudy.*

*Certainly, I did not think of coming here.*

### **Adverbs of Time/Frequency (When?)**

**Adverbs of time/frequency** indicate time or frequency of the action in the sentence. They answer the question ‘when/how frequently is the action performed?’.

*Always, never, often, eventually, now, frequently, occasionally, once, forever, seldom, before, Sunday, Monday, 10 AM, 12 PM, Yet, Recently, Lately, Already, Ever, Jus, Still, regularly, hardly ever, anymore* etc. are common adverbs of time/frequency.

*I went to school a little late yesterday.*

*He always gets a good result.*

*I will leave Monday.*

*He smokes occasionally.*

*Our class starts at 3:00 PM*

*Before she come to class, we will arrange the Charis.*

*I got my job recently*

*I always eat breakfast in the morning, **even when I am late for work**.*

*I met him when no one was around (Relative Adverb)*

In + a/an + adjective (friendly, silly, lonely, rudely etc...) + way/ manner

*We talk in a **friendly** manner.*

*She had dressed **in any ugly** way.*

Adverb of frequency is a word that tells us how frequently or how often something happens.

**Position of Frequency's Adverbs in Sentences**

Always 100%

Usually 90%-99%

Often 75%-90%

Sometimes 25%-75%

Seldom 5%- 10%

Rarely 1%-10%

Never 0%

a) We usually put the adverbs of frequency in the middle of the sentence, between the subject and the verb, but after auxiliary verbs:

*I **often** go to the beach.*

*He **sometimes** visits his grandma.*

*They **usually** drink coffee in the mornings.*

*I **hardly ever** help my mom in the kitchen.*

b) Auxiliary verbs:

*He is **usually** very happy.*

*We are **always** helping the children at school.*

*I have **never** done anything bad.*

*She is **always** cooking pasta.*

**Note 01** The verbs have, has, and had are auxiliary verbs only when used with past participle:

*I have **never** eaten a snake.*

*She has **never** tried coconut water.*

**Note 02** has, have, and had are normal verbs when they are not used with past participle:

*I **always** have my lunch at school.*

*He **seldom** has English classes.*

*We **often** had dinner late at night in college.*

c) We can put occasionally, frequently, usually, often and sometimes in the beginning of the sentence in order to make it stronger. However, other adverbs do not sound good in the beginning of the sentence:

*Occasionally, I go to the beach.*

*Sometimes he visits his grandma.*

*Usually, they drink coffee in the mornings.*

*Always I go to the beach. INCORRECT*

*I always go to the beach. CORRECT*

*Often, I go to the beach. INCORRECT*

*I often go to the beach. CORRECT*

**Note 03** the verbs do, does, and did are auxiliary verbs only when they are used in questions or negatives:

*Do you **often** go to the cinema?*

*He doesn't **always** eat grapes.*

In other cases, do, does and did are normal verbs:

*She **never** sleeps at home.*

*They **rarely** did their chores.*

If the auxiliary verb is negative the adverb of frequency might go before or after it:

*He doesn't usually cook at home.*

*He usually doesn't cook at home.*

*They don't often go to the cinema.*

*They often don't go to the cinema.*

BUT:

*We aren't always late for work.*

*We always aren't late for work. INCORRECT (say 'We are never late for work')*

e) In the question, we put the adverbs of frequency before the main verb:

*Do you often go to the beach?*

*Do you sometimes visit your grandma?*

BUT:

*Is she always late for soccer practice?*

*Are they usually so grumpy?*

### **Adverbs of Place/Direction (Where?)**

Adverbs of place/direction that indicate place/direction of the action in the sentence. They answer the question 'where is the action performed?'

*Across, over, under, in, out, through, backward, there, around, here, sideways, upstairs, in the park, in the field, in that place, etc.* are some common adverbs of place/direction.

*I went through the jungle.*

*He plays in the field.*

*Alex is going to school.*

*He is staying at my home.*

*Ali came here yesterday.*

### **Adverbs of Degree (How Much? And How many?)**

Adverbs that express the importance/degree/level of the action in the sentence are called **adverbs of degree**. They answer the question 'how much is the action performed?'

*Completely, nearly, entirely, less, mildly, most, thoroughly, somewhat, excessively, much,* etc. are common adverbs of degree.

*She completely forgot about her anniversary.*

*I read the newspaper thoroughly.*

*I am so excited about the new job.*

*Robin hardly studies*

*He is extremely talented*

### Adverbs of Manner (How?)

Adverbs that express the manner/approach/process of the action in the sentence are called adverbs of manner. They answer the question 'how is the action performed?'.

*Beautifully, equally, thankfully, carefully, handily, quickly, coldly, hotly, resentfully, earnestly, nicely, tirelessly, etc. are common adverbs of manner. These adverbs usually end in ly.*

*Let's divide the prizes equally.*  
*Please, handle the camera carefully.*  
*Mike is walking slowly.*  
*He is running fast.*

### Adverb of Reason (Why?)

Whenever you want to answer something, starting from 'why', the adverb of reason will be your answer. So, we can say that an adverb of the reason shows the reason behind doing a particular task. For instance:

*'I go there because I love that place.'*

So, if you question me, why do I go there? I will answer it by saying 'because I love the place'. So, here, 'because' is the adverb of the reason that shows why an event happens.

W.H + Aux + Verb + Subject + Main Verb + C. (Interrogative Adverb)

*Why do you go to school?*

### Adverbs of affirmation and negation

No, Of course, Sure, not, may be, Yes etc...

### Adverbs of number

Two Kind of numbers Adverbs are as below:

#### Definite numeral Adverb

(Once, twice, firstly, secondly, thirdly...etc.)

#### Indefinite numeral Adverb

(Sometimes, often, usually, always, several times....)

### Adverb vs Adjective

Adjectives describe things

a beach, a Jacuzzi, a cocktail, the weather, an idea, sunglasses, your iPad.

*This Jacuzzi is really **uncomfortable**.*

*Beyoncé is so **ambitious**.*

*Dracula was an **affectionate** man.*

*Ryan Gosling is a **spiritual** person.*

*Her sunglasses are **insane**.*

*My upstairs neighbors are really **energetic**.*

*It's **prohibited** to burn tires on this beach.*

*Your iPad is so **old-fashioned**.*

*My flip-flops are **cute**.*

*Your mother-in-law is so **upbeat**.*

*I met a **magical** girl in English class.*



*That wasn't a very **good** idea.*

Adverbs describe everything else.

**Verbs:** sing, laugh, complain

**Adjectives:** prohibited, cute, upbeat

*Beyoncé sings loudly.*

*Dracula laughed dramatically behind the curtain.*

*I complain about my upstairs neighbors daily.*

*It's strictly prohibited to burn tires on this beach.*

*My flip-flops are absolutely cute.*

*Your mother-in-law is incredibly upbeat.*

Adverbs can even describe other adverbs.

*Beyoncé sings really loudly.*

*She can sing incredibly beautifully.*

*In Dracula's castle, people disappeared surprisingly quickly.*

*Your father was very fast in running the project than any others.*

## Preposition

It is a word that indicates the relationship between a noun and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. In other words, It is used to show a relationship between a noun or pronoun in a sentence and another word in the sentence. A preposition must always be followed by a noun or pronoun in a sentence. It can never be followed by a verb. Sentence would not make sense without the use of a preposition. There are different types of prepositions used in the English language that not only add detail but make a sentence complete. They help us understand order, time connections, and positions.

*I am going to Canada.*  
*Alex threw a stone into the pond.*  
*The present is inside the box.*  
*They have gone out of the town.*

There are a few interesting **linguistic facts** about preposition.

**First**, they are a *closed class of words* which means no new preposition gets added to the language. We use a fixed set of prepositions.

**Second**, prepositions do not have any other form. They cannot be plural, possessive, inflection, or anything else.

**Third**, most of the prepositions have many different contextual and natural uses. So, it is easy to be confused about preposition.

**Fourth**, sometimes a preposition works as nouns, adjectives, and adverbs.

Prepositions can be of one, two, three, or even more words. Prepositions with two or more words are called **phrasal prepositions**.

**There are some commonly used phrasal prepositions:**

because of, in case of, instead of, by way of, on behalf of, on account of, in care of, in spite of, on the side of, etc.

### Types of Adverb

- *Simple prepositions*
- *Double prepositions*
- *Compound prepositions*
- *Participle prepositions*
- *Phrase prepositions*

### Simple Prepositions

Simple prepositions are words like **at, for, in, off, on, over**, and **under**. These common prepositions can be used to describe a location, time or place.

Some examples of common prepositions used in sentences are:

*He sat **on** the chair.*  
*There is some milk **in** the fridge.*  
*She was hiding **under** the table.*

*The cat jumped **off** the counter.  
He drove **over** the bridge.  
She lost her ring **at** the beach.  
The book belongs **to** Anthony.  
They were sitting **by** the tree.  
We are running **in** the gym today.  
The sun is **above** the clouds.  
She lives near **her** workplace.  
She drew the picture **with** a crayon.  
He swam **at** the lake.  
I walked **down** the street.  
We located the key **for** the lock.  
The car went **through** the tunnel.  
I got a package **from** a friend.  
I have liked that song **since** 1999.  
She put the flowers **by** the window.  
The food was placed **on** the table.*

### Double Prepositions

Double prepositions are two simple prepositions used together, often indicating direction. Some examples are **into**, **upon**, **onto**, **out of**, **from within**.

*The baby climbed **onto** the table.  
It is **up to** us to find the answer.  
The loud noise came **from** within the stadium.  
She never leaves **without** her phone.  
The bird sat **atop** the oak tree.  
The caterpillar **turned into** a butterfly.  
I was unable to get **out of** the appointment.*

### Compound Prepositions

Compound prepositions (or complex prepositions) consist of two or more words, usually a simple preposition and another word, to convey location. Some examples are **in addition to**, **on behalf of**, and **in the middle of**.

*She sat **across** from Marie.  
I attended the meeting **on behalf of** my company.  
We were **in the middle of** the storm.  
He has gym class **in addition to** his regular classes today.  
He picked up the penny **from beneath** the couch.  
**Aside from** singing, she also plays the piano at the bar.  
My car is parked **in front of** the mailbox.  
The weather will be good this weekend **according to** Tom.*

### Participle Prepositions

Participle prepositions have endings such as -ed and -ing. Examples are words such as **considering, during, concerning, provided**.

*She is interested in anything **concerning** horses.*  
*He works one job **during** the day and another at night.*  
*The dog kept **following** him home.*  
*All the neighbors were there **including** the new one.*  
*The principal was asking questions **regarding** her behavior.*  
***Considering** his age, he did a great job.*  
*He was frustrated at the situation.*  
*The teacher said no talking **during** class.*

### Phrase Prepositions

Phrase prepositions (or prepositional phrases) include a preposition, an object, and the object's modifier. Examples include phrases like on time, at home, before class, and on the floor.

*I will get to the conference on time.*  
*The baseball game was canceled after the heavy rain.*  
*John found his homework under the bed.*  
*The children loved the gifts from their grandparents.*  
*He succeeded with a little help.*  
*We met to discuss the project before class.*  
*She left muddy footprints on the clean floor.*  
*According to his wishes, his funeral will be private.*

### Usage of Prepositions:

#### **On, On top of**

**POWER OF GRAMMAR**  
**IN ENGLISH**

1. It is used when thing on the surface another thing.

*I put an egg **on** the kitchen table.*  
*I left my phone **on top of** the table.*  
*The Clock **on** the wall is mine.*

2. Times

On Day

*On Sunday, on Friday*

Dates

*On 21th of March*

Particular days

*On my birthday, on Independence day, on Nowroz, on Eid*

Day+ morning, noon, afternoon, evening

*On Friday morning*

3. it is used when someone is using device or machine.

*He is on the computer.*

*Vikings will be on History TV.*

4. Parts of Body

*I hit you on this leg.*

5. it is used when we want to show that something is in the state.

*The building is on fire right now.*

*I am with you on this problem.*

**AT**

1. Time

Time of a clock

*At 3 O'clock, at 4:30 PM*

Short & precise times (at + noon, night, midnight, sunset, lunch, bed time, present, the moment, the present time.

*We sleep at night*

*we do not talk about this issue at present.*

2. Specific places

*At bus stop*

*At the entrance*

*I am at living room*

3. Email addresses

*Keep in touch at my email address.*

4. it is used to show how someone is at doing something.

*He is bad at dancing.*

*I am good at cooking*

**IN**

1. Time

In + (a month, year, century, season or specific time in past or future)

*I was born in the 1999.*

*I usually watch TV in the night.*

Particular time of a day, month, or a year

*In March*

In+(the past, present, future, the morning, afternoon, evening, in spring, in the 3<sup>rd</sup> week of March)

*I am not busy in 3 minutes.*

*I did everything to you in past.*

*I will be coming in the morning.*

*I will be in 4<sup>th</sup> semester next year.*

*I submitted my all documents in autumn.*

2.Place

In + Country, city, public

*In hall*  
*In school*  
*In England*  
*In room*

3. it is used to indicate a shape, color or size.

*This painting is mostly in blue.*  
*I like to have in circle shape.*  
*You are in 40 Kilo size.*

**For**

1. something or somewhere is used or having purpose of.

*I make a key for this door.*  
*I need some money for tonight.*

2. has meaning of “because”.

*I am so happy for you*

3. length of time.

*I went to school for one year.*

**With**

1. it is used when someone is giving company to someone else or something else.

*He lives with his grandmother.*  
*I eat chicken with Energy drink.*

2. Someone or something has something.

*I met a guy with green eyes.*  
*People with a lot of money are not always happy.*  
*She's been at home with a bad cold for the past week.*

3. it is used to show the feelings of someone.

*I talk to you with honestly apology.*  
*I cannot work with strong emotion.*

4. person agree with someone else or understands someone.

*I am always with you, brother.*

**Within**

1. Before a particular period of time has passed; during a particular period of time.

*You should receive a reply within seven days.*  
*The ambulance arrived within minutes of the call being made.*  
*Two elections were held within the space of a year.*

2. No further than a particular distance from something

*A house within a mile of the station*

*Is it within walking distance?*

3. Inside the range or limits of something

*That question is not within the scope of this talk.*

*We are now within range of enemy fire.*

*He finds it hard to live within his income (= without spending more than he earns).*

4. (formal) inside something/somebody

*The noise seems to be coming from within the building.*

*There is discontent within the farming industry.*

*Despite her grief, she found a hidden strength within herself.*

### **Over**

1. When we move something from one place to another.

*Come over to my house for dinner sometime.*

2. Show more than.

*I served to my country over two decades.*

3. in a position that is covering something.

*I put a shawl over my shoulders.*

4. across from one side to the other, especially by going up and then down.

*She jumped over the gate.*

5. (referring to a cause of interest, worry, discussion, etc.) connected with or about it.

*There's no point in arguing over something so unimportant.*

6. During something, or while doing something.

*Shall we discuss it over lunch/over a drink?*

7. In control of or teaching someone or something.

*A good teacher has an easy authority over a class.*

8. Using.

*We heard the news over the radio.*

9. Sometimes used when talking about a calculation in which one number is divided by another number.

*40 over 7 is roughly 6.*

### **By**

1. Used to show the person or thing that does something.

*The motorcycle was driven by a tiny bald man.*

2. Used to show how something is done.

*Do you wish to be paid in cash or by check?*

3. Not later than; at or before.

*She had promised to be back by five o'clock.*

4. Used to show measurements or amounts.

*These telephones have sold by the thousand.*

Our office floor space measured twelve meters by ten (= was twelve meters in one direction and ten in the other).

5. Near, at the side of or (in distance or time) past.

*The policewoman walked by them without saying a word.*

### **Into**

1. Towards the inside or middle of something and about to be contained, surrounded or closed off by it.

*Stop running around and get into bed!*

*I am going into garage.*

2. Used to show movement which involves something touching something else with a lot of force but without moving inside it. It can be similar with crash or incident.

*I crashed my car into a rock.*

3. Used to show when a person or thing is changing from one form or condition to another.

*Modern computers changed into new narrow shapes.*

*Would you mind, translate this transcript into English.*

4. Involving or about something

*England was gotten into industrial revolutionary.*

5. Enthusiastic about or interested in

*I am really into this song.*

6. Multiplication

*8 into 56 is 7.*

### **Onto**

1. Used with verbs to express movement on.

*Move the books onto the second shelf.*

*She stepped down from the train onto the platform.*

*They knew the police would be onto us.*

*Scientist believe they are onto something big.*

2. Used to show that something faces in a particular direction.

*The window looked out onto the terrace.*

### **Before**

1. It is used when we mean earlier.

*You should always wash your hands before meals.*

*I am going into garage.*

2. In front of.

*The letter M comes before N in the English alphabet.*

*I have interview before Ali and Ahmad.*

### **After**



1. following in time, place or order.

*There's a good film on the day after tomorrow.*  
*Shall we go for a walk after breakfast?*

### **Through, Via**

1. From one end or side of something to the other.

*Burglars got to home through window.*  
*They walked slowly through the woods.*

2. Until.

*She works Monday through Thursday (= from Monday to Thursday).*  
*They walked slowly through the woods.*

3. by; using

*Go through this left to fifth floor, there will be your manager.*  
*I got my car through my brother who works in a garage.*

### **Behind, In back of**

1. At the back (of).

*I hung my coat behind the door.*  
*The man is **in back of** the bus.*  
*The man is **in the back of** the bus.*

2. Responsible for or the cause of.

*Ahmad was the woman behind enormous changes in the science of chemistry.*

3. Hideout

*Stay close behind me.*  
*Ali is behind the three girls.*

### **Near**

1. Not far away in distance or soon.

*Is there a train station near here?*  
*The hotel is near the airport.*  
*She will be appreciated as a good manager in the near time.*  
*Is there a train station near here?*  
*The hotel is near the airport.*

### **Next to**

1. Exactly beside someone or something else.

*Hey! Ali is next to me.*  
*Arabic Department is next to Pashto Department.*  
*Next to teaching, I have another job.*  
*Next to him, I felt like a thief.*

**Under**

1. Below or lower than something

*Have you looked under the bed?*

*Ali is under the wall.*

2. Covered one thing by another thing.

*I saw a death body. Drowned body lays under several feet of water.*

*Ali is behind the three girls.*

*She put the thermometer under my tongue.*

*In AD 79 the city of Pompeii was buried under a layer of ash seven meters deep.*

3. Less than

*I am under twenty-three.*

*Under eight-ten students cannot attend in these kind of program.*

4. Controlled situation by a particular person or law, rules.

*I am working under the rules of this organization or else I will lose my job.*

*this troops have special operation under Ahmad.*

**Below**

1. In a lower position (than), under.

*The author's name was printed below the title.*

*Ali is under the wall.*

2. less than a particular amount or level.

*They have three children below the age of (= younger than) four.*

**Up**

1. to or in a higher level or position

*We followed her up the stairs to a large meeting room.*

*If you want Fred, he's up that ladder.*

2. It is used to mean completely.

*we ate all the food up.*

*He did the work up.*

3. It is used to show where someone or something is.

*A car drove up and he got in.*

**Above**

1. in or to a higher position than something else.

*Her name comes above mine on the list.*

2. More than an amount or level.

*I lose above 10 points in Mathematic subject.*

3. It is used to mean beyond something.

*No one is above suspicion in this matter.*

**Between**

1. It is used when we want to separate two points, object or people.

*Q come between P and R in English alphabet.*

*She was killed between 1924 and 1934.*

2. It is used to mean from one place to another place.

*we fly between Turkey and Bulgaria*

**Among**

1. In the middle of or surrounded by other things.

*I had a house among the trees.*

2. It is used to mean being or included.

*He was among the survivors.*

**Beside**

1. it is used when we want to show that someone or something is next to someone or something else.

*She is standing beside me in the party.*

2. it is used when we want to compare one thing with another thing.

*She is looking nicer among the girls.*

**During**

1. From the beginning to the end of a particular period.

*my Father was suffering during 1990 and 1991.*

*I work during night and sleep by day.*

2. At some time between the beginning and the end of a period.

*I woke up several times during the night.*

**Since**

1. From a particular time in the past until a later time, or until now

*She has been in Mazar-I-Sharif since 2017.*

2. It is used to mean (because) and (When).

*Since I was sick, I did not come here.*

*She has been sad since she lost her father.*

**Without**

1. Someone or something is not giving company to someone or something else.

*He went to school without food.*

*She cannot live without her husband.*

2. It is used to mean not using.

*Can you write it without pen?*

**Inside**

1. It is used to show that something is in the inner part of something else.

*No one was inside the building when it collapsed.*

*Inside the class was a teacher.*

2. It is used to mean less than something else.

*The job will finish inside one year.*

*I can take a degree inside four years.*

**Outside**

1. Not inside a building

*Come outside of the room.*

*You cannot open the door from outside.*

*She sat for two hours on the floor outside his room.*

**Until, Till**

1. up to (the time that).

*We waited till (until) half past six for you.*

**Around**

1. approximately

*The cost of University would be around 15000\$.*

2. On every side; surrounding somebody/something.

*He put his arm around her.*

*The moon goes around the Earth.*

*I walked around the side of the building.*

**In front of, In the front of, In the middle of, far away**

*The man is in front of the bus (outside).*

*The man is in the front of the bus (inside the car).*

*The man is in the middle of the bus. (inside but in middle)*

*Mazar-I-Sharif is far away from Kabul.*

**Across**

1. From one side to the other side of something.

*He walked across the river.*

*He draws a line across the page.*

2. Opposite

*Azizi bank is across our Hostel.*

There is a school just across from our home.

3. throughout

*His family is scattered across the country.*

*Oxford Advanced Learner's Dictionary, 8th edition*

**Along**

1. From one end to or towards the other end of something.

*They walked slowly along the road.*

*I looked along the shelves for the book I needed.*

2. In a line that follows the side of something long

*Houses had been built along both sides of the river.*

3. At a particular point on or beside something long

*You'll find his office just along the corridor.*

**Past**

1. later than something.

*half past two*

*ten (minutes) past six*

*There's a bus at twenty minutes past the hour (= at 1.20, 2.20, etc.).*

*We arrived at two o'clock and left at ten past (= ten minutes past two).*

*It was past midnight when we got home.*

2. On or to the other side of somebody/something.

*We live in the house just past the church.*

*He hurried past them without stopping.*

*He just walked straight past us!*

3. above or further than a particular point or stage.

*Unemployment is now past the 3 million mark.*

*The flowers are past their best.*

*He's past his prime.*

*She's long past retirement age.*

*Honestly, I'm past caring what happens (= I can no longer be bothered to care).*

**Toward**

1. Movement.

*She stood up and walked towards him.*

2. Relation

*They've always been very friendly towards me.*

*He feels a lot of anger/hostility/antagonism/animosity towards his father.*

3. Position (near to, just before or around a time or place).

*I often get hungry towards the middle of the morning.*

4. For the purpose of buying or achieving something

*I'm saving up to buy a car, and Dad has given me some money towards it.*

**Beyond**

1. On or to the further side of something.

*The road continues beyond the village up into the hills.*

2. Later than a particular time.

*It won't go on beyond midnight.*

*I know what I'll be doing for the next three weeks but I haven't thought beyond that.*

3. More than something.

*Our success was far beyond what we thought possible.*

*She's got nothing beyond her state pension.*

4. Used to say that something is not possible.

*The bicycle was beyond repair (= is too badly damaged to repair).*

*The situation is beyond our control.*

5. Too far or too advanced for somebody/something.

*The handle was just beyond my reach.*

*The exercise was beyond the abilities of most of the class.*

### **Opposite**

1. On the other side of a particular area from somebody/something, and usually facing them

*I sat opposite him during the meal (= on the other side of the table).*

*The bank is opposite the supermarket (= on the other side of the road).*

*Write your address opposite (= next to) your name.*

2. Acting in a film/movie or play as the partner of somebody

*She starred opposite Tom Hanks.*

### **Of**

1 belonging to somebody; relating to somebody

*A friend of mine*

*The love of a mother for her child*

*The role of the teacher*

2 belonging to something; being part of something; relating to something

*The lid of the box*

*The director of the company*

*A member of the team*

3 coming from a particular background or living in a place

*A woman of Italian descent*

*The people of Wales*

4 concerning or showing somebody/something

*A story of passion*

*A photo of my dog*

*A map of India*

5 used to say what somebody/something is, consists of, or contains

*The city of Dublin*

*The issue of housing*

*A crowd of people*

6 used with measurements and expressions of time, age, etc.

*2 kilos of potatoes*

*An increase of 2%*

*A girl of 12*

7 used to show somebody/something belongs to a group, often after some, a few, etc.

*Some of his friends*

*A few of the problems*

*The most famous of all the stars*

8 used to show the position of something/somebody in space or time

*just north of Detroit*

*at the time of the revolution*

9 used after nouns formed from verbs. The noun after 'of' can be either the object or the subject of the action.

*the arrival of the police (= they arrive)*

*criticism of the police (= they are criticized)*

*fear of the dark*

*the howling of the wind*

10 used after some verbs before mentioning somebody/something involved in the action

*to deprive somebody of something*

*He was cleared of all blame.*

*Think of a number, any number.*

11 Used after some adjectives before mentioning somebody/something that a feeling relates to.

*to be proud of something*

12 Used to give your opinion of somebody's behavior.

*It was kind of you to offer.*

13 Used when one noun describes a second one

*Where's that idiot of a boy? (= the boy that you think is stupid)*

## **Off**

**For the special uses of off in phrasal verbs, look at the entries for the verbs.**

1. Down or away from a place or at a distance in space or time

*I fell off the ladder.*

*Keep off the grass!*

2 leading away from something, for example a road or room

*We live off Main Street.*

*There's a bathroom off the main bedroom.*

3 used to say that something has been removed

*You need to take the top off the bottle first!*

*I want about an inch off the back of my hair.*

4 Away from work or duty

*He's had ten days off school.*

5 Away from a price

*They knocked £500 off the car.*

6 Not wanting or liking something that you usually eat or use

*I'm off (= not drinking) alcohol for a week.*

*He's finally off drugs (= he no longer takes them).*

### **Because of**

It is followed by a noun phrase or Verb+ing.

*Because of feeling ill, he didn't go to party.*

*Because of his accent, I couldn't understand.*



## Conjunction

It is used to join clauses, phrases, and words together for constructing sentences. Conjunctions make a link between/among words or groups of words to other parts of the sentence and show a relationship between/among them.

*Alex and Robin are playing together.*  
*Alex plays well, but Robin plays better than him.*  
*I play cricket, and Robin plays football.*  
*When he was sick, I went to see him.*

### Types of Conjunctions

- Coordinating Conjunctions
- Subordinating Conjunctions
- Correlative Conjunctions

### Coordinating Conjunctions:

The job of a **coordinating conjunction** is to join two words, phrases, or independent clauses, which are parallel in structure. There are seven coordinating conjunctions which are by far the most common conjunctions: *and, but, for, nor, or, so, yet*. you can remember them by using the mnemonic device FANBOYS.

*Do you want an ice cream or chocolate?*  
*Go away and never come back.*  
*He is a good man but he does not have good management.*  
*He must be about sixty, whereas his wife looks about thirty.*  
*You eat a massive plate of food for lunch, whereas I have just a sandwich.*  
*I'd like pizza or a salad for lunch. We needed a place to concentrate, so we packed up our things and went to the library. Jesse didn't have much money, but she got by.*

**Notice** comma when a coordinating conjunction is joining two independent clauses.

**For:** because; as

*She remained silent, for her heart was heavy and her spirits low.*

**And:** used to join two words, phrases, parts of sentences or related statements together; also or in addition to

*We went to the stadium and enjoyed the cricket match.*

**Nor:** used before the second or last of a set of negative possibilities, usually after 'neither' .

*She doesn't drink milk, nor does she eat butter.*  
*He did not study last night, nor did she read his book.*  
*Neither my mother nor my father went to university.*

**But:** used to introduce an added statement, usually something that is different from what you have said before.

*She's very hard-working, but not very imaginative.*  
*This is not caused by evil, but by simple ignorance.*

**Or:** Used to connect different possibilities or choice a thing between two things.

*You can pay now or when you come back to pick up the paint.*

**Yet:** still; until the present time but with negative statement.

I haven't spoken to her yet.

**So:** and for that reason; therefore

*My knee started hurting so I stopped running.*

*I was lost so I bought a street map.*

In other hand, it has four Kind of Conjugation

**Cumulative Conjugation**

It adds one idea to another idea. *And, as well as, both....and, also, too, whether.... or, neither.... nor, not only... but also, as....as, etc...*

**Alternative Conjugation**

It expresses a choice between two action or idea.

*Or else, or, otherwise, either...or*

**Adversative Conjugation**

It joins the contradictory sentences

*But, nevertheless, but on the contrary, however, on the other hand, while, but yet ... etc.*

usually adds details to the sentences.

*For, such as, as, that is, for example, for instance, on the contrary*

**Illative Conjugation**

Illative is used between two sentences and show the conclusion of the first on the second one.

*Therefore, on that account, so...etc.*

**Subordinating Conjunctions:**

These conjunctions are used to join an independent and complete clause with a dependent clause that relies on the main clause for meaning and relevance. The dependent clause cannot exist on its own as a sentence and often does not make sense without the main clause. Most commonly used subordinating conjunctions are:

*After, how, than, when, although, if, that, where, as, in order that, though, which, as much as, inasmuch as, unless, while, because, provided, until, who/whom, before, since, what, whoever/whomever.*

Before we left home, I had had my breakfast.

Provided they come, we can start class Tuesday.

When he was washing my car, I went to the store.

Even though the weather was horrible, they still went outside.

I have great/the greatest respect for his ideas, **although** I don't agree with them.

The lion is not so **fierce** as he is painted.

Don't cry out **before** you are hurt.

**Once** I've found somewhere to live I'll send you my address.

They're coming next week, **though** I don't know which day.

**Note 02** If the dependent clause comes first, use a comma before the independent clause.

**Types of Subordinate Conjugation:**

**Subordinate Conjugation of Time**

They are used to show time relationship between the sentences or clauses. (*When, Before, After, as, since, as soon as, as/ so long as, now that, until, till, whenever*).

*I can come **as long as** I can leave by 4.00.*

***Since** we've got a few minutes to wait for the train, let's have a cup of coffee.*

***As soon as** I saw her, I knew there was something wrong.*

*Now I've got a car, I don't get **as much exercise as** I used to.*

*She's enjoying the job **now that** she's got more responsibility.*

*I was up **until** three o'clock trying to get it finished!*

*Hadn't we better wait **until** Antony's here?*

*We waited **till** half past six for you.*

***Whenever** I go there they seem to be in bed.*

*I try to use olive oil **whenever** possible.*

*You can't complain of being lonely **when** you don't make any effort to meet people.*

*I don't understand how he can say that everything's fine **when** it's so obvious that it's not.*

**Subordinate Conjugation of Condition**

They are used to show the condition for specific result. (*even if, in case, unless, providing that, provided that, Otherwise, Or else*)

***Even if** you take a taxi, you'll still miss your train.*

*Bring a map **in case** you get lost.*

***Unless** you call me to say you're not coming, I'll see you at the theatre*

***Provided** it does not rain, I am going out*

*I'd better write it down, **otherwise** I'll forget it.*

*We must be there by six, **or else** we'll miss the beginning.*

*She's either really talkative and you can't shut her up **or else** she's silent.*

**Subordinate Conjugation of Purpose**

They are used to show purpose of something. (*so as to, That, in order that*)

*I always keep fruit in the fridge **so as** (in order to) **to** keep insects off it.*

*Is it true (**that**) she's gone back to teaching?*

*He came home early in order **to** see the children before they went to bed.*

**Subordinate Conjugation of Result**

They are used to show result of something. (*Both ...And, So...that, such...that*)

*I like **both** mountains **and** valleys*

*She ate **so much that** she fell ill*

*He is a good believer in **such** a way **that** he himself focus on his worshipping.*

**Subordinate Conjugation of Place**

It refers to places. (*Where, wherever, everywhere*)

*Could you tell me where Barker Drive is please?*

*Wherever I go I always seem to bump into him.*

*All across Europe, wherever you look, marriage is in decline and divorce rates are soaring.*

*His children go everywhere with him.*

**Note:** I think they are all acting as an adverb, but a curriculum of Muslim English Language Institute Bas Four Mention also as a conjugation.

**Subordinate Conjugation of Manner**

They are used to show how something is done or how someone behaves. (*as, like, as if, as though, although, though*)

*I saw him as I was coming into the building. (while)*

*This year, as in previous years, tickets sold very quickly. (Like)*

*Angry as he was, he couldn't help smiling. (although)*

*He looks like his brother. (take after or similar to)*

*It looks like I'm going to be in the office until late tonight. (in a way that suggests, as if)*

*We were at school together. I haven't seen her for years though. (despite this)*

**Correlative Conjunctions:**

It uses a set of words in a parallel sentence structure to show a contrast or to compare the equal parts of a sentence. The words of correlative conjunctions have a special connection between them. In other words, Correlative Conjunctions are simply pairs of conjunctions used in a sentence to join different words or groups of words in a sentence together.

The correlative conjunctions are: *not only...but also, either...or, neither... nor, both... and, not... but, whether... or.*

*Neither Alex nor Robin can play baseball.*

*I want both milk and Cake*

*He ate not only the ice cream but also the chocolate.*

***Both** the shoes **and** the dress were completely overpriced.*

***Either** her parents **or** she is invited to the party tonight.*

***Neither** I **nor** you are right.*

*She is **not only** beautiful **but also** intelligent.*

*We can't decide **whether** to paint the wall red **or** white.*

*I **hardly** had time to ring the bell **before** the door opened.*

## Interjection

Sometimes we need to express our feelings with some extra amount of energy. From here the concept of interjection comes into action. These are very common words we use in our general English language. So when you want to express your feelings, you have to use interjection. It doesn't mean that if you don't use interaction then your sentence will not be completed. But to clear your emotions regarding that situation you must use interjection. These are the phrases or words that can be used to express exclamation, surprise, command and attention. It has no grammatical relationships with any other word or sentence. Interjection never plays any role of subject and object. It doesn't modify the sentences. Interjection words are **Wow! Hey! Well! Etc.** Most of the time in sentences we use Interjection symbol [!] , it is also called exclamation sign.

*Well! I need a laptop to do this project.*

*Wow! What a beautiful painting.*

*Hurrah! Our team has won the series.*

*What! Have you lost all your money?*

*Gee, that fly is tiny!*

*Do you know, **umm**, which way to follow?*

*You like sweets, **huh**?*

### Interject and Interjection: What is the Difference

Interjection are often confused with the word interject. Both have a different meaning and are used in a different manner. Interjection as explained above are words which express spontaneous reaction while interject means to interrupt someone when he is speaking. Interject has its root meaning derived from Latin and its literal meaning is to 'throw between'. For example,  
"I disagree with you", he interjected.

Interject is often used as a verb and it has a relation with the rest of sentence, while interjections are used as nouns.

*"I disagree with you", he interjected.*

### Standalone Interjections

Because interjections usually express sudden feelings, you'll often see them used to convey surprise (both good surprises and bad ones) or excitement.

Yikes! There's a snake in the garage! You planned this party just for me? Wow! Ouch! That wasp just stung me! Yahoo! Oops. Terrific! Jordan will send you the contract this afternoon.

There's no strict rule about where an interjection must go in relation to other sentences. You can use an interjection before or after a sentence that explains what's going on. You can also use an interjection alone, although it may not make sense if you haven't

adequately described the situation that caused you to use the interjection. Interjections often use exclamation points, but they don't necessarily have to.

### **Interjections in a Sentence**

It's possible to use an interjection within a sentence. When you do, treat the interjection as a parenthetical element that's separate from the rest of the sentence. You can put the interjection inside parentheses or set it off with commas.

I may not succeed, but, hey, at least I tried. The project was delayed because the logistics team made a few (ahem) miscalculations. It will take only thirty minutes (Wow!) to reach the city on the new train.

The important thing to remember is that the interjection should be set off somehow. Don't just drop it in with nothing to mark it as separate from the rest of the sentence.

*I forgot to do the homework assignment oops but my teacher gave me an extra day to finish it (Incorrect).*

*I forgot to do the homework assignment (oops), but my teacher gave me an extra day to finish it. (Correct)*

*Gee I hadn't thought of that. (incorrect)*

*Gee, I hadn't thought of that. (correct)*

### **When to Use Interjections**

Because interjections are usually separate from other sentences, it's hard to use them incorrectly. The bigger concern is whether it's appropriate to use an interjection in your writing. Interjections are fine to use in casual and informal writing. It's okay to use them in speech, too. But avoid using interjections in formal writing because it may appear that you're not treating the topic seriously.

1. Interjections come in different forms a single word.
2. Interjections are usually placed at the very start of a sentence.
3. These interjections can be used to represent exclamations of character dialogues and can act as a replacement for emoticons and can make story reading very interesting.
4. The other importance of interjections lies in the fact that they can convey the feelings that may sometimes too difficult to express via sentence.

*And now, you're ready to go out and use interjections. Hooray!*

### **Types of Interjection**

There are 6 types of interjections to express greeting, joy, surprise, approval, attention and sorrow, when used in sentences.

#### **1. Interjections for Greeting**

Interjections for Greeting is used in the sentence to indicate the emotion of warmth to the person meeting with such as Hello! Hey! Hi! Etc

*'Hey! Where are you going?'*

*Hi! What are you up to?*

*Hello! I am Ekta.*

## 2. Interjections for Joy

Interjections for Joy is used in the sentence to indicate immediate joy and happiness on any happy occasion occurred such as hurrah, wow, hurray, etc. these include: Hurrah! Hurray! Wow! Etc.

*Hurrah! We've won!*  
*Good! Now we can move on.*  
*Wow! What a beautiful dress!*

## 3. Interjections for Attention

Interjections for Attention is used in the sentence to draw attention of someone such as Look! Listen! Behold! hush! shh! etc.

*Look! She is so bad.*  
*Listen! I am not talking about you.*  
*Behold! Something is there.*  
*Shh!, be quiet!.*

## 4. Interjections for Approval

Interjections for Approval is used in the sentence to express the strong sense of approval or agreement for something that has happened such as Bravo! , Brilliant! , Well done!

*Well done! You won the race*  
*Brilliant! that was a good shot.*  
*Bravo! You scored the most.*

## 5. Interjections for Surprise

Interjections for Surprise is used in the sentence to express the strong sense of surprise about something that has happened such as Ha! , What! , Oh! , Ah! , Eh! Etc.

*Ah! It feels good.*  
*Oh! You both know each other.*  
*What! He died.*  
*Ah! I got a 100\$ note.*

## 6. Interjections for Sorrow and Pain

Interjections for Sorrow is used in the sentence to express the emotion of sadness about something unfortunate has happened such as Alas! Ah! Oh! Ouch! Etc.

*Ouch! That hurts.*  
*Oops, I'm sorry. That was my mistake.*  
*Alas! He broke his leg.*  
*Ah! The pain of injection.*

## 3 Ways to Correctly Punctuate Interjections

Since there are different types of interjections there are also different ways to punctuate them.

### 1. Using Exclamation Mark

The exclamation point is the most commonly used punctuation mark for interjections. Obviously, it is used to communicate strong emotions such as surprise, excitement, or anger.

*Yahoo! I got my money back!*  
*Eek! There's a eating snakes!*  
*Oy! You dropped your mobile!*  
*Aha! So it was you!*  
*I just cut my finger. D'oh!*  
*A blue horse? Ooh-la-la!*

**2. Punctuating with Period or comma**

For weaker emotions, a period or a comma will suffice.

*Ah, that feels great!*  
*Oh well, what's done is done.*  
*Well, what did she say?*  
*Um... Do you really think so?*  
*Aww, what a cute puppy*  
*Boo, get off the stage!*

**3. Punctuating with Question mark**

If you intend to use interjections to express uncertainty or disbelief, it is more appropriate to use a question mark.

*Huh? What did you just say?*  
*What? You did it wrong?*  
*Oh, really? I never thought about it.*  
*What? Are you crazy?*



# Article

## A/an

A/an is article. It is a type of determiner and it goes before a noun.

A/an, before a noun shows that what is referred to is not already known to the speaker, listener, writer and/or reader (it is the indefinite article): We only use (a/an) with singular countable nouns:

*I have a sister and a brother.*

*That was an excellent meal.*

*Do you have a car?*

*Do you live in a house?*

*No, actually, I live in an apartment.*

In speaking, we use (a) before a consonant sound:

*a car, a house, a big truck, a wheel, a grey day*

**Note 01:** Some words that begin with a vowel letter in writing have a consonant sound:

*a united group a university a one-year-old child, a European Union*

We use (an) before a vowel sound:

*an apple, an old, an orchestra, an umbrella*

**Note 02:** Some words that begin with a consonant letter in writing have a vowel sound:

*an MP3 player,*

## The

### Countable nouns

We can use the with singular and plural countable nouns:

*The books, The Book*

### Uncountable nouns

We don't use (a/an) before uncountable nouns:

Could I have rice instead of potatoes with my fish?

We can use the before uncountable nouns when they refer to a specific example:

*The rice we bought in the Thai shop is much better than the supermarket rice.*

*The weather was awful last summer.*

It can be used with:

### Seas:

*The Arabian Sea*

### Gulf:

*The Gulf of Mexico*

### Rivers:

*The river Thames*

### The groups of Islands

*The Channel Islands*

### Mountain ranges:

*The Himalayas*

**Desert:**

*The Ari ona desert*

**The Holy book:**

*The Bible*

*The Quran*

**Name of some Famous Books**

*The Daily Jung*

*The Nation*

**The name of Airplane**

*The Qatar international Airplane*

**Name of nation, communities and sects:**

*The Muslim*

*The English*

**Historical places:**

*The Badshai mosque*

*The Taj Mahal*

**Zero Article**

You might be familiar with the definite article “the” and indefinite articles (“a” or “an”), but have you heard of the zero article?

The definite and indefinite articles are key parts of English. We use the definite article (“the”) to refer to something specific or particular:

*I’m washing the windows.*

*She is going to the cinema tomorrow.*

And we use the indefinite articles (“a” or “an”) to refer to something non-specific, such as when discussing something in general terms or when we’re not sure of something’s identity. For instance:

*I’d like an egg sandwich for lunch.*

*A bird flew overhead.*

However, you don’t always need an article before a noun or noun phrase in English. This is called the **zero article**. For example:

*She is good at football. ✓*

This sentence is perfect as it is! Were we to add articles before the noun “football” here, though, it would be incorrect:

*She is good at **the** football. ✗*

When, then, should you use the zero article? Let’s take a look.

**Proper Nouns**

Proper nouns name an individual, thing, or location (e.g., Spain, Simon, Friday) and rarely require an article:

*We hope to visit Paris one day. ✓*

*We hope to visit **the** Paris one day. ✗*

*Do you speak Spanish? ✓*

*Do you speak the Spanish? ✗*

You may need an article, though, if using an adjective with a proper noun:

*Did you work the Friday before last?*

Here, for instance, we use “the” to specify a particular “Friday.” And you should always include an article if it is part of a proper noun:

*I read The Times every morning.*

*She is a big fan of A Tribe Called Quest.*

These are rare cases, though! And most proper nouns do not need an article.

### **Generic Plural and Mass Nouns**

General statements about a plural noun tend to use the zero article:

*Plastic bags are bad for the environment.*

The same applies to mass (or uncountable) nouns:

*Drinking milk makes your bones stronger.*

In both cases here, we do not use an article because we’re using the words generically (i.e., to refer to plastic bags and milk in general, not to a specific set of plastic bags or a particular glass of milk).

Were we referring to something specific instead, we would need to use articles as normal (e.g., if we were referring to “the plastic bags that you use for your groceries” or “the milk in the fridge”).

### **Means of Transport**

We do not usually use an article when describing how something travels:

*We made the journey on foot.*

*They will be arriving by plane.*

However, you should use the appropriate articles when referring to vehicles otherwise (e.g., someone might “travel by bus,” but we would still say “**the** bus is waiting” or “**a** bus passed by half an hour ago”).

### **Games and Sports**

You do not usually need an article before the name of a game or sport:

*We play football together.*

*He always wins at chess.*

### **Meals**

Breakfast, lunch, dinner

### **Noun + Number**

Platform 3, room 7, page 44

### **Routine Places**

In bed, at home, to school, to work

### **Movement or Transport**

On foot, by car, by bus, by air

### **Newspaper Headlines, Notices, User Guides**

Plane Crashes On House, Keep Area Clean, Insert battery

**Name of institutes**

It is used for institution such as hospital, university, prison, school, college, or church when they are used for the intended purpose i.e. medical treatment in hospital, studying in college or university and so on. We also talk about bed in the same way. When these nouns are used for particular places or buildings, they are preceded by articles.

To school... from college... form the college (=building)

To church

In hospital

At sea

From home

By day

By bus/car/plane/letter/mail/radio/phone

**Months, days, seasons illness unless they refer to particular instance:**

On October

From measles/appendicitis/toothache

By midnight, midday, noon

**Meals**

For dinner

For lunch

To breakfast

**More than one-word phrase**

**Double expression**

With knife and fork

On land and sea

With hat and coat

Arm in arm

Man and woman were created equal

(day after day)

**Note:**

It preferred after kind of, sort of, type of and similar expression:

What kind of (a) person is she?

Have you got a cheaper sort of tape recorder?

They have developed a new variety of sheep.

# Chapter 03

# Clauses

# Clause

A clause is a structure that has a subject and verb.

## Kinds of Clauses

### 1. Independent clause

It is main clause and can stand alone as a sentence.

### 2. Dependent Clause

Cannot stand alone as a sentence.

## Noun Clause

A noun clause is a clause that plays the role of a noun. For example, (noun clauses shaded): Verbs are often followed by objects. The object is usually a noun phrase. A noun clause has its own subject and verb.

*I know his mother.*

*I know where he lives.*

*I like what I see.*

(Like all clauses, a noun clause has a subject and a verb. In this example, the subject of the clause is "I" and the verb is "see.")

*I know that patience has its limits.*

(In this example, the subject of the clause is "patience" and the verb is "has.")

Compare the two examples above to these:

*I like innovation.*

*I know people.*

Lots of noun clauses start with "that," "how," or a "wh"-word (i.e., "what," "who," "which," "when," "where," or "why"). For example:

*I know that it happened.*

*I know how it happened.*

*I know why it happened.*

*I know that the story is true.*

*I saw how the accident happened.*

*I understand why it was necessary.*

*I know who said that.*

## The Function of Noun Clauses

Like any noun, a noun clause can be a subject, an object, or a complement. Here are some more easy examples of noun clauses as subjects, objects, and complements.

*Whoever smelt it dealt it.*

*(Here, the noun clause is a subject.)*

*My command is whatever you wish.*

*(Here, the noun clause is a subject complement.)*

*I will give **what you said** some thought.*

*(Here, the noun clause is an indirect object. That's pretty rare.)*

*Light knows **when you are looking at it.** ("Light and space" artist James Turrell)*

*(Here, the noun clause is the direct object of the verb "knows.")*

*It is a light thing for **whoever keeps his foot outside trouble** to advice and counsel him that suffers. (Greek tragedian Aeschylus)*

*(Here, the noun clause is the object of a preposition ("for").)*

*My relationships are between me and **whomever I'm with**, not between me and the world. (Actress Lili Reinhart)*

*(Here, the noun clause is the object of a preposition ("with").)*

*Liberty means responsibility. That is **why most men dread it.** (Playwright George Bernard Shaw)*

*(Here, the noun clause is a subject complement.)*

1. A noun or pronoun that follows main verb be in question comes in front of be is a noun clause.

whose book is this?

*Tell me whose book this is.*

2. a prepositional phrase does not come in front of be in a noun clause.

Ex: who is in the office?

*Tell me who in the office is.*

*Tell me who is in the office.*

3. when Yes/No question is changed to a noun clause, it is usually used to introduce the clause.

Ex: Is Ali at home?

*I don't know if Ali is at home.*

Ex: Does the bus stop here?

*Do you know if the bus stops here?*

Ex: Is it a right choice?

*I don't know if it is a right choice.*

2. If introduces a noun clause, (or not) sometimes has usage at the end of clause.

*I don't know **If Ahmad is at home or not.***

***Whether she comes or not is unimportant to me.***

## **That**

A noun clause can be introduced by the word that.

*I hope that you can come to the game.*

*I hope you can come to the game.*

Be+ adjective+ that

*I am happy that everything is going well.*

Be+ 3V

*He is convinced that the peace conference failed.*

Substituting So, in that-clause Conversational responses

Is Ali at home?

*I think so*

*I believe so*

*I hope so, I hope not*

*I guess, I guess not*

*I suppose, I suppose not*

1. Statement

- a. Subject of the sentence:

*That she does not want to learn is her problem*

- b. As the subject after it:

*It is clear to me that she cannot teach well.*

- c. Subjective complement

*Her doubt is that her husband does not love her*

- d. As the object of the verb

*She knows that husband does not love her*

2. Yes/no question

Will he get the money?

- a. As subject:

*Whether or no he will get the money does not matter to me.*

- b. Subjective complement

*The question/problem is whether he will get the money or not*

- c. As an object of proposition

*I do not know whether he will get the money or not.*

- d. As object of Preposition

*He was concerned about whether he will get the money or not*

3. W.H Question

- a. As subject:

*Who he is will never affect our business.*

- b. As subjective complement:

*The matter is how we can find his home.*

- c. As object of verb:

*I do not know how I can find money to pay my bills.*

- d. As object of preposition:

*There is nothing important in what he says to me*



## Adjective clause

It is a clause that works to describe (modify) a noun or pronoun. It will always be a subordinate clause. It appears immediately after the word it describes (modifies).

Adjective clauses always begin with either a pronoun or an adverb.

**Relative Pronouns:** who, which, that, whom, whose

**Relative Adverbs:** why, where, when

**Relative Adjective or Determiner:** Whose

Adjective clauses answer questions that begin with *which*, *who*, *when*, or *what kind*.

Example 01:

*“I do feel so sorry,” said Draco Malfoy, one Potions class, “for all those people who have to stay at Hogwarts for Christmas because they’re not wanted at home.”*

*-J.K Rowling, Harry Potter and the Philosopher’s Stone*

In this example, the adjective clause is describing the noun ‘people’. It is giving the reader more information about the kind of people that Draco feels sorry for. It begins with the pronoun ‘who’, and answers the question, “Which people?”

Example 02:

*“Those who cannot remember the past are condemned to repeat it.”*

Here, the adjective clause is describing the pronoun ‘those’ – it is giving us more information on who those people are. It begins with the pronoun ‘who’, and ‘who’ is the subject of the clause.

Example 03:

*The four gas giant planets, which are Jupiter, Saturn, Neptune, and Uranus, are further away from the Sun than the rocky planets.*

The adjective clause in this sentence is describing the gas giant planets in more detail. It is giving the reader more description about the outer planets. The clause begins with the pronoun ‘which’ and answers the question, “Which planets?”

Example 04:

*The time when fish are easiest to catch is at dawn.*

This adjective clause is our first example of one starting with an adverb. It begins with the adverb ‘when’. Note that ‘when’ is not the subject of the adjective clause – ‘fish’ is.

Analyze the below sentences:

*There is the mountain **that we are going to climb.***

*My blue tennis shoes, **which used to be my mom's,** were under the bed.*

*Daniel, **who was late again today,** sits next to me in English.*

## Parts of an Adjective Clause

An adjective clause must have the two parts that every clause has: a subject (**what the clause is about**) and a verb (**what the subject is doing**). The subject of an adjective clause depends on whether it begins with a pronoun or an adverb.

### a. Adjective Clause beginning with a Pronoun

When an adjective clause begins with a pronoun, the pronoun is the subject of the clause.

#### Example 01:

*The man who owns Curious George wears a yellow hat.*

In this example, ‘who’ is a pronoun and the subject of the adjective clause. The clause describes ‘man’, which is the subject of the main clause ‘The man wears a yellow hat.’ ‘Owns’ is the verb, because it is the action that ‘who’ is doing.

#### Example 02:

*The dog that performs the most tricks will win the prize.*

The subject of this adjective clause is ‘that’, and the clause modifies the word ‘dog’. The verb here is ‘performs’ because that is what the subject, ‘that’, is doing.

### b. Adjective Clause beginning with an Adverb

When an adjective clause begins with an adverb, the noun or pronoun following the adverb is the subject.

#### Example 01:

*The restaurant where they serve fried zucchini is my favorite.*

This adjective clause begins with an adverb (‘where’). The subject of the clause is the pronoun ‘they’. The verb is ‘serve’, and the adjective clause describes the restaurant.

#### Example 02:

*Do remember that time when we saw an eagle flying?*

The adverb ‘when’ begins this adjective clause. The subject of the clause is ‘we’, the verb is ‘saw’, and the adjective clause describes ‘time’. The clause answers the question, “Which time?”

## Types of Adjective Clauses

There are two kinds of adjective clauses: restrictive and non-restrictive.

### Restrictive clause

It is one that limits or restricts the noun or pronoun it modifies. It makes the noun or pronoun more specific. Restrictive clauses have information that is essential to the meaning of the sentence.

#### Example 01

*People who are rude are difficult to be around.*

This adjective clause is restrictive. It limits the type of person that the subject ‘people’ is about. The sentence is not about all people, but about a limited group of people: ones

who are rude. If this adjective clause were removed, the meaning of this sentence would be very different.

Example 02

*The button that is on top turns on the machine.*

This adjective clause is restrictive. It limits the noun ‘button’ – it lets the reader know which button is being identified. This would be useful if there were several buttons, and the reader wanted to know which one to use. If this clause were removed, the reader would not know how to turn the machine on.

**Non-restrictive**

This clause does not limit the noun or pronoun it modifies; instead, it gives a bit of additional information. Non-restrictive clauses are not essential to a sentence’s meaning, but add a bit of extra detail.

Example 01:

*My brother, who is sometimes rude to guests, lives down the street from me.*

This adjective clause is non-restrictive. It is adding extra information about ‘my brother’. If this adjective clause were removed, the main message of the sentence would remain the same.

Example 02:

*The button, which is green, is at the top of the row.*

The adjective clause here is non-restrictive – it does not limit the ‘button’ in any way. Instead, it is adding a little bit of extra information. If this clause were removed, the reader would still know which button the sentence refers to.

**Way of Writing an Adjective Clause**

**POWER OF GRAMMAR**

An adjective clause is a subordinate (dependent) clause. It cannot be the only clause in a sentence; it needs to be attached to an independent clause.

Example 01:

*The farm where we can pick our own strawberries is so much fun!*

This sentence is correct. The adjective clause is describing the farm, and is connected to the independent clause ‘The farm is so much fun!’ Note that this is an example of a restrictive clause because it narrows down (limits) which farm is being mentioned.

*Where we can pick our own strawberries.*

This is an incorrect use of an adjective clause. It leaves us wondering what place ‘where’ is referring to. There is no independent clause, and so we are left with an incomplete sentence.

Example 02:

*Italian, French, and Spanish, which are all Romance languages, all come from Latin.*

This is a correct usage of an adjective clause. It describes (modifies) the first three languages mentioned. Note that this is an example of a non-restrictive clause. It is giving us additional information; if it were removed, we would still get the main idea of the sentence: Italian, French and Spanish all come from Latin.

*Which are all Romance languages.*

This adjective clause is used incorrectly. We do not know what the pronoun 'which' refers to, and we are left with an incomplete sentence that would make us scratch our heads in confusion.

### **Antecedent of Adjective and Combining two sentences**

*Daniel, who was late again today, sits next to me in English.*

(Antecedent = Daniel, who = Daniel, so the dependent clause means Daniel was late again today. Who is replacing Daniel in the second clause and relating it to the subject of the independent clause.)

### **Subjective/Nominative Cases**

Who, which, that, whom, whose +V+ Complement

1) The students come late.

2) They will be marked absent by the teacher

*The students **who come late will be marked absent by the teacher.***

*The students **who will be marked absent by the teacher come late.***

### **Objective/ Accusative Case**

Who, which, that, whom, whose +S+V+ Complement

1) The woman was strange.

2) I saw her

*The people **that I met last night were nice.***

*The people () **I met last night were nice.***

Relative pronoun can be deleted but it is informal and it is called contact and unmarked adjective clause.

### **Oblique Case**

Who, which, that, whom, whose +S+V+ Preposition+ Complement

1) The music was good.

2) We listened to it last night.

*The music **which we listened to last night was good.***

*The music **to which we listened last night was good.** (very formal)*

1) The man is standing over there.

2) I was telling you about him.

*The man **whom I was telling you about is standing over there.***

*The man **about whom I was telling you is standing over there.***

**Note:** Singular and Plural

*Hammers **are** tools which/that **are** used to cut wood.*

*I recently met a **woman** who **lives** in Farah*

**Note:** "That" is informal

*. Hammers **are** tools which/that **are** used to cut wood.*

*Engineers **are** intelligent Who/that **worked on the building.***

*The man **whom/that** I was telling you about is standing over there.*

**(Relative Adjective or Determiner) : Whose**

1) That is the man.

2) His daughter is an astronaut.

*That is the man whose daughter is an astronaut.*

1) The man shakes his hands.

2) His wife is a nurse.

*The man whose wife is a nurse shakes his hands.*

*The man shakes his hands whose wife is a nurse.*

1) Ali teaches a class for students.

2) Their native language is not English.

*Ali teaches for students whose native language is not English.*

**(Relative Adverb): Where, When**

1) The building is very good.

2) He lives there.

*The building where he lives is very good.*

*The building in which he lives is very good.*

*The building which/that he lives in is very good.*

1) That is the restaurant.

2) I will meet you there.

*That is the restaurant where I will meet you.*

*That is the restaurant at which I will meet you.*

*That is the restaurant which/that I will meet you at.*

1) I will never forget the day.

2) I meet you then

*I will never forget the day when I meet you.*

*I will never forget the day on which I meet you.*

*I will never forget the day that I meet you.*

*I will never forget the day I meet you.*

**Indefinite Pronoun**

Object pronouns are usually omitted in the adjective clauses (whom, that, which)

*There is someone ( ) I want you to meet.*

*Everything ( ) he said was pure nonsense.*

*Anybody who wants to come is welcome.*

*He who laugh at me. (someone)*

**Those and the one**

*Ahmad is the only one who help me in Kabul.*

*I am the one who save your life.*

*Scholarship are available for those who can fulfill above criteria.*

**Expressions of Quantity in Adjective Clauses**

1. "Of Whom" = "Of them"
2. "Of which" = "Of them"
3. "Of whose" = "Of his/of her/ of their/ of its".

Some	Of whom/Which	Some	Of them	
Many		Many		
Most		Most		
None of		None		
One/ two/ three...		One/two/there...		
Quarter		Quarter		
Half		Half		
Both		Both		
Everyone		Everyone		
Neither		Neither		
Each		Each		
Several		Several		
Few		Few		
A few		A few		
The few		The few		
Little		Little		Of them
A little		A little		
The Little	The Little			
A number of	A number of	A number of them		
Some	Of whose	Some	His/ her/ their/ its (Possessive Adjective)	
Some		Some		
Many		Many		
Most		Most		
One		One		
Half		Half		
Neither	Neither			

- 1) I have ten students.
- 2) All of them are intelligent

***I have ten students all of whom are intelligent.***

- 1) Afghanistan has thirty-four provinces.
- 2) Many of them are nice.

***Afghanistan has thirty-four provinces Many of which are nice.***

- 1) He bought three books.
- 2) Two of them are interesting.

***He bought three books two of which are interesting.***

- 1) Ahmad has four brothers.
- 2) Two of his brothers are doctors.

***Ahmad has four brothers two of those are doctors.***

***Ahmad has four brothers two of whose are doctors.***

### **Reducing Adjective Clause to Adjective phrase**

An adjective phrase is a reduction of an adjective clause. It modified a noun. Only adjective clause that have a subject pronoun \_\_ who, which and that\_\_ are reduced to modifying adjective phrases.

1. Delete relative pronoun and the form of be if there is any.

The girl who is sitting next to me is Zahra.

*The girl sitting next to me is Zahra.*

2. In case of not having form of Be, delete relative pronoun and verb form is changing to (ing).

The man who is talking to John is from Kabul.

*The man talking to John is from Kabul.*

3. In case of passive voice, it remains unchanged in the adjective phrase.

The house which was built in 2000 is still new.

*The house built in 2000 is still new.*

3. If the AC contain the main verb have, we replace with the preposition with instead of changing it to (ing) form.

English has an alphabet that consists of 26 letters.

*English has an alphabet consisting of 26 letters.*

4. if the AC requires commas, adjective phrase will also require commas.

Kabul, which is the capital of France, is an existing city.

*Kabul, the capital of France, is an existing city.*

## Adverb clause

An adverb clause, also known as an adverbial clause, comprises a subject and a verb, and that's why not every group word is an adverb clause. At the start of every adverb clause, there is a subordinate conjunction. Examples of subordinate conjunction include: after, although, because, and if. A sentence composed of a group word that functions as an adverb and does not comprise of a subject and a verb, then it's an adverb phrase. This means that adverb clauses have a subject and a verb and serve the purpose of describing an adjective, a verb or another adverb.

*She walked like an old lady. (phrase)*

*She walked as if she were heading to the gallows. (clause)*

In these examples, "like an old lady" does not contain a subject and a verb, and is, therefore, an adverb phrase. However, "as if she were heading to the gallows" does contain a subject (she) and a verb (were heading), making it an adverb clause.

### Position of Adverb Clauses

#### Adverb Clause at the Beginning of a Sentence

When an adverb clause is placed at the start of a sentence, it is usually followed by a comma. This is illustrated in the following examples:

*Whether you like it or not, you have to attend the afternoon lessons.*

*Unless you apologize, you will be punished.*

*Unless you put more effort into your studies, you will not excel.*

#### Adverb Clause at the Middle of a Sentence

Commas separate the adverb clause in the middle of the sentence. This is not the usual presentation since there is an interruption of the foremost thought. An example of this is illustrated below:

*Dogs, although they bark, they cannot scare visitors.*

*James, although he is good at mathematics, he cannot score everything.*

*Chocolate, due to its low melting point, can never be used to bake.*

#### Adverb Clause at the End of a Sentence

When placed at the end of the sentence, an adverb clause does not require any additional punctuation. Examples of this include:

*You need to keep on practicing the song until you get it right.*

*Give us a call when you get past Melbourne.*

*The day so was long because we were completely idle.*

*You need to remain calm even if something does not go as planned.*

*I won't let you watch the video clip even though you are 18 years and above.*



## Types of Adverb Clauses

TIME		CAUSE AND EFFECT	CONTRAST	CONDITION
after	by the time (that)	because	even though	if
before	once	now that	although	unless
when	as/so long as	since	though	only if
while	whenever			whether or not
as	every time (that)		DIRECT CONTRAST	even if
as soon as	the first time (that)		while	in case
since	the last time (that)			
until	the next time (that)			
<b>AC of place:</b>	<b>AC of Reason</b>	<b>AC of Purpose</b>	<b>AC of Manner</b>	
Where	Because	To	As	
Wherever	As	In order to	As if (unreal situation)	
Everywhere	Since	So as to	as though (Same as a)	
Anywhere	For	So that		
	In as much as	In order that		
	so long as			
<b>AC of Contrast</b>	<b>AC of Result</b>			
Although	so...that			
Though	such that			
Even though				

Keep in mind to check for a subject and a verb if you are not sure whether a group of words is an adverb clause or not. If it is composed of a verb and a subject and it does answer the question when, where, how then it's an adverb clause. You should always remember to use adverb clauses properly since they add more descriptive information, thereby bringing relevance to your work and making it useful as much as possible.

Adverbial clauses are grouped into the following categories:

### Adverb Clauses That Answer Where (Place)

Adverbial clauses often provide information about where something occurs. Use this type of adverb clause when you're trying to explain the location of something so that you're being very clear on the exact place.

*Wherever there is music, people will dance.*

*You can drop by for a visit where we're staying this summer.*

*We're staying at the hotel where the spa is located.*

*The big field, where the corn is planted, needs to be mowed.*

### Adverb Clauses That Specify When (Time)

The adverbial clauses below answer the question when. Use this type of adverb clause when you are discussing time. They are appropriate for when you want to clarify the timeframe in which something will, has or is expected to take place.

*After the chores are done, we will eat ice cream.*

*When the clock strikes midnight, she has to leave.*

*Tomatoes on the vine, when they get a lot of rain, will split.*

*I get bad headaches when I go too long without eating.*

### Adverb Clauses That Express Why (Reason and Cause)

The adverb clauses below are examples of ones that answer the question why. Use this type of adverb clause when you're providing an explanation of the cause or purpose for something, both of which provide explanations or justifications for the outcome.

*She passed the course **because she worked hard**. (cause)*

***Because she stuck to the recommended diet**, her blood pressure and blood sugar decreased. (cause)*

***So that he would not ruin the carpet**, he took off his shoes. (purpose)*

*He eats vegetables **in order to stay healthy**. (purpose)*

### Adverbs Clauses of Purpose

They also answer the question why. An example of this might be:

*He eats a balanced diet every day **to stay healthy**.*

*He drinks two glasses of water after every day **because the doctor has advised him to do so**.*

### Adverb Clauses of Condition

They answer the question how. An example might be:

*You can buy a new home **if you save money**.*

***Unless you work hard**, you will not do well in your exams.*

Adverb clauses are more complex than common adverbs, but they are significant when it comes to adding additional information to your writing by explaining how and why things happen.

### Reduction of Adverb Clauses to modifying adverbial phrases

1. If there is a be form of verb, omit the subject of the dependent clause.

Ex: While I was walking to class, I ran into an old friend.

*While walking to class, I ran into an old friend.*

2. If there is no be form of verb, omit the subject a change the verb to ing. (S of adverb class and S of main clause must be same.)

Ex: Before I left for work, I ate breakfast.

*Before leaving for work, I ate breakfast.*

3. After, before, since, while

Ex: before I (had) came to class, I had a cup of tea.

*Before coming to class, I had a cup of tea.*

Ex: While I was walking down the street, I ran into an old friend.

*While walking down the street, I ran into an old friend.*

*Walking down the street, I ran into an old friend.*

4. often an ing phrases gives the meaning of because.

Ex: because she needed some money to buy a book, Sue cashed a check.

*Needing some money, sue cashed a check.*

5. having seen (before) that movie before, I don't want to go again.

6. A form of be in the adverb clause may be changed to being.

Ex: Because Ali is Afghan, Ali don't dance.

*Being Afghan, Ali don't dance.*

7. Upon+ ing means when.

*Upon reaching 18, I received my High school degree.*

*When I reached the age of 18, I received my High school degree.*

*on reaching 18, I received my High school degree.*

### **Adverb Clauses of Condition (Advanced Lecture)**

The main clause can contain would, could or might.

1. Zero Conditional clause: it shows fact conditions.

If + sample Present tense, Sample present tense

*If it rains, it gets wet.*

2. First Conditional clause: shows possible future/real condition.

If + sample Present tense, Sample future tense

*If Ahmad studies hard, he will pass the test.*

3. Second Conditional Clause: Show impossible present/future condition.

If + sample Past tense, Subject+ would+ V1+obj/com

*If Ahmad passed the Fulbright, he would go to USA.*

4. Third Conditional Clause: show impossible Past action that cannot be changed.

If + sample Past Perfect tense, Subject+ would+ have+ V3+obj/com

Subject+ would+ have+ V3, Subject+ would+ have+ V3+obj/com (Informal)

*If Ahmad had passed the Fulbright, he would have gone to USA.*

*If Ahmad would have passed the Fulbright, he would have gone to USA.*

### **Mixed Conditional Clauses**

**1. Present result of Past action.**

If + sample Past Perfect tense, Subject+ would+ V1+obj/com

*If I had not left IIUI, I would be in sixth Semester.*

*(I left IIUI, So I am not in sixth semester).*

*If I had finished my report, so I could begin a new project today.*

*(I didn't finish my report, so I can't begin a new project today).*

**2. Past result of Present action.**

If + sample Past tense, Subject+ would+ have+ V3+obj/com

*If I knew the answer, I would have told you in exam time.*

*(I don't know the answer, so I didn't tell you in exam time).*

**3. Future Result of past action or situation.**

If + sample Past Perfect tense, Subject+ would be+ Ving + obj/com

*If he had solved all the questions, he would be studying with us in next level.*

*(he didn't solve all the question, so he will not be studying with us in next level).*

**4. Past result of future action or situation.**

If + sample Past continuous tense, Subject+ would + have + V3+ obj/com

*If Ali were coming from Canada this Friday, I would have accepted to go with him.  
(Ali is not going to come from Canada this Friday, so I didn't accept to go with them).*

**5. Present result of future action or situation.**

If + sample Past continuous tense, Subject+ would + V1+ obj/com

*If he were giving his speech tomorrow, he would feel nervous now.  
(He will not give his speech tomorrow; he doesn't feel nervous now).*

**6. Future result of present action or situation.**

If + sample Past tense, Subject+ would + be+ Ving+ obj/com

*If they had a car, I would not be going with them tomorrow.  
(they don't have a car, so I am not going with them tomorrow).*

**How to analysis various structures and make different C.S easily?**

<i>Situation</i>	<i>If-Clause/action</i>	<i>Result</i>
Simple Past tense	Pas perfect tense	Sub+ Woud+have+V3
Simple Present tense	Simple Past tense	Sub+Would+V1
Simple Future tense	Past Continuous tense	Sub+ Would+ be+ Ving

**Relationships between:**

Present result of a past action

Future result of a past action

Past result of a present action

Future result of a present action

Past result of a future action

Present result of a future action

Past result of Past action (3rd Conditional sentences)

Present result of Present action (2nd Conditional sentences)

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**Examples according to the above table:**

(Past result of Past action)

<i>Situation</i>	<i>If-Clause/action</i>	<i>Result</i>
Simple Past tense	Pas perfect tense	Sub+ Woud+have+V3
Simple Present tense	Simple Past tense	Sub+Would+V1
Simple Future tense	Past Continuous tense	Sub+ Would+ be+ Ving

If you have told me about the problem, I would have helped you.

Past Perfect tense , Sub+Would+ have+ V3

(Present result of Past action)

<i>Situation</i>	<i>If-Clause/action</i>	<i>Result</i>
Simple Past tense	Pas perfect tense	Sub+ Woud+have+V3
Simple Present tense	Simple Past tense	Sub+Would+V1
Simple Future tense	Past Continuous tense	Sub+ Would+ be+ Ving

If he had started English Language, He would speak fluently.

(Past result of Future action)

<u>Situation</u>	<u>If-Clause/action</u>	<u>Result</u>
Simple Past tense	Pas perfect tense	Sub+ Woud+have+V3
Simple Present tense	Simple Past tense	Sub+Would+V1
Simple Future tense	Past Continuous tense	Sub+ Would+ be+ Ving

If our teacher weren't leaving the class tomorrow, we would have got our result.

(Future result of Present action)

<u>Situation</u>	<u>If-Clause/action</u>	<u>Result</u>
Simple Past tense	Pas perfect tense	Sub+ Woud+have+V3
Simple Present tense	Simple Past tense	Sub+Would+V1
Simple Future tense	Past Continuous tense	Sub+ Would+ be+ Ving

If Ali had enough money, he would be buying a home next week.

And etc...

### **Parallel Structure:**

If two or more Nouns, Gerund, Infinitive, Adjectives, Adverbs are parallel when "and" comes among them in last phase of sequence of NAA.

*Ahmad, Mohammad and Ali*

*Eating, using, and making*

*To learn, teach and use*

*Good, Perfect and useful*

*Quickly, slowly and rarely*

# Chapter 04

## Direct and Indirect Speech

### Sentences and Questions

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# Sentences

A sentence is a group of words that has a subject and verb pair and conveys a complete thought.

*She is my best friend.*

Sometimes a sentence does not have an explicit subject. The type of sentence is called imperative sentences, in which the subject is clear and it is always you.

*Open the door.*

The only component that always has to be there is the verb. It is possible to have a sentence only with one verb.

*Stop.*

*Go.*

It is a tense in which the receiver of the action is the subject of the sentence.

## Types of sentences

There are four types of sentences based on intention:

1. Declarative
2. Command/Imperative
3. Question/Interrogative
4. Exclamatory

### Declarative sentence

A **declarative sentence** simply makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a period.

*“I want to be a good writer.” (makes a statement)*

*“My friend is a really good writer.” (expresses an opinion)*

### Imperative sentence

An **imperative sentence** gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation point.

*“Please sit down.”*

*“I need you to sit down now!”*

### Interrogative sentence

An **interrogative sentence** asks a question. This type of sentence often begins with who, what, where, when, why, how, or do, and it ends with a question mark.

*“When are you going to turn in your writing assignment?”*

*“Do you know what the weather will be tomorrow?”*

### Exclamatory sentence

An **exclamatory sentence** is a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation point.

*“It is too dangerous to climb that mountain!”*

*"I got an A on my book report!"*

There four types of sentences based on structures:

1. Simple
2. Compound
3. Complex
4. Compound-complex.

### Simple Sentences

It is a sentence that has one subject-verb pair. The word simple in "simple sentence" doesn't mean "easy." It means "one subject-verb pair." The subject in a simple sentence may be compound:

*Formulas: SV, SSV, SSVV, SV, SVV*

*My brother and I are completely different.*

*They laughed and cried at the same time.*

*My younger sister speaks English very well*

*My mother and father speak English very well*

*My mother and father speak and write English very well.*

*My parent will retire soon.*

*They will move into a smaller apartment or live with my older brother and his family.*

Example 1:

- a. I am a man.
- b. I am famous.

*Combined sentence: I am a famous man.*

I am a man and I am famous is a grammatically correct sentence, but a native speaker would not write it because a native speaker would not repeat the words I am. Another possible sentence is I am a man who is famous, but this sentence contains unnecessary words.

Example 2:

- a. I have white hair.
- b. I have a long white beard.

*Combined sentence: I have white hair and a long white beard,*

### Compound Sentences

A compound sentence is two simple sentences connected by a comma and a coordinating conjunction.

Formula: Simple sentence, COORDINATING CONJUNCTION, simple sentence. It can in SVV/SV, and SV/SVV/SV, but SV

*My family goes camping every summer, and we usually have fun.*



**Note:**

1. Using a comma and a coordinating conjunction (SV, CC SV)
2. Using a semicolon (;)

When the connection between the two parts of the compound sentence is clear; you can use a semicolon.

Like a period, a semicolon (;) creates a stop between two independent clauses. However, the sentence after the semicolon does not begin with a capital letter. In this case, the sentence has the structure IC; IC

*The two stopped to eat; the work had made them hungry.*

*The afternoon had been long; hours had gone by since lunch.*

However, it would be awkward to use a semicolon by itself to form some compound sentences. The sentence below, for example, is confusing:

*Incorrect: There was still work to do; they needed to rest and eat.*

If the simple sentences in a compound sentence are not joined by a coordinating conjunction, place a semicolon between the sentences. If the simple sentences are joined by a conjunctive adverb, the adverb must also be followed by a comma.

*I don't have my book with me; I must have left it at home.*

*We hurried to the theater; however, the film was over.*

Conjunctive adverbs can be used instead of coordinating conjunctions in compound sentences.

*Bob loved to surf; therefore, he lived near the beach.*

*SV; CA, SV*

*We all studied hard; however, the test was more difficult than we had expected.*

*SV; CA, SV*

**Complex Sentence**

One independent and one dependent

*You can come to class in if you fulfill the requirements of enrollment.*

**Compound-Complex Sentence**

Two independent and one dependent

*If you call the police, I will not let you and my supporters will always finite enmity with your family.*

# Types of Questions

So during this particular session we're going to look at how to ask questions in English in a lot more detail.

There are 5 types of questions in English that we want to look at.

## Types of Questions

### Short or Closed Questions (Yes and No)

These are questions that require YES or NO response.

*Do you like ice cream?*

*Do you live here?*

### Open or Long Questions (W.H)

And when we want to ask a long question, it's usually because we want to get some or more information.

And we're using words like what, where, when, how, why, and who.

*When is the movie going to start?*

### Tag Questions

*She is in the class, is not she?*

*He is not waking, is he?*

*Haris will not be sleeping, will he?*

*Stop smoking, can 't/won 't/ will you/ can you, could you/ would you?*

### Miscellaneous/ Embedded Question:

Sometimes we want to use a question as part of another question or a statement. This is called an embedded question. We can use embedded questions as part of other questions. This is sometimes called an indirect question and is often used to be polite.

Direct Question: Where is the station?

Indirect Question (that includes an embedded question): *Could you tell me where the station is?*

Who is the new teacher of the class?

*Can you tell me who the new teacher of the class is?*

Does she clean the rooms?

*Can you tell me if she cleans the rooms?*

Is she in the class?

*Can you tell me if she is in the class?*

Can she speak English?

*Do you know if she speaks English?*

Could/Shall/Will/Should/May/Might/Would/Ought to/ we see them in Kabul?

*Can you tell me if we CSWSM see them?*

*Could you tell me where the train station is?*

# Direct and Indirect Speech

## Direct Speech

It doesn't need to be changed the form of sentence. An **object** is the part of a sentence that gives meaning to the subject's action of the verb. For example: Alice caught the baseball. Subject=Alice Verb=caught Object=baseball

A **direct object** answers the question of who(m) or what. In the sentence above, you could determine that 'baseball' is a direct object by asking the question: What did Alice catch? She caught the baseball. Baseball is the direct object.

*Ali said, "I will tell you a surprise."  
"I will tell you a surprise," said Ali*

## Indirect Speech

It need to be changed the form of sentence. An indirect object answers the question of to whom, for whom, or for what. For example: Max pitched Alice the baseball. Max (subject) pitched (verb) the baseball (direct object) to whom? He pitched it to Alice. Alice is the indirect object.

*Ali said that I would tell you a surprise.*

## Changing Direct to Indirect Speech:

He said, "I write a letter"

*He said that he wrote a letter.*

She said to him, "You are intelligent"

*She told to him that t he was intelligent.*

She said to me, "Are you Executive Manager"

*She said to me if I was Executive Manager*

She said to Them, "How are you"

*She said to Them How you were?*

He said to me, "wake up at 8:00 PM"

*She requested/suggested/ordered to wake up at 8:00 PM.?*

They said, "Wow! What a beautiful Motel it is."

*The exclaimed with joy/ sorrow/ wonder/ that it was a beautiful Motel.*

They say, "We do not like this place."

*They say that they do not like that place.*

Ali say, "I am going to Kabul tomorrow."

*Ali say that I am going to Kabul the following day.*

## 1)Tenses sequences are important.

Tenses Sequences changes	
Simple Present tense	Simple past tense

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Present Continuous tense	Pas Continuous tense
Present Perfect tense	Past Perfect tense
Present Perfect Continuous	Past Perfect Continuous
Simple Past	Past Perfect tense
Past continuous	Past perfect continuous
Past Perfect	Past Perfect
Will	Would
Will be	Would be
Will have	Would have
Can	Could
May	Might
Must	Had to
Would	Would
Could	Could
Might	Might
Should	Should
Ought to	Ought to

**2. The following word changed into the following ways**

Words that should be changed	
This	That
These	Those
Now	Right away/ then
Tomorrow	The next day/ the following/ the coming day
The day after tomorrow	In two days' time
Yesterday	The previous day/ the last day/ the day before
The day before yesterday	Two days before
Today	That day
Tonight	That night
Last nigh	The previous night/ the last night / the day night
Here	There

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Ago	Before
Sir and Madam	Respectfully
Good morning/ afternoon/ evening	Greeted
Good nigh/ good bye/ fare well don't change	
Hello, Hallo, Yes no, alright, hi, are removed	
Next ( Sunday, month, week, year etc.)	The following/ the next (SYMW et..)
Last (Night, week, Sunday, month, year etc.)	The previous / the last/ the before (night, week, Sunday, month, year etc.)

**Following situation cannot be changed the tense's sequences.**

**Universal Fact:**

*Ali said, "Allah is most Merciful."  
He said that Allah is most Merciful.*

**General Fact**

*Ali said, "She is young and beautiful."  
He said that she is young and beautiful.*

**A post historical event**

*Ali said, "there was two world wars."  
He said that there were two world wars.*

**Improbable conditional clause**

*Ali said, "If you studied hard, you will pass the test."  
He said that if I studied hard, I would pass the test.*

**Real Conditional clause**

*Ali said, "If it rains, the picnic will be cancelled."  
He said, that if it rains, the picnic will be cancelled.*

# Chapter 05

## Affixes

### Suffixes and Prefixes

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## Suffix and Prefixes

A **prefix** is a group of letters placed before the root of a word. For example, the word “unhappy” consists of the prefix “un-” [which means “not”] combined with the root (or stem) word “happy”; the word “unhappy” means “not happy.”

- Different prefixes in English can have similar meanings, such as un-, in- and non- all of which mean "not" or "opposite of." Also, the prefixes mis- and ir- mean "wrong," "wrongly," or "incorrectly."
- Notice that double letters are possible. For example, when you add the prefix im- to words that begin with the letter "m," you get two "m"s as in "immeasurable." That's also true when you add un- to words that begin with the letter "n," as in "unnoticeable." The same is true for many other prefixes.
- When adding a prefix to a word, the spelling of the base word never changes. For example, the prefix un- did not change the spelling of the word "happy." And, the prefix re- would not change the spelling of the word "live" in "relive."
- Watch out for "lookalikes" – words that look like they contain prefixes but, in fact, do not. For example, the un- in the word "uncle" is not a prefix, nor is the re- in the words "reach" or "real."

**Un: before verbs and adjectives.**

*Invite, uninvited, Do, undo*

**In: before adjective.**

*Correct, incorrect  
Expensive, Inexpensive*

**Dis: before adjectives and verbs**

*Like, dislike  
Agree, disagree*

**Re: before verbs**

*Write, Rewrite  
Do, redo*

A **suffix** is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word “flavor” combined with the suffix “-less” [which means “without”]; the word “flavorless” means “having no flavor.”

- Some suffixes have more than one meaning. For example, the suffix -er may suggest a person who performs an action, like a teacher. But "er" is also commonly added to the ends of adjectives and adverbs. They compare two things and show that one is "more" than the other, such as in "faster" and "stronger."
- The spelling of a base word can change when a suffix is added. This is true of most base words ending in the letter "y." For instance, when we add the suffix -ness to the word "crazy" to make "craziness," we replace the "y" with an "i." This rule is also true of many base words ending in a silent "e" when the suffix begins with

a vowel. For example, in the words "write," "make" and "manage," we drop the "e" in the words when we add -ing to make: "writing," "making" and "managing." We also often drop the silent "e" before the suffix -able such as in "usable." Be careful, though, because with some words, we keep the "e," such as in "changeable" and "loveable."

**Ore, er: after words**

*Act, actor*  
*Paint, painter*  
*Fight, Fighter*

**Al: at the end of nouns**

*Nature, Natural*  
*Nation, national*

**Ion: at the end of verbs**

*Locate, Location*  
*Implement, Implementation*

**Sion: at the end of the verbs**

*Decide, Decision*  
*Admit, admission*

**Ize: after the nouns**

*Islam, Islamize*  
*Mobile, Mobilize*

**Ness: after adjective**

*Kind, Kindness*

**Less: after nouns**

*Effect, affectless*

**Ful: after nouns**

*Skill, skillful*

**Ive: after verbs**

*Conclude, Conclusive*  
*Elude, Elusive*

**Ment: at the end of verbs**

*Replace, replacement*  
*Agree, Agreement*

**Able: after verb**

*Respect, respectable*  
*Enjoy, enjoyable*



## Adding rules

### Rule of Adding (s) or (es)

The nouns in term of numbers; have two modes.

1. Singular: for singular place, thing or idea
2. Plural: for more Places, persons, things or ideas

The method of collection noun in English is very simple, add the suffix -s to the end of the nouns.

Ex: Book                Books  
      Method            Methods

But some nouns need to add (s) or (es) according to its rules as below:

- **Add (s) to regular plurals. Adding an (s) is all you need to form regular plural:**

Ex: Apple	Apples
Book	Books
Pen	Pens
Paper	papers
Girl	Girls
Computer	Computers
Ambition	Ambitions

- **If the word ends in consonant (consonant +Y) then change (Y) to (i) add (es) or we can change (Y) to (ies).**

Ex: City	cities
Lady	ladies
Dictionary	dictionaries
Country	countries
Family	Families
Body	bodies
Memory	Memories

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- **If the word ends in vowel (a,e,i,o,u +Y) then just add (s).**

Ex: Day	Days
Toy	Toys
Boy	Boys
Donkey	Donkeys
Monkey	Monkeys
Key	Keys
Tray	Trays
Journey	Journeys

- **Some words ending in (f) or (fe) change to (ves) or we can change (f, fe) to (v) add (es).**

Ex: thief	thie <u>ves</u>
Leaf	leav <u>es</u>
Wife	Wiv <u>es</u>
Shelf	Shelv <u>es</u>
Knife	Kniv <u>es</u>

- Exceptions: add (s):

Roof	Roof <u>s</u>
Proof	Proof <u>s</u>
Chief	Chief <u>s</u>

- Word ending in (ff) add (s):

Cliff	Cliff <u>s</u>
Sniff	Sniff <u>s</u>
Scarf	Scarf <u>s</u>
Stiff	Stiff <u>s</u>

- **If a words ends in a Consonant (Consonant +O) then we sometimes add (s), sometimes (es). No rules for this, due to this; you just have to learn the common words or use a dictionary.**

Ex: Kilo	Kil <u>os</u>
Zero	Zero <u>s</u>
Piano	Piano <u>s</u>
Photo	Photo <u>s</u>

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- But: some words which should be added (es).

Tomato	Tomato <u>es</u>
Potato	Potato <u>es</u>
Motto	Motto <u>es</u>
Hero	Hero <u>es</u>
Volcano	Volcano <u>es</u>

- **If a word ends in a vowel (a,i,o,u,e +O) then we sometimes add (s).**

Ex: Oreo	Oreo <u>s</u>
Zoo	Zoo <u>s</u>
Radio	Radio <u>s</u>
Video	Video <u>s</u>
Stereo	Stereo <u>s</u>

- **Add (es) to words which end in (s,ss,ch,sh,x,z).**

Ex: Bus	Bu <u>ses</u>
---------	---------------

Fox	Foxes
Dish	Dishes
Class	Classes
Box	Boxes
Fish	Fishes

➤ Except of: if the (ch) ending to a word, pronounced with a “K” then add (s).  
Ex: Stomach                      Stomachs

- Irregular Plurals: which automatically change to the plural no need to add (s) or (es).

Ex: Child	Children
Foot	Feet
Man	Men
Mouse	Mice
Tooth	Teeth
Woman	Women

- Some nouns don't need to add (s) or (es) in the end of noun.  
Ex: People, sheep, series...

➤ **Note:** above mentioned Rules can be applied on verbs too.

#### **Pronunciation of 's' and 'es' plural endings**

1. Adding (S) at the end of words has two possible pronunciations which is /iz/ or/s/. If a word finish with (f), (K), (T), (P), (Gh), (Ph), (Th).  
E.g. Roofs, works, mats, maps, coughs, photographs,
2. In all other cases it can be pronounced as /s/.  
3 trees, 2 dogs, flowers, managers, News, Tools, Cells, Names
3. When the plural form has the 'es' ending, the pronunciation is always /iz/:  
2 foxes, 2 boxes

#### **Rule of Adding (ing)**

1. **consonant+ e, Smile**= smiling
2. **Vowel+ Consonant**, sit=sitting
3. **Two Vowel+ Consonant**, read= reading
4. **Two Consonant**, stand= standing
5. **Syllable**, Visit, Visit=Visiting
6. **2<sup>nd</sup> Syllable**, admit, admit= admitting
7. **ie**, die= dying
8. **Vowel+ y**, Play= Playing
9. **Consonant+ y**, Worry= Worrying

#### **Rule of Adding (ed)**

1. **Consonant+ e**, Smile= smiled

2. **Two Consonant**, help= helped
3. **Two Vowel+ Consonant**, rain= rained
4. **Vowel+ Consonant**, stop=stopped
5. **Vowel+ Consonant**, offer=offered
6. **Vowel+ Consonant**, prefer=preferred
7. **Vowel+ y**, Play= Played
9. **Consonant+ y**, Worry= Worried
10. **ie**, die= died

**Rule of Adding Adjective to Adverb**

Many adverbs are formed by adding *-ly* to an adjective. The adverb *softly*, for instance, comes from the adjective *soft*. Note, however, that not all adverbs end in *-ly*. *Very*, *quite*, *always*, *almost*, and *often* are common adverbs that are not formed from adjectives and therefore do not end in *-ly*.

make many adverbs by adding *-ly* to an adjective, for example:

*quick* (adjective) = *quickly* (adverb)

*careful* (adjective) = *carefully* (adverb)

*beautiful* (adjective) = *beautifully* (adverb)

There are some basic rules about spelling for *-ly* adverbs. See the table below:

adjective ending	do this	adjective	Adverb
most adjectives	add -ly	quick nice sole careful	quickly nicely solely carefully
-able or -ible	change -e to -y	regrettable horrible	regrettably horribly
-y	change -y to -ily	happy	Happily
-ic	change -ic to -ically	economic	Economically

But not all words that end in -ly are adverbs. The following -ly words, for example, are all adjectives:

- friendly, lovely, lonely, neighborly

And some adverbs have no particular form. Look at these examples:

- well, fast, very, never, always, often, still

**1. Most of Adjectives can take ly.**

Nice= nicely

Happy= happily

**2. some Adjectives, e, ly**

Possible= possibly

True= truly

**3. y, I, ly**

Easy= easily

Heavy=heavily

**4. ic, ally**

Classic= classically

Basic=basically

**5. able, ible, lly**

Responsible= responsibly

Forgivable= forgivably

**Rule of Adding Noun to Adjective**

A noun is a person, place or thing; an adjective modifies or describes the noun. The girl is a beauty -- beauty being a noun. The girl can also be beautiful -- beautiful, in this case, being an adjective. Turning a noun into an adjective requires only a few minor changes to the ending of a word.

The simplest way to turn a noun into an adjective is to add suffixes to the end of the root word. The most common suffixes used to create adjectives are -ly, -able, -al, -ous, -ary, -ful, -ic, -ish, -less, -like and -y. For example, turn the noun "danger" into the adjective "dangerous" by adding the suffix -ous. Other examples include: "The lady enjoys magic; however, she is not very magical herself." "Those who have health are considered healthy, while those who follow fashion are thought of as fashionable." In these instances, the root nouns were turned into adjectives by adding appropriate suffixes.

Sometimes you will have to make slight modifications to the root noun if it ends in -e, -y or -t. For example, if the noun is "offense," the adjective is "offensive." In this case, drop the -e from the noun and add -ive to create the adjective.

Certain suffixes will transform a noun into one that modifies another according to a state of being. For example, the suffix "-al" can be added to the noun "accident" to form

the adjective "accidental," which will relate any noun it is paired with to the state of being an accident. Adjectives that relate a noun to a quality can also be formed by adding the suffix "-ary" or "-ous," such as constructing the adjective "honorary" from "honor," or "poisonous" from "poison."

Adjectives can also be formed that will modify a noun and express an aspect of its nature. These suffixes are: "-ic," "-ical," "-ish," and "-ous." The word "photograph" can be transformed into "photographic" simply by adding the suffix. However, some nouns require a change in spelling. "Athlete" and "base" must have the final "-e" dropped before adding the suffixes to construct "athletic" and "basic." "History" loses its "-y" before the "-ic" can be added to make it "historic."

The suffix "-ful" can be added to certain nouns to construct adjectives that express how the noun to be modified is full of the quality expressed by the adjective's root. In this way "skill" becomes "skillful" and "wonder" becomes "wonderful." However, some constructions require spelling changes: The "-y" in beauty becomes an "-i" in the transition from "beauty" to "beautiful." The "-e" in "awe" is dropped before it becomes "awful."

The suffixes that express how a modified noun is like the root of an adjective are "-like," "-ly," and "-y." They are placed at the end of a noun, often with no spelling changes, and transform the nouns like "child," "friend," and "rain" into "childlike," "friendly," and "rainy." Sometimes, however, slight spelling changes occur. Sometimes before adding the suffix "-y," the final consonant is doubled. In this way "fun" becomes "funny" and "spot" becomes "spotty."

**1. e, g/c+e can't be removed, able, ible**

Response= responsible  
Admire= admirable  
Challenge= challengeable

**POWER OF GRAMMAR  
IN ENGLISH**

**2. our, u, ious**

labor = laborious  
vigor= vigorous

**4. N+ tial, every word+ cial (Except of)**

Potential  
Commercial

# Chapter 06

Determiner, Inversion, Phrase,  
Transition, Punctuation, Subject Verb-  
Agreement, Participle and Causative  
Verbs

POWER OF GRAMMAR  
IN ENGLISH

# Determiner

A determiner is a word placed in front of a noun to specify quantity (e.g., "one dog," "many dogs") or to clarify what the noun refers to (e.g., "my dog," "that dog," "the dog").

## Types of Determiner:

1. An Article (a/an, the)
2. A Demonstrative (this, that, these, those)
3. A Possessive (my, your, his, her, its, our, their)
4. A Quantifier (common examples include many, much, more, most, some)

## Articles (Type of Determiner)

The articles are the words "a," "an," and "the." They define whether something is specific or unspecific. There are two types of article:

### (1) The Definite Article (The)

"The" is called the definite article. It defines its noun as something specific (e.g., something previously mentioned or known, something unique, something being identified by the speaker).

*This is the lake.*

(This is a previously specified lake, i.e., one already known to the readers.)

### (2) The Indefinite Article (A, An)

"A" and "an" are called the indefinite articles. They define their noun as something unspecific (e.g., something generic, something mentioned for the first time).

*This is a lake.*

(This is a previously unspecified lake.)

## Why Should I Care about Articles?

## POWER OF GRAMMAR

We're great at choosing between "a/an" and "the," so we don't need to delve too deeply into the rules. That said though, we're not so great at choosing between "a" and "an," and using the wrong one is by far the most common mistake involving articles. There are four noteworthy issues related to articles.

### (Issue 1) Using the wrong indefinite article.

Writers who dogmatically follow the rule that "an" precedes a vowel and "a" precedes a consonant often use the wrong indefinite article. That rule is not entirely accurate. "An" is used before a vowel sound, and "a" is used before a consonant sound. The word sound is important because consonants – typically in abbreviations – can create vowel sounds (e.g., MOT, NTU), and vowels can create consonant sounds (e.g., unicorn, united, Ouija, one-off).

Buy a house in an hour.

(House and hour start with the same three letters, but house attracts a, and hour attracts an. House starts with a consonant sound. Hour starts with a vowel sound.)

I had a unique opportunity to strike an unexpected blow.



Be mindful of the distinction between initialism abbreviations (spoken as individual letters) and acronyms (spoken as words):

An MoD official and a MAFF official visited an NBC facility of a NATO country.

(The M and the N of the initialisms MoD (Ministry of Defence) and NBC (Nuclear Biological and Chemical) are pronounced "en" and "em." The N and M of the acronyms NATO (North Atlantic Treaty Organization) and MAFF (Ministry of Agriculture, Forestry and Fisheries) are pronounced "nuh" and "muh.")

The words historic, historical, historian, horrific, and hotel are worthy of special mention. These words start with a consonant sound, as soft as it might be. If you're drawn to "an historic" or "a horrific," give your aitches more "huh" until you're comfortable with using "a."

The attraction of power can be a disease, a horrific disease. (Actor Liam Cunningham)

**(Issue 2) Writing a job title or an office name with a capital letter.**

A job title (e.g., president, judge, director) or the name of office (parliament, court, accounts section) is given a capital letter when it refers to a specific person or office, i.e., when it's a proper noun. So, when the definite article (i.e., the) appears before such a title or name, there's a pretty good chance you'll need a capital letter.

Here's the guidance: If the job title or office name is being used for its dictionary definition, i.e., as a common noun, then don't use a capital letter. However, if the job title or office name nails it down to one specific person or office, then use a capital letter.

- The King was a king among kings.  
(The King specifies an individual, but a king and kings do not. The first one is a proper noun. The other two are common nouns.)

The Prime Minister said: "Being a prime minister is a lonely job...you cannot lead from the crowd." (Prime Minister Margaret Thatcher)  
(The Prime Minister specifies an individual, but a prime minister does not.)

**(Issue 3) Capitalizing "The" when it starts a name (e.g., The Beatles).**

Some names (particularly band names) start with "The" (e.g., The Beatles, The Rolling Stones, The Sex Pistols). When such names appear in running text, you have a choice whether to write "The" (with a capital letter) or "the." There's no consensus among the leading style guides on this point, so go with your preference.

*Did you download the The Clash album?*

(Logically, this is correct, but it's far too unwieldy. No one would write it. Most people would write "Did you download the Clash album?")

Bear in mind that you might stumble across this issue with foreign names.

- Gina Vitale: The restaurant is called "The La Trattoria".  
Michael Felgate: "The La Trattoria" means The The Trattoria.  
Gina Vitale: I know.  
(This is an extract from the 1999 Hugh Grant film Mickey Blue Eyes. With more clarity of thought, the owner might have called the restaurant "La Trattoria.")
- Does it disturb anyone else that "The Los Angeles Angels" baseball team translates directly as "The The Angels Angels"? (Anon)  
(There's no fix for this one. Just go with it.)
- Use "an" before a vowel sound and "a" before a consonant sound.
- When a job title (e.g., *ambassador*) or an office name (e.g., finance office) is preceded by "an" or "a" (as opposed to *the*), write it with a lowercase letter.

### **Demonstratives (Type of Determiner)**

The demonstrative determiners (known as demonstrative adjectives in traditional grammar) are this, that, these, and those. A demonstrative determiner defines where its noun or pronoun is in relation to the speaker. This and these define close things (in terms of distance, psychological closeness or time). That and those define distant things.

*This **shark** is pregnant.*

*That **one** looks worried.*

*In **these matters**, the only certainty is nothing is certain. (Roman scientist Pliny the Elder)*

*I regret **those times** when I've chosen the dark side. I've wasted time being unhappy. (Actress Jessica Lange)*

### **Make sure your demonstrative determiner and its noun match in number.**

This and that modify singular nouns. These and those modify plural nouns. This doesn't usually cause an issue for native English speakers except with the words kind and type.

*These Kind of things.*

*(It should be kinds.)*

*Those type of issues.*

*(It should be types.)*

### **Possessives (Type of Determiner)**

The possessive determiners (known as possessive adjectives in traditional grammar) are my, your, his, her, its, our, their, and whose. A possessive determiner sits before a noun (or a pronoun) to show who or what owns it.

**(Point 1) Use their instead of his/her.**

In English, we don't have a singular non-gender-specific possessive determiner that can be used for people. (We have *its*, but you can't use *its* for people.)

*Each owner is responsible for its dog. (Its can't be used with people.)*

So, when your singular person could be male or female, you have two options:

**(1) Use *their*.**

Each owner is responsible for **their** dog.

(Using *their* to refer to a singular noun (here, owner) is acceptable. This is the best option.)

**(2) Use *his/her*.**

Each owner is responsible for his/her dog.

(This is acceptable, but it's clumsy.)

**(3) Use *his* with a caveat.**

"Throughout this document *his* means his/her."

This used to be a common caveat at the front of documents.

*Each owner is responsible for his dog.*

*(Avoid this option. It's outdated.)*

### Quantifiers (Type of Determiner)

Any determiner that refers, even loosely, to an amount or a quantity can be classified as a quantifier. So, numbers (one dog, two dogs) are quantifiers. Not all quantifiers are so specific though. Many refer to an undefined amount or quantity. The most common ones are any, all, many, much, several and some (these are called indefinite adjectives in traditional grammar).

*Many people would sooner die than think. In fact, they do so. (Philosopher Bertrand Russell)*

*I bought some batteries, but they weren't included. (Comedian Steven Wright)*

*Any kid will run any errand for you, if you ask at bedtime. (Comedian Red Skelton)*

### Why Should I Care about Quantifiers?

Below are four commonly discussed issues related to quantifiers that precede nouns. There are more issues related to quantifiers that stand alone (called indefinite pronouns in traditional grammar).

**(Issue 1) Use *fewer* with plural nouns and *less* with singular nouns.**

Less and fewer are quantifiers. While there are some quirks with *less* and *fewer*, the general ruling is that *fewer* is used with plural nouns while *less* is used with singular nouns.

*A low voter turnout is an indication of fewer people going to the polls. (Politician Dan Quayle)*

*I prefer drawing to talking. Drawing is faster, and leaves less room for lies.*

*(Swiss architect Le Corbusier)*

A key point is that *less* is not always a determiner, even if it precedes a noun.

*The less men think, the more they talk. (Philosopher Montesquieu)*

(As it is here, less is commonly an adverb. When it's an adverb, fewer isn't an option.)

**(Issue 2) Save a word. Write "all the" not "all of the."**

If you're unsure whether to use "all the" or "all of the" before a noun, use "all the" because it saves a word. If you can't bear how it sounds without "of", get over it.

*You can fool all the people some of the time, and some of the people all the time,  
but you cannot fool all the people all the time. (US President Abraham Lincoln)*

There must have been a strong urge to use "all of the" because it would have chimed nicely with "some of the." However, succinctness trumped rhythm. Good skills, Abe.) It's not the same deal with "all my" (or any possessive determiner) or "all of my." Grammatically, both are sound, but often omitting "of" sounds too awkward. Follow in your instincts.

*All my friends left me when I was 12. (Singer Taylor Swift)*

*All of my songs are autobiographical. (Taylor Swift)*

Both are fine. Taylor followed her instincts.

**(Issue 3) Spell out the numbers one to nine but use numerals for the numbers 10 and above...or don't. It's your choice.**

Writers frequently ask whether they should write numbers as numerals (e.g., 11 cats) or spell them out (e.g., eleven cats). Well, it's a matter of style. Those who write business or technical documents tend to use numerals far more liberally than those writing stories or verse. If you want a more definitive answer though, the most common convention is to spell out the numbers one to nine but to use numerals for 10 and above. (This is by no means a rule.)

*Success is falling 9 times and getting up ten. (Singer Jon Bon Jovi)*

**(Point 4) When writing numbers in full, hyphenate all numbers between 21 and 99 (less those divisible by 10).**

Regardless of where they appear within the whole number, all numbers between 21 and 99 (except 30, 40, 50, 60, 70, 80, and 90) should be hyphenated.

*51 = fifty-one*

*234 = two hundred thirty-four*

Oh, if you're writing to an international audience, don't use the word "and."

*3,567 = three thousand five hundred sixty-seven*

*(There's no comma in the full version.)*

*25,223 = twenty-five thousand two hundred twenty-three*

*(Twenty-five and twenty-three should be hyphenated.)*

Brits, far more than Americans, are likely to include the word "and" when writing numbers in full. Try to avoid "and" though because it's widely used to denote a decimal point. So, many would take "one hundred and one" as 100.1 (not 101) and "seven hundred and twenty-four" as 700.24 (not 724). (Interestingly, if you adopt the no-"and" rule and start spelling out all the numbers from 1 upwards, you'll reach 1000 before you use the letter "a.")

# Inversion

We use inversion in several different situations in English. Inversion just means putting the verb before the subject. We usually do it in question forms:

Normal sentence: You are tired. (The subject is 'you'. It's before the verb 'are'.)

Question form: Are you tired? (The verb 'are' is before the subject 'you'. They have changed places. This is called inversion.)

In most English verb tenses, when we want to use inversion, we just move the verb to before the subject. If there's more than one verb, because a verb tense has auxiliary verbs for example, we move the first verb.

With two verb tenses where we just change the places of the verb and subject:

- Present simple with 'be': am I / are you / is he
- Past simple with 'be': were you / was she
- With other verbs tenses, we change the place of the subject and the auxiliary verb (the first auxiliary verb if there is more than one). We don't move the other parts of the verb:
  - Present continuous: am I going / are you going
  - Past continuous: was he going / were they going
  - Present perfect: have we gone / has she gone
  - Present perfect continuous: has she been going / have they been going
  - Past perfect: had you gone
  - Past perfect continuous: had he been going
  - Future simple: will they go
  - Future continuous: will you be going
  - Future perfect: will they have gone
  - Future perfect continuous: will she have been going
  - Modal verbs: should I go / would you go

There are two tenses where we need to add 'do / does / did' to make the question form. We also need to change the main verb back to the infinitive. This is usually still called inversion.

Present simple with any verb except 'be' (add 'do' or 'does'): do you go / does he go

Past simple with any verb except 'be' (add 'did'): did we go / did they go

## **When do we use inversion?**

Of course, we use inversion in questions. You can read more about this here. But we also sometimes use inversion in other cases, when we are not making a question.

## **When we use a negative adverb or adverb phrase at the beginning of the sentence**

Usually, we put the expression at the beginning of the sentence to emphasize what we're saying. It makes our sentence sound surprising or striking or unusual. It also sounds quite formal. If you don't want to give this impression, you can put the negative expression later in the sentence in the normal way.

*Seldom have I seen such beautiful work.*

('Seldom' is at the beginning, so we use inversion. This sentence emphasizes what beautiful work it is.)

*I have seldom seen such beautiful work.*

('Seldom' is in the normal place, so we don't use inversion. This is a normal sentence with no special emphasis.)

Hardly	Hardly had I got into bed when the telephone rang.
Never	Never had she seen such a beautiful sight before.
Seldom	Seldom do we see such an amazing display of dance.
Rarely	Rarely will you hear such beautiful music.
Only then	Only then did I understand why the tragedy had happened.
Not only ... but	Not only does he love chocolate and sweets but he also smokes.
No sooner	No sooner had we arrived home than the police rang the doorbell.
Scarcely	Scarcely had I got off the bus when it crashed into the back of a car.
Only later	Only later did she really think about the situation.
Nowhere	Nowhere have I ever had such bad service.
Little	Little did he know!
Only in this way	Only in this way could John earn enough money to survive.
In no way	In no way do I agree with what you're saying.
On no account	On no account should you do anything without asking me first.

Here are some negative adverbs and adverb phrases that we often use with inversion:  
In the following expressions, the inversion comes in the second part of the sentence:

Not until    Not until I saw John with my own eyes did I really believe he was safe.

Not since    Not since Lucy left college had she had such a wonderful time.

Only after    Only after I'd seen her flat did I understand why she wanted to live there.

Only when    Only when we'd all arrived home did I feel calm.

Only by    Only by working extremely hard could we afford to eat.

We only use inversion when the adverb modifies the whole phrase and not when it modifies the noun: Hardly anyone passed the exam. (No inversion.)

**2: We can use inversion instead of 'if' in conditionals with 'had' 'were' and 'should'. This is quite formal:**

- Normal conditional: *If I had been there, this problem wouldn't have happened.*
- Conditional with inversion: *Had I been there, this problem wouldn't have happened.*
- Normal conditional: *If we had arrived sooner, we could have prevented this tragedy!*
- Conditional with inversion: *Had we arrived sooner, we could have prevented this tragedy!*

**3: We can use inversion if we put an adverbial expression of place at the beginning on the sentence. This is also quite formal or literary:**

- On the table was all the money we had lost. (Normal sentence: All the money we had lost was on the table.)
- Round the corner came the knights. (Normal sentence: The knights came round the corner.)

**4: We can use inversion after 'so + adjective...that':**

- So beautiful was the girl that nobody could talk of anything else. (Normal sentence: the girl was so beautiful that nobody could talk of anything else.)
- So delicious was the food that we ate every last bite. (Normal sentence: the food was so delicious that we ate every last bite.)

**Inversion on summary**

**Optional Inversion:**

When verb come before the subject, is is called inversion.

Ahmad is a salesman

*Salesman is Ali*

Laila has done her job.

*Her job has done Laila*

**Negative adverbial**

(never, seldom, not only, rarely, only)

N.A + Verb (aux) + S + V (main) + C

She never studies hard

*Never does she study hard.*

Ali and Ahmad seldom taught with each other.

*Seldom did they fight with each other.*

Ali not only spoke slowly but also disturbed the class.

*Not only did Ali speak slowly.*

**Inversion So/Such**

SS + adv.adj + aux + S + V (main)

Laila was so ugly that no one wanted to marry her.

*So ugly was Laila that no one...*

They drove so fast that they made an accident.

*So fast did they drive that...*

**Inversion with (if) and conditional S:**

Possible Type 2 and 3 with Zero Conditional sentences.

If Ali were rich, he would buy a land

*Were Ali rich, he...*

If you had gone to school, you would not have been absent.

*Had you gone to school, you...*

If you need info, call me

*Should you need info, call me*

**Comparative of Then:**

Ali has a lot of friends that his brother has.

*Ali has a lot of friends that (has) his brother.*



# Phrase

A phrase is one or more words that form a meaningful grammatical unit within a clause. There are five main types of phrase in English, as below. A phrase is a small group of words that communicates a concept but isn't a full sentence. You use phrases in your writing and your speech every day. There are lots of different kinds of phrases, some of which play a technical role in your writing and others that play a more illustrative role. No matter which role a phrase is playing, it's achieving one simple goal: making your sentences richer by giving your words context, detail, and clarity.

Keep in mind, not all phrases are good phrases. Sometimes, common phrases actually undermine your writing by making you look less confident or making your point less clear. Know which phrases to avoid so you don't inadvertently weaken your writing by using them.

## Phrases vs. clauses

Phrases and clauses aren't the same thing. A clause contains a subject and a predicate and in many—but not all—cases, can be a sentence on its own. In contrast, a phrase can't be its own sentence because a phrase does not contain a subject and predicate.

**Phrase:** Meows so loudly

**Clause:** That cat meows so loudly

Clauses contain phrases, and sentences contain clauses. So an easy way to visualize the three are: phrases, clauses, sentences.

The term "phrase" is understood to mean two different things: a sentence component and a common expression. These two types of phrases are known respectively as grammatical phrases and common phrases.

## Grammatical phrases

A grammatical phrase is a collection of words working together as a unit. Grammatical phrases add meaning to sentences by giving detail about one or more of the parts of speech in use.

A grammatical phrase can clarify any part of speech—the key here is that all a phrase does is provide some detail; it doesn't have the structure to be a clause of its own.

Sentences don't need to have phrases to be grammatically correct. Sometimes, a sentence only has individual words working together, like:

*Sheila skated yesterday.*

It's a short, simple sentence that paints a clear, yet stark, picture. By expanding some of those words into phrases, you get a much more detailed image of how Sheila spent her time yesterday. For example, you might write:

*Sheila skated through the park yesterday.*

*Sheila skated with Dennis and Terry yesterday.*

*Sheila skated on her brand-new longboard yesterday.*

Grammatical phrases come in a variety of types and often, you'll find two or more in the same sentence. Each type is named for the part of speech it modifies or the role it plays in a sentence:

### Types of Phrases

#### Adjective

An adjective phrase is a phrase that describes or otherwise provides additional meaning for an adjective. It contains an adjective and any words that modify the adjective. Here are a few examples of adjective phrases within sentences, with the adjective phrases bolded:

*That song choice was **way too bold**.*  
*She was **taller than all of her classmates**.*

#### Adverb

An adverbial phrase is a phrase that takes on the role of an adverb in a sentence. Adverbs modify verbs, adjectives, and other adverbs. Adverbial phrases in action look like:

*He bakes cakes **every Sunday**.*  
*We ran out of there **at a breakneck speed**.*

#### Noun

A noun phrase provides detail or clarification about a noun. Examples of noun phrases include:

***My small dog** barks at ducks.*  
***The boxy van outside** has circled the block twice already.*

#### Verb

Verb phrases are phrases that contain a verb and any linking verbs or modifiers. Like an adverbial phrase, a verb phrase plays the role of a verb in the sentence where it's used. Examples of verb phrases include:

*Shelley **has been waiting** for an hour already.*  
*I **am writing** a novel.*

#### Prepositional

Prepositional phrases are phrases that include a preposition and its object. They can also include modifiers, but they don't have to. A few examples of prepositional phrases include:

*They were arguing **about money**.*  
*The window was **behind a large brown sofa**.*  
*They resumed **after an unusually large meal**.*  
*The cat jumped **onto the counter**.*  
*The space **under the gray shed** is overgrown and needs to be cleared out.*

#### Gerund

A gerund phrase is a phrase that includes a gerund, which is a noun created by adding ing to a verb, and its modifiers. Within a sentence, a gerund phrase acts as a noun. It can be tricky to understand, so remember the definition of a noun: a person,

place, thing, or concept. Often, gerunds fall into the category of “thing.” Examples of gerund phrases include:

*Competitive horseback riding is one of my favorite hobbies.*  
*All the neighbors are looking forward to **barbecuing on Sunday**.*

### Infinitive

Can you guess what an infinitive phrase is? Yep, it’s a phrase made up of an infinitive (the most basic form of a verb, often accompanied by “to”) and the words that give it clarity. A few examples of infinitive phrases within sentences are:

*We had hoped **to be there**.*  
*Mom said **to call Grandma tomorrow**.*

### Participle

Participles are modified verbs that take on the role of adjectives. Participle phrases are phrases that contain participles and their modifiers, like:

*The **continually sputtering** boat finally broke down.*  
*The fish that **swam away from its school** got eaten by a shark.*

### Appositive

An appositive phrase is a phrase that includes an appositive and the noun (or pronoun) it describes. Appositives are short descriptions that add detail about a noun by defining it.

*Their favorite horse, **a pinto named Molly**, won lots of awards.*  
*Fairfield, **a town in New Jersey**, is home to 7,500 people.*

### Tips and tricks for grammatical phrases

Verbs playing adjectives’ roles? Verbs turned into nouns? When you break down grammatical phrases and examine how they operate within sentences, they can suddenly seem complex and confusing. Here are a few tips for getting phrases just right every time:

- Ask yourself if the phrase you’ve chosen is making your sentence clearer or if it’s just making your sentence longer. When you’re writing, clarity is always your top priority. Conciseness is another high, but not top, priority. The most effective sentence is always one that includes enough information to make your message clear without overshadowing it with extra information.
- Read your writing aloud and listen to its rhythm. Often, sentences and phrases that look fine on a screen sound confusing or feel too long when they’re read aloud. This is especially important if you’re writing a speech, presentation, or another type of message that will be delivered verbally.
- Don’t overthink phrases. If you’re a fluent English speaker, you use all kinds of grammatical phrases in your writing and speech automatically. If you’re not sure whether a phrase is grammatically correct, Grammarly can help you out by finding punctuation mistakes, syntax errors, and weak words that can be replaced to make your message stronger.

### Common phrases

As we mentioned above, grammatical phrases are just one broad category of phrases. The other category, common phrases, are pieces of figurative language that rely on the listener's familiarity with them to be understood. When the listener (or reader) isn't familiar with a specific phrase, they might misunderstand or misconstrue the message. Keep this in mind when you're writing. A big part of effectively writing with your readers in mind is accurately gauging whether they're likely to understand the phrases you use.

#### Types of common phrases include:

##### Euphemisms

Euphemisms are phrases that communicate specific ideas through "softer," politer language. Euphemisms are typically used to avoid speaking directly about subjects that evoke an unpleasant image or otherwise make the speaker or listener uncomfortable.

#### Common euphemisms include:

*Use the restroom instead of use the toilet*

*Passed away instead of died*

##### Sayings

A saying is a pithy phrase that uses figurative language to describe something. A few common sayings are:

*In a nutshell*

*A drop in the bucket*

*A piece of cake*

##### Adages

Sayings that convey a general truth or observation—usually through metaphor—are known as adages. Two common adages are:

*A penny saved is a penny earned.*

*The squeaky wheel gets the grease.*

##### Proverbs

A proverb is a type of saying that, like an adage, expresses a universal truth. However, the difference is that proverbs impart advice. They are the deeper sayings that convey wisdom, such as:

*"'Tis better to have loved and lost, than never to have loved at all."*—Alfred Lord

*Tennyson*

*Two wrongs don't make a right.*

##### Figures of speech

A figure of speech is another kind of phrase that expresses a point through symbolic language. Figures of speech are typically used for rhetorical and storytelling purposes and come in many forms, like:

- Similes: comparing objects using the words like or as

*Her car was like a rocket.*

- Metaphors: comparing objects without using the words like or as

*His room was a sauna.*

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- Personification: ascribing human traits, actions, or emotions to animals or objects  
*The clock glared at me menacingly.*
- Paradoxes: self-contradictory statements that express a truth  
*The more you know, the more you realize you don't know.*
- Understatements: deliberately underplaying something to make a statement about how large it actually is.  
*He's got a few bucks in the bank.*
- Metonymy: referring to a concept by a closely related term  
*The pen is mightier than the sword.*
- Synecdoche: referring to an object or person by just a part of the whole  
*They've got a lot of mouths to feed.*

**Fixed expressions**

A fixed expression, also known as a set phrase, is a phrase that's been cemented into our consciousness in a specific order. The key here is that the phrase doesn't have to be in this order to express its concept, but it's become so familiar in this order that expressing it any other way would just sound weird.

A few examples of common fixed expressions include:

- Pain and suffering
- So to speak
- Pop the question

**Absolute phrases/Nominative phrase**

It consists of a noun or a pronoun, participle and linked modifiers. It modifies (add information to) the sentence. It looks like a clause but lacks a true finite verb. It is separated by a comma in a sentence.

*She is looking very much happy, **her face expressing a shine of happiness.***

*She, **having books in her hand,** was going to college.*

*The wrestler, **having anger in his eyes,** looked at the opponent wrestler.*

# Transition in English

<b>Addition</b>	<b>Contrast TW</b>	<b>Summary TW</b>	<b>Compare TW</b>	<b>Contrast Enumerate</b>
Furthermore	However	For instance	Accordingly	First
Again	Conversely	In other words	In the same way	Second
Last	Nevertheless	As a result	Like	Third
First	In spite of	For example	Also	Last
Moreover	On the other hand	On the whole	In the same manner	Next a
In addition	Even so although	Therefore	Likewise	Also
Lastly	On the contrary	After all	As	One/ equally/ most important
Second		In short	In conjunction with this	In the beginning
Too		Thus	Similarly	Toward the middle
Even more		To sum up	Comparable to	In addition
Finally		In conclusion	Just as	A significant
Also		On the other hand	Sometime	Another significant
Next			Due to	Of greatest significance
Further			All in all	At the end

Think back to when you were first taught how to write essays. You were probably taught to organize your writing by starting each paragraph with a word like first, additionally, further, secondly, or third. These words are transition words.

Not all transition words are individual words. Sometimes, you need a whole phrase to make a smooth transition in your writing. These phrases are known as transition phrases. One transition phrase you were probably taught in school is in conclusion, a common way to begin an essay's final paragraph. As you moved further in your academic career, you were probably taught to move away from these transition phrases and use subtler ones in your writing.

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## **When to use transition words**

Transition words illustrate relationships between other words and phrases. Although students are generally taught to use transition words at the beginning of sentences, this isn't the only place they're used.

Generally, a transition word is the crux of its sentence. This is the decisive point where the sentence's core message is communicated. Not every sentence contains a transition word, but when one does, the transition word is usually critical to its question or statement.

## **Types of transition words**

Transition words present the writer's thoughts in an orderly fashion, express nuance, clarify vagueness, forge connections, and demonstrate comparisons. Because they do so many different jobs, transition words are divided into eight distinct categories.

### **Transition words that introduce, agree, and add on**

One of the most common ways transition words are used is to introduce new ideas and add onto topics that have already been explored in the piece.

*Coupled with, in addition (to), further, furthermore, moreover, likewise, equally important, too, first, second, third, uniquely*

Take a look at a few ways you can use these kinds of transition words in a sentence:

- We have to consider the students' needs, but the staff's needs are equally important.
- First, preheat the oven. Second, sift together all your dry ingredients.
- The weather, coupled with the fast and loose itinerary, is the reason why I'm skipping the trip.

### **Transition words that oppose and limit**

Transition words can also communicate opposition or limits to ideas and phrases. These words' role is largely the opposite of the role played by the category above. Transition words that create opposition and limits include:

**Unlike, or, but, while, as much as, conversely, on the contrary, on the other hand, above all, notwithstanding, despite**

*We managed to have a decent harvest despite the drought.*

*I went to the seminar expecting a long, boring presentation but on the contrary, it was engaging and a lot of fun!*

*While Shekani is a stickler for tradition, Mei gives every holiday party a new twist.*

### **Cause and conditional transition words**

These transition words show how one action led to a specific effect or how one circumstance is conditional on another. This category also includes words and transition phrases that illustrate the relationship between an intention and an action.

**Since, While, due to, In the event of, for fear of, because of, as long as, I hope that, Unless, In case, Whenever, So that**

*As long as there are pets that need homes, I'll keep volunteering at the shelter.*

*I brought extra socks in case we have to walk through puddles.*

### **Effect and result transition words**

Similar to the category above, these transition words demonstrate the result of a specific action. Here's the difference between the two: When your sentence is focused on the cause of the effect, you'd use one of the transition words from the "Cause and conditional" category above. When the emphasis is on the effect itself, you would use a word from this "Effect and result" category that fits with the rest of your sentence.

For example, you might announce that you've postponed your barbecue by sending a group message that says "because of the weather, I postponed the barbecue." But you can communicate the same message with a slightly different focus by phrasing it as "it's raining, so consequently I've rescheduled the barbecue."

**in effect, as a result, then, because the, hence, under those circumstances, henceforth, consequently, therefore**

*It's very humid outside, hence the condensation on the window.*

*We stayed to see the whole show and consequently missed our train home.*

*Miguel forgot to add the yeast to his dough and as a result, the bread didn't rise.*

### Transition words that describe examples and support

Other transition words make it clear that one concept supports another, either by providing evidence, emphasizing it, or simply being an example. These words include: **Explicitly, for this reason, indeed, markedly, in general, to clarify, in fact, especially, by all means, in other words, notably, particularly, significantly**

*They had to slow down production, particularly of items with a low profit margin.*

*I love all kinds of pizza, especially stuffed-crust pizza.*

*The sequel's tone was markedly different from the first movie's.*

### Conclusion and summary transition words

These are the transition words that bring paragraphs, arguments, and pieces of writing to a close. They can also be used to summarize and restate ideas. These transition phrases and words include:

**in summary, in conclusion, to conclude, in any event, in either case, overall, altogether, in essence, to summarize, to sum up**

*There were some surprises, but **overall** we had a great time.*

***In conclusion**, an upgraded security system isn't a luxury; it's a necessity.*

### Transition words for describing time

Another category of transition words deals with time, specifically when something happened or will happen in relation to another event.

**Presently, now, occasionally, once, after, in the meantime, in a moment, momentarily, after, at the present time, all of a sudden, every so often**

*I was walking through the mall when **all of a sudden**, I recognized my long-lost sister standing in line to buy a pretzel.*

*I'd love to **hang out** at the coffee shop after work.*

*Don't leave the lobby—we'll be with you **momentarily**.*

### Transition words for locations

Transition words can also draw a reader's attention to where something is located, or the physical or spatial relationship between two things. This can mean where someone or something is literally located, or they can be used figuratively, like "Dan's auto body shop is above Rick's when it comes to quality and attention to detail."

**Beside, over, where, in front of, behind, next to, under, beyond, amid, among, opposite, adjacent to, above, below**

You'll notice that many of these words can also function as prepositions in a sentence.

They can also function as transition words that are part of adverbial clauses. Here are a few examples of this kind of transition word at work:

***In the back**, my cousin was grilling hamburgers.*

***Among** the students surveyed, more than half were excited to return to campus full-time.*

***Next to** the garage, they found a parking spot.*



### Common mistakes writers make with transition words

Working with transition words isn't always easy. Sometimes, especially when English isn't your primary language, you may accidentally use the wrong word for the type of transition you're making or use a word that doesn't have quite the right connotation for your message. For example, you might say something like, "We could go out for burgers, pizza, sushi, or tacos. In either case, that works for me." Either implies that there are only two choices, so in this scenario, it doesn't fit because there are a total of four choices. (Here, the best way to phrase this would be "in any case.")

- **As well as** when you mean and. Using "as well as," a synonym for "in addition to," implies that the following piece of information is less important than the preceding piece, whereas "and" implies they are equally important.

*Adam **and** Jeremy came over for dinner.*

*I made ribs and mac and cheese as well as a bagged salad.*

- **Essentially** when you mean explicitly. "Essentially" refers to a fundamental factor or truth at a subject's core, whereas "explicitly" communicates that something is literal and clear, with no room for misinterpretation.

*Although they offer personal training and classes, that gym is essentially an overpriced equipment store.*

*The gym's website explicitly states that no guest passes will be issued until further notice.*

Another mistake writers sometimes make with transition words is using them in inappropriate contexts. As you saw in the lists above, some transition words and phrases feel more formal and academic than others. You can make your writing feel too formal—or too casual—by choosing a transition word that doesn't fit your tone or the type of writing you're doing. Here are a few examples of transition words that don't fit their sentences:

*I just picked up a new dress, got my makeup done, and therefore, I'm ready to hit the club.*

*In Kate Chopin's *The Awakening*, Edna Pontillier felt inadequate whenever she spent time with Adele Ratignolle.*

*I'll be out of the office on Wednesday and consequently won't be responding to emails.*

# Punctuation

There are 14 punctuation marks that are used in the English language. They are: the period, question mark, exclamation point, comma, colon, semicolon, dash, hyphen, brackets, braces, parentheses, apostrophe, quotation mark, and ellipsis.

We can break down the punctuation marks into five categories, as follows:

- Sentence endings: period, question mark, exclamation point
- Comma, colon, and semicolon
- Dash and hyphen
- Brackets, braces, and parentheses
- Apostrophe, quotation marks, and ellipsis

Each category serves its own purpose within a sentence or a text. While there are some differences between American and British punctuation styles, here we'll focus on the main examples instead of breaking down the slight differences. Let's take a closer look at each punctuation mark and its usages.

## Period (.)

This one is probably the most straightforward. Also referred to as a full stop, the period denotes the end of a sentence. A full sentence is considered as one that is complete and declarative.

The dog ran under the fence.

Periods are also used in abbreviations, such as in names or titles.

Here are examples of how to use a period in abbreviations:

Dr. Smith read his patient's chart.

Mr. H. Potter opened his front door.

## Question Mark (?)

A question mark also ends a sentence; however, it ends a sentence that is a direct question. Typically, sentences that are questions begin with what, how, when, where, why, or who.

How do you like your eggs?

Why didn't you like the movie last night?

## Exclamation Point (!)

An exclamation point or exclamation mark is also used at the end of a sentence when that sentence expresses an intense emotion. The expression can be a variety of things, from excitement, disgust, anger, joy, or anything else. Exclamation points are meant to add emphasis to a sentence.

"Look out behind you!" she yelled.

I'm so excited to go to the park tomorrow!

Both the question mark and the exclamation point are symbols that we place at the end of sentences. Question marks are used to indicate questions, so the WH question words are often present in sentences with this punctuation mark.

The exclamation point is used to express happiness, excitement, surprise, or to add emphasis. Here are a few examples:

Why are you sad?

When did Bill leave the house this morning?

“Oh my God!” Lucy screamed when she saw her daughter.

I am so happy you could come tonight!

### **Comma (,)**

Commas are used to insert a pause into a sentence. The purpose of the pause can be for different reasons, such as to separate ideas, phrases, or even alter the structure of a sentence.

Commas have a few different uses. Commas are used for a direct address, such as:

Joe, it was nice to see you again.

They're also used to separate two complete sentences:

He went to the library, and then he went out for lunch.

Commas can also be used to list items in a sentence:

She went shopping and bought shoes, a dress, two shirts, and a pair of pants.

Commas are one of the most misused punctuation points, and its misuse often results in a comma splice. A comma splice is when you join two independent clauses with a comma instead of a conjunction.

It's almost time for dinner, I'm not hungry.

Instead of using a comma, the sentence should read:

It's almost time for dinner and I'm not hungry.

Oxford commas are often debated within academics and the English language, and using one often comes down to preference. An Oxford comma is when a final comma is placed on the last item of a list. For example:

He likes to eat fruits, cake, vegetables, and pasta.

### **Colon (:)**

A colon has three primary uses. One way to use it is when introducing something, such as a quote, an example, a series, or an explanation.

She took four classes last semester: history, biology, arts, and economics.

A colon can also be used to link two independent clauses if the second clause clarifies or completes the first one. For example:

They didn't have time to waste: it was already late.

Finally, a colon can also emphasize a subject in a sentence:

I only hate one vegetable: Brussel sprouts.

### **Semicolon (;)**

Similar to a colon, a semicolon links two independent clauses. However, in this case, the clauses are more closely related than when you would use a colon. For example:

I have a meeting tomorrow morning; I can't go out tonight.

Both clauses are independent enough to be their own sentences, but instead of using a period, it's possible to use a semicolon to show both clauses are connected.

Another less common use for semicolons is within a list that uses commas.

Have a look:

Last summer we traveled to London, England; Paris, France; Rome, Italy; and Athens, Greece.

The colon is used after a word that introduces a quotation, an example, or an explanation. A good example is "Kelly has three hobbies: cooking, knitting, and drawing." We can also use the colon to emphasize something. For example: "There is one thing Kim loves more than money: her kids." Another situation in which we use a colon is when we express time. We often put this punctuation mark between the hour and the minute like 11:15 a.m. or 10:20 p.m.

We use a semicolon (;) to connect independent clauses that somehow are still connected. If there wasn't any connection, there we would simply use a period. Here are some examples of sentences in which we would use a semicolon:

My sister got a dog; I got a cat.

My dad has lived in Los Angeles, CA; Seattle, WA; and Reno, NV.

Remember to use a comma if your sentence has a conjunction like: and, but, yet, for, or, nor, and so. Do not use a semicolon to separate clauses connected with a conjunction.

Incorrect: The book was good; but the movie was bad.

Correct (option 1): The book was good; the movie was bad.

Correct (option 2): The book was good, but the movie was bad.

### **Dash (-)**

There are two types of dashes that vary in size and use.

Typically, shorter in length, it is used to denote a range, such as between numbers or dates.

The company was operational from 1990-2000.

He took the Chicago-New York train last night.

Em dash: this dash is longer, and is sometimes used instead of other punctuation marks, like commas, colons, or parentheses. Here's an example:

Her answer was clear — Yes!

### **Hyphen (-)**

Not to be confused with a dash, a hyphen is used in compound words when two or more words are connected. Here are some examples of hyphenated words:

Step-by-step

Mother-in-law

Ex-boyfriend

### **Brackets ([ ])**

Brackets are used to clarify something or for technical terms or explanations. It can also be used to clarify a subject when quoting another person or text. For example:

She [Mrs. Smith] agrees that cats are better than dogs.  
Adam said that “[summer] is my favorite time of year.”

### **Braces ( { } )**

It's unlikely you'll need to use braces very often unless you're writing a mathematical or technical text. However, it's still good to know so you don't accidentally use them instead of brackets or parentheses. Braces are usually used in operations, for example:

$$\underline{6\{3x + [28+2]\} = XY}$$

### **Parentheses ( ( ) )**

Parentheses are used to supply further details or information or as an aside. Parentheses can often be replaced with commas and the sentence would retain its same meaning.

Kate (who is Matt's wife) likes to go for walks.

### **Apostrophe ( ' )**

Apostrophes are meant to show that a letter or letters have been omitted and also to indicate the possessive or contractions. It can also be used to pluralize lowercase letters. Here are some examples:

I've been working from home for 6 months and it's great.

Rebecca's dog had surgery yesterday.

All that's left to do is dot the i's and cross the t's.

### **Quotation Marks ( “ ” )**

Quotation marks are used to denote text, speech, or words spoken by someone else. It is also used to indicate dialogue.

“I don't like this,” said Mark.

She told him that she “prefers not to think about that.”

Single quotation marks ( ‘ ’ ), not to be confused with apostrophes, are often used for a quote within a quote.

Jill told her mother “Jack ran up the hill and he said he was going to ‘fetch a pail of water’ before he fell.”

### **Ellipsis ( ... )**

An ellipsis is three periods used together to represent an omission of words or letters. They are often used to jump from one sentence or phrase to another while omitting unnecessary or obvious words. It's also used when quoting someone and unnecessary words are left out.

At midnight, she began to count down: “ten, nine, eight...” and then the ball dropped.  
When Martin Luther King said “I have a dream...” he was talking about civil rights and an end to racism.

<b>Contraction</b>	<b>Full form</b>
aren't	are not
can't	Cannot
couldn't	could not
didn't	did not
doesn't	does not
don't	do not
hadn't	had not
hasn't	has not
haven't	have not
he's	he has he is
I'll	I shall I will
I'm	I am
isn't	is not
it's	it has it is
let's	let us
o'clock	of the clock
she'd	she had she would
shouldn't	should not
that's	that has that is
wasn't	was not
we're	we are
we've	we have
won't	will not
you're	you are
I 'd	I had I Would

# Subject-Verb Agreement

## Plural, Subject, Verb, Noun, Infinitive, Gerund

Singular Noun (SN)

Plural Noun(PN)

Plural Verb(PV)

Singular Infinitive (SI) 2SG

Singular Verb (SV)

Singular Gerund (SG) 2SG

1) SN= SV

Book is/are beautiful.

Ali Know/Knows very well.

2) PN=PV

Books is/are beautiful.

Ali and Karim Know/Knows very well.

3) SI=SV

To teach five classes is/are difficult.

To teach five classes affects/affect all the day.

4) SG= SV

Going to that school are/is not difficult.

5) 2I=PV

To teach five classes and control the students is/are difficult.

6) 2G=PV

Running and swimming is/are my favorite sports.

7) Distributive Pronoun, PN= PV

None of friends is

One of my friends is

Either/ Neither of friends is

Each one of friends is

8) Distributive Adjective, DA=SV

Every, Each, Neither, either boy is

~~Every books~~ is

9) Both...and, Either...or, Neither...nor, Not only... but also, last part SN=SV or PN=PV

*Neither the plates nor the serving bowl goes on that shelf.*

*Neither the serving bowl nor the plates go on that shelf.*

10) And, always take SV if refers to same things otherwise it will take PV.

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*My classmate and friend is much near to me than any others.*

11) There/here + SV + SN or PV + PN

*There comes Ali.*

*Here come my friends.*

12) Indefinite Pronoun + SN

nothing is/are easy for me.

13) Collective Noun, if refers to one unit then takes SV but if refers to Separately to each element or unit then takes PV.

Ex: Law and order has broken down in the city.

Ex: Kabul, Mazar and Kandahar are beautiful city.

My family is in Iran.

14) Expression of Time, money, and distance + SV

10 dollars is nothing for me.

15) Some Prepositional phrases

- a. With
- b. Along with
- c. All together with
- d. As well as
- e. Besides
- f. Including all

i. Ex: She, along with her children is

ii. Ex: cakes along with cookies are

16) The number of + PN + SV, A number of + PN + PV

17) Minority or Majority + SV

18) Possessive Pronoun (His, Hers, its, Mine, Yours, Ours, Theirs) + SV

Mine is on the desk.

Yours does not work well.

Her is very nice and urge jewelry.

19) Some + PV

20) The Titles of games, Movies, Novels are treated as singular and take a singular verb.

21) (or) or (nor), Ex: The book or pen is in drawer. The book or pens are in drawer.

22) Hair, Food and Dari + SV

23) Complex Sentence, if Subjects are different, the verb agrees with its own.



# Participles

Participle clauses enable us to say information in a more economical way. They are formed using present participles (going, reading, seeing, walking, etc.), past participles (gone, read, seen, walked, etc.) third form of the verb or perfect participles (having gone, having read, having seen, having walked, etc.). That participle is describing the water and performing the function of an adjective.

*Looked after carefully, these boots will last for many years.*

*Not wanting to hurt his feelings, I avoided the question.*

*Having lived through difficult times together, they were very close friends.*

The two main types of participles are the *present participle* and the *past participle*.

## Types of Participle

### 1. Past participle

For regular verbs, adding -ed to the base form creates the *past participle*. For example, the past participle of cook is cooked.

Past participles formed from irregular verbs may have endings like -en, -t, -d, and -n. Examples include swollen, burnt, hoped, and broken. Some past participles remain the same as the base forms of irregular verbs, like set and cut.

Past participles can also function as adjectives that modify nouns. For example:

*“She placed the **cut** flowers in the vase,”*

The past participle *cut* modifies the noun *flowers*.

Past participles can also combine with the verb *to be* to create the *passive forms* of verbs. For example:

*“He **was taken** to the store by his daughter,”*

The verb form *was taken* includes the past participle *taken* and *was*, which is the past tense of the verb *to be*.

### 2. Present participle

Adding -ing to the base form of a verb creates the present participle. For example, *eat* is the base form of the verb *to eat*. The present participle of *eat* is *eating*. Present participles always end in -ing.

Other examples of present participles include *swimming*, *laughing*, and *playing*.

The present participle can function as an adjective and modify nouns in sentences. For example:

*In the sentence, “The **winning** athlete gets a trophy,”*

The present participle *winning* describes the noun *athlete*.

All three of these sentences indicate when *she* was/is/will be in the process of *sitting*.

### 3. Perfect participle

Combining the word *having* with the past participle of a word creates the *perfect participle*. Perfect participles demonstrate that an action was completed in the past.

Examples of perfect participles include having watched, having arrived, and having *slept*. "Having" + [past participle]

This isn't so much a third participle as it is a structure that combines a present participle (*having*) and a past participle. For example:

*“Having finished the report, she put away all her books and took a much-needed nap.”*

The words *having finished* is the perfect participle.

By combining *having* and *relied* you can construct the following sentence.

*“The young man, having relied on his grandfather’s advice all his life, felt utterly lost after his death.”*

*Having heard the news, he quickly sold his brother's record collection.*

*Having been promised a steak dinner, she looked less than impressed with her Happy Meal.*

### Participles as Adjectives

Here are some present and past participles being used as adjectives:

*A laughing man is stronger than a suffering man. (Gustave Flaubert, 1821-1880)*

*If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man. (Mark Twain, 1835-1910)*

*The only thing that comes to a sleeping man is dreams. (Tupac Shakur)*

*Do not waste time staring at a closed door.*

*I like children...if they're properly cooked. (W.C. Fields)*

*A swollen eye is God's way of telling you to improve your interpersonal skills.*

### Participles as Main Verb

Present participles appear in *progressive* (or *continuous*) verb tenses, which show when a verb or action was/is in the process of happening.

*A sentence in the present progressive tense is: “She is sitting now.”*

*A sentence in past progressive tense is: “She was sitting there 10 minutes ago.”*

A sentence in **future progressive** tense is: “She will be sitting at her desk in an hour.”

Past participles appear in perfect tenses and perfect particles.

*I had learned English since 2018.*

*Having played football, we were coming back.*

*Having eaten food, they are going to star this work now.*

### Participial phrase

Participial phrases are participles combined with other words that act as adjectives within sentences. Usually, participial phrases modify the subjects of sentences, but sometimes they modify other nouns.

*“Wearing his new suit, Bill went to work,”*

The participial phrase *wearing his new suit* acts like an adjective to describe the subject of the sentence, *Bill*.

Within a sentence, participial phrases should be close to the nouns that they modify to avoid confusion.

*“Leaving the store, he hailed a taxi,”*

It's clear that the phrase *leaving the store* modifies the subject *he*. Participial phrases that don't clearly have a noun to modify are known as *dangling modifiers*. For instance:

*“Leaving the store, the traffic was heavy,”*

It seems as if the traffic is leaving the store, but this is impossible. It is really common to see participles in participle phrases. A participle phrase also acts like an adjective. In the examples below, the participle phrases are shaded and the participles are in bold:

*The man carrying the bricks is my father.*

(The participle phrase carrying the bricks describes the man.)

*She showed us a plate of scones crammed with cream.*

(The participle phrase crammed with cream describes the scones.)

*Whistling the same tune as always, Ted touched the front of his cap with his forefinger as she dismounted.*

(The participle phrase Whistling the same tune as always describes Ted.)

*Stunned by the blow, Mike quickly gathered his senses and searched frantically for the pepper spray.*

(The participle phrase Stunned by the blow describes Mike.)

### **Past Participles to Form the Passive Voice**

Past participles are also used to form the passive voice. A verb is said to be in the "passive voice" when its subject does not perform the action of the verb but has the action of the verb performed on it. For example:

*The painting was taken to the auction.*

(This is an example of a verb ("was taken") in the passive voice. The action was done to the subject ("the painting").)

# Causative Verbs

## LET = Permit Something to Happen

LET + PERSON/THING + VERB (base form)

*I don't **let** my kids **watch** violent movies.*  
*Mary's father won't **let** her **adopt** a puppy because he's allergic to dogs.*  
*Our boss doesn't **let** us **eat** lunch at our desks; we have to eat in the cafeteria.*  
*Oops! I wasn't paying attention while cooking, and I **let** the food **burn**.*  
*Don't **let** the advertising expenses **surpass** \$1000.*

Remember: The past tense of **let** is also **let**; there is no change!

**Note:** The verbs **allow** and **permit** are more formal ways to say "let." However, with **allow** and **permit**, we use **to + verb**:

*I don't **allow** my kids **to watch** violent movies.*  
*Our boss doesn't **permit** us **to eat** lunch at our desks.*

## MAKE = Force or Require Someone to Take an Action

MAKE + PERSON + VERB (base form)

*After Billy broke the neighbor's window, his parents **made** him **pay** for it.*  
*My ex-boyfriend loved sci-fi and **made** me **watch** every episode of his favorite show.*  
*The teacher **made** all the students **rewrite** their papers, because the first drafts were not acceptable.*

Note: When using the verbs force and require, we must use **to + verb**.

*The school **requires** the students **to wear** uniforms.*  
*"Require" often implies that there is a rule.*  
*The hijacker **forced** the pilots **to take** the plane in a different direction.*  
*"Force" often implies violence, threats, or extremely strong pressure*

## HAVE = Give Someone Else the Responsibility to Do Something

HAVE + PERSON + VERB (base form)

HAVE + THING + PAST PARTICIPLE OF VERB

*I'll **have** my assistant **call** you to reschedule the appointment.*  
*The businessman **had** his secretary **make** copies of the report.*  
*I'm going to **have** my hair **cut** tomorrow.*  
*We're **having** our house **painted** this weekend.*  
*Bob **had** his teeth **whitened**; his smile looks great!*  
*My washing machine is broken; I need to **have** it **repaired**.*  
*Note: In informal speech, we often use **get** in these cases:*  
*I'm going to **get** my hair **cut** tomorrow.*  
*We're **getting** our house **painted** this weekend.*  
*Bob **got** his teeth **whitened**; his smile looks great!*  
*My washing machine is broken; I need to **get** it **repaired**.*

### **GET = Convince/Encourage Someone to Do Something**

**GET + PERSON + TO + VERB**

Subject + have (any tense) + object (usually thing) + past participle form of verb + . . .

*How can we **get** all the employees **to arrive** on time?*

*My husband hates housework; I can never **get** him **to wash** the dishes!*

*I was nervous about eating sushi, but my brother **got** me **to try** it at a Japanese restaurant.*

*The non-profit **got** a professional photographer **to take** photos at the event for free.*

*John got his car **washed**.*

*He always gets his work **done**.*

*Mary will get her homework **prepared**.*

### **HELP = Assist Someone in Doing Something**

**HELP + PERSON + VERB (base form)**

**HELP + PERSON + TO + VERB**

Subject + help + object + **infinitive** + . . . .

After “help,” you can use “to” or not – both ways are correct. In general, the form *without* “to” is more common:

*He **helped** me **carry** the boxes.*

*He **helped** me **to carry** the boxes.*

*Reading before bed **helps** me **relax**.*

*Reading before bed **helps** me **to relax**.*

*John helped him **to lift** his car.*

*He always helps me **to find** my stuff.*

*The teacher helped me **to understand** the topic*

### **Active and Passive Causative Form**

It is to understand and they are commonly used in variable situations. But the passive voice is majorly used in the reports, textbooks, in industry, science or technology. It will describe the processes and it will be done as per the official rules. The passive voices are used in reports, textbooks, industry, etc. because we are not aware of the doer of the action.

*I asked Maria to clean my room as soon as I leave for work.*

*I will get my house cleaned by Maria as soon as I leave for work.*

I made him clean his room.

*He was made **to** clean his room.*

I had Ali clean the room.

*I had the room cleaned **by** Ali.*

She has him wash the car.

*She has the car washed **by** him.*

I Got Ahmad to bring a book.

*I got a book brought **by** Ahmad.*

She got me to wash the car.

*She got the car washed **by** me.*

I let Ahmad go out.

*Ahmad was allowed to **go** out.*

She lets me clean the wall.

*I was allowed to **clean** the wall.*

# Chapter 07

## Construct Sentences by Various Formulas and Explanation

A easy way in English Learning

POWER OF GRAMMAR  
IN ENGLISH

# Construct Sentences

## 1. See, Look, watch, hear, Listen

### **See.**

Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.

I see many things in the room.

### **Look**

It is a purposeful action.

I am looking at the clock. I want to know the time.

### **Watch**

Looking for a long time.

I am watching TV series.

### **Hear**

It is an unplanned act. It expresses a physical reaction.

I'm in the apartment. I'm trying to study. I hear music from the next apartment. The music is loud.

### **Listen**

It is for a purpose.

I'm in the apartment. I have a tape recorder. I'm listening to music. I like music when I study.

## 2. Think about and Think that

To remember or imagine someone or something

- Think about + A noun
- Think that + A statement.
- Think of+ object pronoun + A statement

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IN ENGLISH

## 3. There Be or Introductory Subject

It is used to say that something exists in particular place.

used to introduce the subject of a sentence, especially before the verbs be, seem and appear or there Be used to show that something exists or happens.

- There Be+ Subject+ Place

There's a restaurant around the corner.

There are two people waiting outside.

Has there been an accident?

I don't want there to be any misunderstanding.

There seemed to be no doubt about it.

There comes a point where you give up.

There remains the problem of finance.

Suddenly there was a loud bang.

(informal) There's only four days left.

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(literary ) There once was a poor farmer who had four sons.

There is a book on the table.

There is someone on the phone for you.

There is no doubt who is the best candidate.

I took out my wallet but there was no money in it.

By the time I got back, there was not food left.

There appeared/seemed to be some difficulty in fixing a date for the meeting.

not standard There's (= There are) lives at stake and we can't afford to take any risks.

#### **4. Want and would Like, Like**

WL is politer than want.

Like indicates that I always, usually, or often enjoy sometimes. *Means "want"*

She wants a word with you.

She would like a word with you.

She likes a word with you.

#### **5. Yesterday, Last, ago, couple, few**

##### **Yesterday**

On the day before today.

He rang yesterday while you were out.

"Is that today's paper?" "No, it's yesterday's."

##### **The day before yesterday**

I rang her the day before yesterday.

##### **Last**

The person or thing after everyone or everything else. It is being the most recent or the one before the present one.

Did you hear the storm last night (= during the previous night)?

The Mets will surely finish the season in last place (= at the lowest rank of their division).

Our house is the last one on the left before the traffic lights.

##### **A Couple of**

Two things

Two or a few things that are similar or the same, or two or a few people who are in some way connected

The doctor said my leg should be better in a couple of days.

A couple of people objected to the proposal, but the vast majority approved of it.

We'll have to wait another couple of hours for the paint to dry.

She'll be retiring in a couple more years.

##### **Few, a few**

Some, or a small number of something.

Few +countable nouns (it gives negative idea)



A Few +countable nouns (it gives positive idea)

Little+ uncountable nouns (it gives negative idea)

A little+ (it gives positive idea)

I am very pleased. I have been able to save a little money.

She has been here only two weeks, but she has already made a few friends.

I need to get few things in town.

There are few cakes left over from the party.

We've been having few problems with the new computer.

I will import a few books **in** two months.

### 8. Let's, why don't you, Shall I

#### Let+ Infinitive

let us used to express a suggestion or request which includes you and the other person or people.

Let's go out to dinner.

Why don't we go out to dinner?

Let me help you.

Shall I/we open the door?

Why shall I

### 6. Same, Similar to, different, Like, alike

Exactly like another or each other

A and B are the same.

A is the same **as** B.

looking or being almost, but not exactly, the same

C and D are similar.

C is similar **to** D.

Not the same

E and F are different.

E is different **from** F.

Like and alike has same meaning but has different usage pattern.

My pen is like yours. (**Similar to**)

Our pens are alike. (**Similar**)

### 7. all of, most of, some of, almost all of, lots of, a lot of, half of,

S+ V+ above+ obj/complement

All of + singular noun/ plural verb + singular verb/plural verb

Some of + singular noun/ plural verb + singular verb/plural verb

All of = 100%

Most of= a large part, but not all

Almost all of= 95-100%

It was almost six o'clock when he left.

In the last two years the book has sold all of 200 copies.

I will take some of the cakes for my children.

She eats lots of fruit.

There were a lot (lots of) of people there.

"I hear things aren't going too well at work." "You don't know the half of it!"

Haroon finished all of his exams.

Haroon finished almost all of his exams.

it was almost 3 o'clock when he left.

### **8. One of, None of**

One of+ Plural nouns

One of+ Plural nouns + Singular Verb

None of + Plural nouns

None of + Plural nouns + Was (formal) or Were / Singular Verb (formal) or Plural Verb + C

### **9. Used to/would, accustomed to, get used/accustomed**

Used to is talking about situation that no longer is exist in present (Habit).

(Be used to or accustomed to) is talking about the situation which is familiar or easy to us. Would can be used to express an action that was repeated regularly in the past.

When I was a child. My father would read me a story at night before bedtime.

Used to: S + Used to + V1 + complement

S+ didn't use/used to + V1+ complement

Be Used to/ accustomed to: S + be + used to/accustomed to + Ving + complement

I just moved to Mazar-I-Sharif from Kabul. I have never lived in a cold climate change but I am getting used to (accustomed to) the cold weather here.

### **10. be about to, be+ bound+ infinitive**

It expresses an activity that will happen in the immediate future, usually within minute or second. Second structure, is certain to happen an action in future.

### **11. Another, the Other, Other, Others and any other**

#### **Another**

Means one more out of a group of similar items.

There is a large bowl of apples on the table. Paul is going to eat one apple. If he is still hungry after that, he can eat another apple. There are many apples to choose from.

#### **The other:**

Means "the last one in a specific group, the only one that remains from a given number of similar items".

There are two apples on the table. Paul is going to eat one of them. Sara is going to eat the other apple.

**Any other**

It is to compare two items of the same kind.

Ali is intelligent than any other student in the class.

**Others**

Means “several more out of a group of similar items, several in addition to the one(s) already mentioned”.

They are other apples in a bowl.

They are other ones in a bowl.

They are others on a chair.

**The Others**

Means “the last ones in a specific group, the remains from a given number of similar items.

Sara is going to take the other apples.

Sara is going to take the other ones.

Sara is going to take the others.

**12. Stating preference: Prefer, Like..... Better, would rather vs. prefer, would rather.... then, would prefer..... Rather than**

Prefer+ noun/Ving+ to+ noun/Ving

Like+ noun/ Ving+ better than+ noun/Ving

Would rather+ + V+ obj (when we speak about actions of other people)

I would rather take a taxi than walk

Would rather+ not+ V+ obj

Would rather+ have+ V3

Would rather+ be + Ving+ obj

Would prefer+ to+ infinitive+ obj

Would rather+ V + object+ than +V+ obj (If the verb is the same, it usually is not repeated after than).

Would prefer+ to+ infinitive + object+ rather than +V+ obj

I prefer apple to orange.

I prefer studying to wasting time.

I like apple better than orange.

I like studying better than wasting time.

we went to theatre yesterday. I would rather go to the cinema today.

we went to theatre yesterday. I would prefer to go to the cinema today.

I would rather eat apple than waste of it.

I would prefer to eat apple than waste of it.

the movie was okay but I would rather have gone to the concert last night.

I'd rather be lying on a beach in India than (be) sitting in class right now.

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**Get+ adjective, Get+ Past participle**

**13. Be supposed To**

It is used to talk about an event that is expected to occur. In the past form, it often expresses the idea that an expected event didn't occur. "Not allowed", Suggestion, arranged and expected action.

I am supposed to learn English for exam.

I was supposed to learn English for exam.

I was supposed to be learning English for exam.

Suppose (conjugation) means what if

Suppose we miss the train - what will we do then?

**14. Come what may**

whatever happens, person does something.

Come what may+ Sentences

I shall be there tonight come what may.

It's always good to know that, come what may, your job is safe.

**15 Or else/Otherwise**

Used after an order or suggestion to show what the result will be if you do not follow that order or suggestion. conj

I'd better write it down, otherwise I'll forget it.

Phone home, otherwise (or else) your parents will start to worry.

Differently, or in another way. Adv

The police believe he is the thief, but all the evidence suggests otherwise (= that he is not).

**POWER OF GRAMMAR  
IN ENGLISH**

**16. However**

However, + adv.+ S+ may+ v+ sentences

However, fast you may be in running, I will snatch you.

**17. Can't bear/stand+ Ving and Can't help+ Ving**

It expresses that not to have tolerance.

It expresses can't prevent or avoid something

**18. Although/ Though/ Even though**

These are adverbs of contrast. It means "Despite the fact that".

1. Though is usually used in informal style.

2. Although is usually used both in formal and informal style.

3. Though is used more commonly.

4. "Even though" is stronger than "although and though, it is used to express stress/emphasis.

5. Though and although can come between two clauses.

The students don't like her though/although she teaches well.

They didn't invite us though/although we were there.

We bought it though/although it was too expensive.

Although/even though/though I begged him not to, He decided to go (we cannot use but between them).

6. "Though" can come at the end of a sentence.

He is generous, he is poor though.

She is uneducated, she is clever though.

He is late, he has a car though.

7. For emphasis "though" can be used between adjective and subject.

Generous though he is, he is poor.

Rich though she is, she is miser.

Expensive though this car is, I will buy it.

She walked home by herself, although she knew that it was dangerous.

8. Although and Though can come between the two clauses.

He decided to go, although I begged him not to.

She hasn't phoned, even though she said she would.

We were at school together. I haven't seen her for years though.

### **19. Provided that, Providing (that)**

if, or only if (used to say that a particular thing can or will happen only after something else happens or becomes true). It is a conjugation

He's welcome to come along, provided that he behaves himself.

He's welcome to come along, providing that he behaves himself.

you can win the race provided that you run fast.

Provided that he works hard, he will pass the exam.

### **20. Enough+ noun, adjective+ Enough**

As much as is necessary; in the amount or to the degree needed.

Is there enough cake/Are there enough cakes for everyone?

There are 25 textbooks per class. That should be enough.

Have you had enough (to eat)?

I know enough about art to recognize a masterpiece when I see one.

He's tall enough to change the bulb without getting on a chair.

Half an hour in his company is quite enough!

Stop. You've made enough of a (= a lot of) mess already.

You've drunk more than enough (= too much) already.

I've seen/heard enough now (= I do not want to see/hear any more).

I've had enough of your excuses (= I want them to stop).

Enough of this / US Enough already (= Stop)! I don't want to discuss it any more.

**So + To be Verb (Be)+ Subject Pronoun**

8-4 USING AUXILIARY VERBS AFTER BUT AND AND					
(a) I <b>don't like</b> coffee, <b>but</b> my husband <b>does</b> . (b) I <b>like</b> tea, <b>but</b> my husband <b>doesn't</b> . (c) I <b>won't be</b> here tomorrow, <b>but</b> Sue <b>will</b> . (d) I've <b>seen</b> that movie, <b>but</b> Joe <b>hasn't</b> . (e) He <b>isn't</b> here, <b>but</b> she <b>is</b> . <sup>a</sup>	In (a): <b>does</b> = likes coffee. After <b>but</b> and <b>and</b> , often only an auxiliary verb is used. It has the same tense or modal as the main verb.  Notice in the examples: negative + <b>but</b> + affirmative affirmative + <b>but</b> + negative negative + <b>and</b> + negative affirmative + <b>and</b> + affirmative				
(f) I <b>don't like</b> coffee, <b>and</b> Ed <b>doesn't</b> either. (g) I <b>like</b> tea, <b>and</b> Kate <b>does</b> too. (h) I <b>won't be</b> here, <b>and</b> he <b>won't</b> either. (i) I've <b>seen</b> that movie, <b>and</b> Pat <b>has</b> too. (j) He <b>isn't</b> here, <b>and</b> Anna <b>isn't</b> either.					
8-5 USING AND + TOO, SO, EITHER, NEITHER					
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">S + aux + TOO</td> <td>(a) Sue works, <b>and Tom does too</b>.</td> </tr> <tr> <td style="text-align: center;">SO + aux + S</td> <td>(b) Sue works, <b>and so does Tom</b>.</td> </tr> </table>	S + aux + TOO	(a) Sue works, <b>and Tom does too</b> .	SO + aux + S	(b) Sue works, <b>and so does Tom</b> .	(a) and (b) have the same meaning. Word order: <i>subject + auxiliary + too</i> <i>so + auxiliary + subject</i>
S + aux + TOO	(a) Sue works, <b>and Tom does too</b> .				
SO + aux + S	(b) Sue works, <b>and so does Tom</b> .				
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">S + aux + EITHER</td> <td>(c) Ann doesn't work, <b>and Joe doesn't either</b>.</td> </tr> <tr> <td style="text-align: center;">NEITHER + aux + S</td> <td>(d) Ann doesn't work, <b>and neither does Joe</b>.</td> </tr> </table>	S + aux + EITHER	(c) Ann doesn't work, <b>and Joe doesn't either</b> .	NEITHER + aux + S	(d) Ann doesn't work, <b>and neither does Joe</b> .	(c) and (d) have the same meaning. Word order: <i>subject + auxiliary + either</i> <i>neither + auxiliary + subject</i> Note: An affirmative auxiliary is used with <i>neither</i> .
S + aux + EITHER	(c) Ann doesn't work, <b>and Joe doesn't either</b> .				
NEITHER + aux + S	(d) Ann doesn't work, <b>and neither does Joe</b> .				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(e) A: I'm hungry. B: <b>I am too</b>.</td> <td style="width: 50%;">(f) A: I'm hungry. B: <b>So am I</b>.</td> </tr> <tr> <td>(g) A: I don't eat meat. B: <b>I don't either</b>.</td> <td>(h) A: I don't eat meat. B: <b>Neither do I</b>.</td> </tr> </table>	(e) A: I'm hungry. B: <b>I am too</b> .	(f) A: I'm hungry. B: <b>So am I</b> .	(g) A: I don't eat meat. B: <b>I don't either</b> .	(h) A: I don't eat meat. B: <b>Neither do I</b> .	<b>And</b> is usually not used when there are two speakers. (e) and (f) have the same meaning. (g) and (h) have the same meaning.
(e) A: I'm hungry. B: <b>I am too</b> .	(f) A: I'm hungry. B: <b>So am I</b> .				
(g) A: I don't eat meat. B: <b>I don't either</b> .	(h) A: I don't eat meat. B: <b>Neither do I</b> .				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(i) A: I'm hungry. B: <b>Me too</b>. (informal)</td> <td style="width: 50%;">(j) A: I don't eat meat. B: <b>Me neither</b>. (informal)</td> </tr> </table>	(i) A: I'm hungry. B: <b>Me too</b> . (informal)	(j) A: I don't eat meat. B: <b>Me neither</b> . (informal)	<b>Me too</b> and <b>me neither</b> are often used in informal spoken English.		
(i) A: I'm hungry. B: <b>Me too</b> . (informal)	(j) A: I don't eat meat. B: <b>Me neither</b> . (informal)				

Three books of grammar, written by Betty Schramper Azer

**21. Being+ adjective**

It is the progressive form when we are talking about actions and behavior.

I was walking on tiptoe and being very careful not to wake the baby.

**22. In spite of and Despite (formal)**

Despite and in spite of: used before one fact that makes another fact surprising.

Idiom which is used as a preposition.

Clause+ In spite of/ Despite+ Gerund +obj+noun

He spent the night outside in spite of/despite the bad weather.

In spite of his injury, Ricardo will play in Saturday's match.

She started to laugh, in spite of herself.

**23. Also**

In addition

S+ also +main verb

S+ be +also

He also comes here.

He not only abused her but also beat her.

**24. W.H**

**Who/Whoever/Whosoever**

Identification of person

As Subject: Who+ V+ Obj

As object: Who+ AY (Do, Dees, Did...) + object

Who is Ali?

As subject

Who killed him? Active Voice  
Who was he killed by? Passive 01  
By whom was he killed? Passive 02  
Whom was he killed by? Passive 03

As object

Who did you help? Active  
Who was helped by you? Passive 01  
Who lost my pen? Active, it cannot be in passive form.

“Who” is subject and its object is non-living. Who cannot be an object and non-living object cannot be a subject.

The person who

Whoever uprooted that tree ought to be ashamed of themselves.  
Could I speak to whoever is in charge of International Sales please?

Any person who

Can whoever leave last please lock up?  
He says he bought the car from Frank, whoever Frank is (= I do not know who Frank is).

Used in questions as a way of expressing surprise

Whoever told you that?  
Whoever could that be phoning at this time?

What and Which, Whatever/Whatsoever, Whichever/Whatsoever **GRAMMAR**

What is used from an unlimited number but which is used as limited number.

what is this?  
What time do you come?  
What Kind of shoes did you buy?

What about/ How about+ noun/Gerund

It is used for making suggestions.

How about going on a picnic?

What (Subject) + V?

What (object)+ AV (is, am...) + S?

What (object)+ AV (Did, Does, DO...) + S+V?

What lost?

Which+ Be+ Possessive adj+ Obj

Which+ Be+ Comparative adj+ adj+ Obj/C

Which is his father the old or the young one?  
Which is more expensive gold or cooper.?

Which of “The”, “Possessive adjectives”, Objective pronouns” and “These, Those”.  
Which of+ the+ Plural noun+ different tenses?

Which of the students is making noise?

Which of+ plural objective pronouns+ different tenses

Which of us/them/you has been selected?

Which of the desserts did you have?

Which of your parents do you feel closer to?

Which of+ Plural determiners/Pronoun+ Plural nouns+ different tenses

Which of these is yours?

Which of the books will you buy?

Which does he prefer bus or train?

Which is far from Kabul Mazaar or Ghazni? Inte. Pronoun

Which do you like, this one or that one? Inte pronoun

Which one do you like this or that?

Anything or everything, it is not important what is; it makes no difference what (is).

We'll go whatever the weather.

"What shall we do tonight then?" "It's up to you - whatever you want."

Whatever I say I always seem to get it wrong.

“Whichever” Any one from a limited set, it is not important which

It's going to be expensive whichever way you do it.

Whichever option we choose there'll be disadvantages.

We can go to the seven o'clock performance or the eight - whichever suits you best.

Either Thursday or Friday - choose whichever day is best for you.

It's going to be expensive whichever way you do it.

Whichever option we choose there'll be disadvantages.

“Which one/ Which ones”: one is used to ask someone’s choice about one out of two different things and “ones” is used to ask someone choice one out of different sets or groups of things.

Which one do you like this or that (one)?

Which ones do you like these or those (Ones)?

**When, Whenever**

Every or any time

Whenever I sleep, don't bother me.

Whenever I go there they seem to be in bed.

when will you come back?

When they fought, they fought the whole day. (past habit)

Used instead of 'when' to add emphasis to a phrase, usually expressing surprise

Whenever do you get the time to do these things?



Whenever did Jane see a fortune teller?

Preposition can come at the beginning or at the end of sentence.

Which person were you laughing at?

At which person were you laughing?

### **Where, Wherever**

Where does he work?

Where was he wrong in this game?

To or in any or every place.

We can go wherever you like.

Wherever I go I always seem to bump into him.

All across Europe, wherever you look, marriage is in decline and divorce rates are soaring.

Used instead of 'where' to add emphasis to a phrase, usually expressing surprise.

Wherever did you find that hat!

Wherever did you get that idea!

Wherever does he get the money from to go on all these exotic journeys?

### **Why?**

Reason or purpose.

Why did you go there?

You do this work. Why should I?

Advice or suggestion.

Why don't you/we go to a doctor?

Why did you come late? Ask him why he came late?

**GRAMMAR**  
**IN ENGLISH**

### **Whose**

Whose father is he?

Whose dog was that?

Whose brother help you?

Subject

Whose brother do you help?

Object

Whose friends helped you?

Whose friend were you helped by?

Whose brother is beating him?

Whose brother is he being beaten by?

Whose brother has cheated them?

Whose father have they been cheated by?

**How**

How did you go there?  
How long will this class last?  
How many languages can you speak?  
How much water is there in the jug?  
How old are you?  
How often do you meet her in a week?  
I meet her once, twice, three times...  
How beautiful she is!  
How far/ many miles is

**25. S+ Verb+ noun/pronoun+ verb without to**

I saw him go out.

**S+ Verb+ noun/pronoun+ present participle**

I saw him going out.

**26. Cleft sentence**

It divides a sentence into different figure of sentences based on clauses structure

My brother bought his new car from our next-door neighbor Last yesterday.

- It was my brother who bought his new car from our neighbor last Saturday.
- It was last Saturday when my brother bought his new car from our neighbor.
- It was a new car that my brother bought from our neighbor last Saturday.
- It was our next-door neighbor that my brother bought his new car from last Saturday.

Farad threw a stone at the minister of education last week.

- It was Farad who threw a stone at the minister of education last week.
- It was a stone that Farad threw the minister of education last week.
- It was the minister of education whom Farad threw a stone at
- It was last week when Farad threw as stone at the minister of education last week.

**Pseudo- Cleft- Sentences**

**What Phrase + Be+ Phrase**

What I wanted to find out first was how long it was going to take.

What really concerned her was how unhappy the child was.

She wouldn't tell me what he said.

I hadn't got much money on me but I gave them what I had.

The letter showed clearly what they were planning.

What I need is good sleep.

What I did not need is end of the movie.

I can't decide what to do next.

Have you thought about what to send as a present?

**For Emphasis**

What I can do is call for your brother.  
What I need to do is call for your brother.  
What they were doing was arguing about which train to leave.  
What I want is to sleep  
What he cannot stand up is getting up early.  
What I did in the end was (to) go home.  
What they have done is (to) write a letter to the manager.

**27. What If**

Supposition, suggestion, fear

what if we don't help you, what will you do?  
There isn't any milk what if I take my tablet with water.  
What if he tells the police about us then?  
So what if he was late. Who cares?  
Suppose we miss the train - what will we do then?  
We'd love to come and see you on Saturday, supposing (= if) I don't have to work that  
day.

It is used to ask about something that could happen in the future, especially something bad.

What if the train's late?  
What if you don't pass your exams?

**28. Already, Still, Yet**

“Already” refers to something that is in the present or recent past but not in the future. “Already” is usually used in affirmative (positive) sentences and sometimes in questions but not used in negative sentences.

“Already” is used to emphasize that something was completed before something else happened.

She has **already** come.  
The plane has **already** landed.

“Already” is also used to show surprise about things that have happened or will have happened earlier than we expected.

Have you **already** written to John?  
Has the train **already** left?

3. “Already” is usually used with Past Perfect and Present Perfect Tense. However, we can also use “already” with Simple Present, Present Continuous and Simple Past Tense.

Have you **already** registered?  
She had **already** read the news.

I **already** miss you.

They **already** left the city.

We are **already** working on it.

They are **still** living in the old farmhouse.

We will **still** be at work when you arrive.

fifteen minutes after the play had started we were **already** bored.

They knew that they were **already** late for the meeting.

- Between the auxiliary verb, the main verb and “Be”.

I have **already** made the coffee.

We are **already** sleeping.

He can **already** read this book.

He is **already** ready.

I am **already** late.

- Between the subject and the main verb.

You **already** know this technology.

She **already** passed the exam.

- At the end of a sentence for greater emphasis or to show more surprise.  
(informal)

I have **finished** the exam **already**.

They have **called** the police **already**.

## **Yet**

Yet can be used in the following ways:

As an adverb:

I haven't seen him **yet**.

Have you had your lunch **yet**?

His latest crime was the worst **yet**.

I have **yet** to spend summer in the mountains.

As a conjunction:

The weather was cold, **yet** bright and sunny.

Her advice seems strange, **yet** I believe she's right.

Always in Negative or questions is used for talking or asking about something that has not happened or is not true at a particular time but will probably happen or be true in the future. is used in a negative sentence or in a question. It is very often used with the perfect aspect to show that something has not happened by a particular time. Yet is placed at the end of a sentence or question.

I'm amazed that you haven't told him anything **yet**.

She hasn't **yet** decided if she wants to come or not.

Our divorce had not been settled **yet**.

Are you a member of the club yet?  
‘Are you feeling hungry?’ ‘Not yet.’

I haven’t been to Paris yet.

Have you booked the holiday yet?

He won’t have arrived yet.

I can’t leave the hospital yet – the doctor says maybe tomorrow.

Don’t get too excited just yet. None of these plans are definite.

I’m going back to New York, but not yet.

used for introducing a word or idea that is surprising after what has just been mentioned.

They had plenty of time, yet she felt there was almost none.

The novel is 800 pages long, yet it reads more quickly than many shorter books.

He looks cheerful yet somehow sad at the same time.

used for emphasizing that someone or something is even bigger, better, worse, more etc. than someone or something else

Try not to overcook the beans, or better yet eat them raw.

The house is more expensive yet than any of the others we’ve looked at.

yet another: We woke to yet another grey rainy day.

used for saying that someone or something is the best, worst, biggest etc. of their kind up to now

In terms of profits, the company is preparing to face its worst year yet.

This will be the Prime Minister’s most important speech yet.

used after words referring to a period of time for saying how much time will pass before something happens or finishes

The election won’t take place for three weeks yet.

Ron and Charlene will be in Florida for another six days yet.

used for saying that something could be true or could still happen in the future

This victory could yet put the team into the finals.

Lawrence’s body was never found, and he may yet be alive.

## **Still**

Still as an adverb

We use still as an adverb to emphasize that something is continuing:

They have been together for 40 years and they are still very much in love.

We’re still waiting for our new couch to be delivered.

We usually put still in the normal mid position for adverbs (between the subject and the main verb, or after the modal verb or first auxiliary verb, or after be as a main verb):

She still goes to French classes every week. (between subject and main verb)

He’s still studying. (after the modal verb or first auxiliary verb)

I'm still hungry. (after main verb be)

In informal speaking, you will often hear still used in end position. Many speakers of English may consider this usage too informal:

I can't find my bag still. Has anyone seen it?

Have you got their address still?

The opposite of still is no longer, not any longer or not any more:

A:

Are you still teaching in Birmingham?

B:

No, I'm not working there any more (or any longer). (or No, I'm no longer working there.)

Not: I'm not still working ...

We sometimes use still to show that the continuing situation is not desired or is surprising, especially when still is stressed and in a negative clause. Note the position of still before the auxiliary or modal verb when we use it in a negative clause:

She bought a car two months ago and she still hasn't taken any driving lessons. (still is stressed)

I still can't find Kay's phone number. (still is stressed) (I've been looking for it for a long time. I wish I could find it.)

We can also use still stressed in this way for something that is true in spite of other things:

We offered £350,000 for the flat but they still wanted more.

We were near the front of the queue but we still didn't get tickets for the concert.

We can use still in front position to mean 'on the other hand' or 'nevertheless':

I don't really like weddings. Still, I'll have to go or they'll be offended.

... there was not one air-conditioned room on the tour and there were not enough minibuses for all the passengers. Still, I did manage to get into one minibus but it broke down on the way to the hotel.

We use still as an adjective to say that something is not moving:

Keep your head still.

It was a still, calm evening.

Still is placed after the verb to be and before an adjective:

Her parents are **still** alive.

We were unlucky with the weather in Greece but we were **still** happy with the holiday.

We don't use still after the main verb:

Teachers still have an important role in the classroom.

Not: Teachers have still an important role ...

We don't use still before the first auxiliary or modal verb in an affirmative clause:

The price of petrol is still going up.

Not: ... still is going up.

I can still run 5 km without difficulty.

Not: I still can run ...

### **29. Mr, Mrs, Ms, Miss**

**Mr (Mister):** before surname and Full name of a married or unmarried man.

Mr. Johans

**Mrs (Misiz):** before surname and Full name of a married woman.

**Ms. (Miz):** before surname and Full name of a married or unmarried woman.

**Miss. (Miss):** title, with the name of a unmarried woman, winner of a beauty contest.

### **30. Some/any**

(An: Yes (-)) (An: No (-)) **(+) (?) Some +countable plural nouns**

Some students were standing outside.

Were Some students standing outside?

(An: Yes (-)) (An: No (-)) **(+) (?) Some +uncountable plural nouns**

Were the students drinking some alcohol?

**(-) (?) Any +countable plural nouns**

**(-) (?) Any +uncountable plural nouns**

**(-) (?) Any +countable singular noun means (one out of a number, each or every)**

### **30. Need**

- As verb

I need a book.

- Noun

There is need of road.

- Auxiliary Verb

She need not go three

### **30. A lot of/Lots of**

It is usually used in informal English. It is used as an adverb and end of sentence.

A lots of/Lots of + uncountable nouns

She eats lots of fruit.

He does a lot of travelling in his job.

Does He a lot of travelling in his job? A lot/ A lot of, lots/lots of

### **31. Dare**

Have the courage of something. It is: first for Present, Second for Past.

S+ Dare +V+C

Dare you tell him the news?

I was going to ask if his dog was any better, but I didn't dare in case it had died.

I daren't/don't dare think how much it's going to cost.

### **31. Expressing Wishes**

S+ wish+ (that)+ S+ Pas perfect tense

Showing present feeling about the past event.

I wish (that) I hadn't eaten so much. (you ate so much, so you feel bad)

I wish (that) it had not been raining. (It was raining)

I wish Ali could have come (Ali couldn't come)

S+ wish+ (that)+ S+ Past indefinite tense

Showing something opposite of the fact in the present.

I wish (that) I was/were a bit taller. (you are not taller)

I wish (that) you were coming with me, Peter.

Future Wishes

S+ wish+ (that)+ S+ would

I wish (that) she would tell me. (She will not tell me)

I wish (that) she were going to learn English (He is not going to learn English.)

### **32. Be able to**

Showing ability. It is equal to "can".

Is/am/are able to

Was/were able to

Will be to

### **32. Sense Verbs**

S+ Sense verb + object + bare infinitive + obj/c (complete action has been observed)

I saw Ahmad play cricket.

She listened to birds sing.

S+ Sense verb + object + Ving + obj/c (complete action has been observed)

I saw shail playing

I smell something burning.

### **33. Be + To**

Pre-planned action like "be supposed to"

The Film is to start at 9:00 PM

The letter is to be typed by her.

### **34. Was/Were + Going To**

It is used to express past actions which were in the future at that time and which were going to happen.

She was going to come.

The elections are going to be held in August.

### **35. Happen + to infinitive, Happen + Object**



To do or be by chance. It shows in polite manner to describe something by chance.

I happened to see him the day before yesterday.

She happened to meet her ex-husband.

I happened to my old friend last week.

**36. Be Due + Infinitive**

Refer to fixed events happening at or within a specific time.

The film is due to start at 9:00 PM.

**37. Double Comparatives**

The (more/less) + (noun/noun phrase) Subject + Verb, + the (more/less) + (noun) subject+ Verb

The more you practice, the better, you performance you will have

The more you work, the more you will get money.

The faster the trains are, the more dangerous they are to ride.

The + Comparative adjective + to be, the + CA+ S+ Verb+ Infinitive of purpose

The prettier the girl is; the more attention she enjoys.

The more dangerous you are; the more attention public keep an eye on you.

The Less famous she is, the more you are safe.

**38. Both...and, Neither...I, So...I**

Both Ali and Karim are Engineers.

I have not had a promotion for a long time. Neither have I

It is enough stuff for me. Either is yours

**38. Very, Too + Adjective, Too+ Noun**

**39. S+ V+ noun/pronoun+ Pas participle**

I heard my name called.

We found the house deserted

**40. S+ V+ adj+ of +Object+ C.**

It is kind of you to help me in Office.

**41. What/How+ Adj+ noun/pronoun +AV**

What/ How a beautiful you are!

How/What a fool man!

**42. S+ be+ afraid+ that clause**

She is afraid that she will miss the class

**43. It+ be+ worthwhile +Ving**

It is worthwhile taking to them

**44. While/Whereas**

Both show contest, but Whereas is mostly in formal English and can be used rarely than while.

Marry is rich, while John is poor.

While I fully understand your point of view, I do also have some sympathy with Michael's.

While I accept that he's not perfect in many respects, I do actually quite like the man. He must be about sixty, whereas his wife looks about thirty.

You eat a massive plate of food for lunch, whereas I have just a sandwich.

#### **45. Could vs. Should**

Both gives suggestion, but “should” gives definite advice and is stronger than “Could”.

I have some problems in math class.

You should talk to your teacher.

May be, you should talk to your teacher.

“May be” lessons the strength of advice.

(I believe it is important for you to do this. That is what I recommended)

You could talk to your teacher, or I could ask Anna to help you with your math lessons. Or I could try to help you. (possible ways)

#### **46. Only if, If only, Even If**

##### **“If only”**

Used when you want to say how doing something simple would make it possible to avoid something unpleasant or used to say that you wish something was true or that something had happened.

If only she'd listen to what he's saying, I'm sure they could work it out.

If only I were rich.

If only I knew her name.

If only he'd remembered to send that letter.

If only I had gone by taxi.

##### **Only If**

Restricts a condition or (rather formal) used to state the only situation in which something can happen.

Only if a teacher has given permission is a student allowed to leave the room.

Only if the red light comes on is there any danger to employees.

Acetaminophen is dangerous to children only if dosage is too high.

##### **Even If**

It is implied in “whether or not” but despite doing something, it will not get good result.

Even if you take a taxi, you'll still miss your train.

Even if you did see someone, you can't be sure it was Ahmad.

#### **46. Have/Has got**

It is used to talk about possession.

I have got a red pen.  
They have not got a computer.

**46. Unless**

It is a conjugation and it means “except if” and it is followed by affirmative verb.  
You can't get a job unless you've got experience (= you can only get a job if you have experience).

Unless you call me to say you're not coming, I'll see you at the theatre (= I will see you there if you do not call to say you are not coming).

**46. If it were not for/ If It had not been for/ But for (IDM If it were not for)**

They mean “without”, follow by noun phrase and include in 2<sup>nd</sup> and 3<sup>rd</sup> conditional sentences.

If it were not for my friend, we would not know what to do now.  
If it had not been for my friend, we would not have known that time.  
But for your help, I would have been in big trouble.  
He would have played but for a knee injury.  
The square was empty but for a couple of cabs.

**47. If it in Doubt/ If Possible / If necessary**

It can be used in diplomatic expression, the subject pronoun and be normally omitted.

**If (Subject pronoun+ Verb) in Doubt, Possible and Necessary.**

If in doubt, we will not get admission in Kabul University.  
If It is in doubt, we will not get admission in Kabul University.

**48. If, As If, If so, If not, In case.**

1. Used to say that one thing can, will or might happen or be true, depending on another thing happening or being true

If you see him, give him this note.  
I'll only stay if you offer me more money.  
If necessary, I can come at once.  
You can stay for the weekend if you like.  
If anyone calls, tell them I'm not at home.  
If he improved his IT skills, he'd (= he would) easily get a job.  
You would know what was going on if you'd (= you had) listened.  
They would have been here by now if they'd caught the early train.  
If I was in charge, I'd do things differently.  
(rather formal) If I were in charge...

2. When; whenever; every time

If metal gets hot it expands.  
She glares at me if I go near her desk.

3. (Formal) used with will or would to ask somebody politely to do something.

If you will sit down for a few moments, I'll tell the manager you're here.  
If you would care to leave your name, we'll contact you as soon as possible.

4. Whether

Do you know if he's married?

I wonder if I should wear a coat or not.

He couldn't tell if she was laughing or crying.

Listen to the tune and see if you can remember the words.

5. Used after verbs or adjectives expressing feelings

I am sorry if I disturbed you.

I'd be grateful if you would keep it a secret.

Do you mind if I turn the TV off?

6. Used to admit that sth is possible, but to say that it is not very important

If she has any weakness, it is her Italian.

So what if he was late. Who cares?

7. Used before an adjective to introduce a contrast

He's a good driver, if a little over-confident.

We'll only do it once— if at all.

8. Used to ask sb to listen to your opinion

If you ask me, she's too scared to do it.

If you think about it, those children must be at school by now.

If you remember, Mary was always fond of animals.

9. Used before could, may or might to suggest sth or to interrupt sb politely

If I may make a suggestion, perhaps we could begin a little earlier next week.

10. "If and when"

Used to say something about an event that may or may not happen

If and when we ever meet again I hope he remembers what I did for him.

11. If I were you

Used to give someone advice.

If I were you I'd start looking for another job.

**As if**

It means "though". used to describe how a situation seems to be.

I'm surprised they've invited me to their wedding—it's not as if I know them well.

She looked as if she had had some bad news.

I felt as though I'd been lying in the sun for hours.

They stared at me as if I was crazy.

**If not**

1. Used to introduce a different suggestion, after a sentence with if

I'll go if you're going.

If not (= if you are not) I'd rather stay at home.

2. Used after a yes/no question to say what will or should happen if the answer is 'no'

Are you ready? If not, I'm going without you.

Do you want that cake? If not, I'll have it.

3 used to suggest that sth may be even larger, more important, etc. than was first stated  
They cost thousands if not millions of pounds to build.

**If so**

Show a case that something or someone reach to a condition for all requirements, so it will be dealt for further process.

According to admission 25000 AFG must be paid for Social Science. They might have scholarships for poor students. If so, I will apply for scholarships.

**In case**

In case-clause gives reasons while If-clause describes a condition.

I will buy a sandwich in case I get hungry (I will buy a sandwich because I may get hungry later).

I will buy a sandwich If I get hungry (I will buy a sandwich when I get hungry).

# Chapter 08

## List of Irregular Verbs, Infinitive and Gerund

POWER OF GRAMMAR  
IN ENGLISH

# Irregular Verbs

Base Form	Past Simple (V2)	Past Participle (V3)
Arise	Arose	arisen
Awake	Awoke	awoken
Be	was/were	been
Bear	Bore	born(e)
Beat	Beat	beaten
Become	Became	become
Begin	Began	begun
Bend	Bent	bent
Bet	Bet	bet
Bind	Bound	bound
Bite	Bit	bitten
Bleed	Bled	bled
Blow	Blew	blown
Break	Broke	broken
Breed	Bred	bred
Bring	brought	brought
Broadcast	broadcast	broadcast
Build	Built	built
Burn	burnt/burned	burnt/burned
Burst	Burst	burst
Buy	Bought	bought
Can	Could	... (been able)
Catch	Caught	caught
Choose	Chose	chosen
Cling	Clung	clung
Come	Came	come
Cost	Cost	cost
Creep	Crept	crept
Cut	Cut	cut
Deal	Dealt	dealt
Dig	Dug	dug
Do	Did	done
Draw	Drew	drawn
Dream	dreamt/dreamed	dreamt/dreamed
Drink	Drank	drunk
Drive	Drove	driven
Eat	Ate	eaten
Fall	Fell	fallen

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POWER OF GRAMMAR IN ENGLISH

Feed	Fed	fed
Feel	Felt	felt
Fight	Fought	fought
Find	Found	found
Fly	Flew	flown
Forbid	Forbade	forbidden
Forget	Forgot	forgotten
Forgive	Forgave	forgiven
Freeze	Froze	frozen
Get	Got	got
Give	Gave	given
Go	Went	gone
Grind	Ground	ground
Grow	Grew	grown
Hang	Hung	hung
Have	Had	had
Hear	Heard	heard
Hide	Hid	hidden
Hit	Hit	hit
Hold	Held	held
Hurt	Hurt	hurt
Keep	Kept	kept
Kneel	Knelt	knelt
Know	Knew	known
Lay	Laid	laid
Lead	Led	led
Lean	leant/leaned	leant/leaned
Learn	learnt/learned	learnt/learned
Leave	Left	left
Lend	Lent	lent
lie (in bed)	Lay	lain
lie (to not tell the truth)	Lied	lied
Light	lit/lighted	lit/lighted
Lose	Lost	lost
Make	Made	made
May	Might	...
Mean	Meant	meant
Meet	Met	met
Mow	Mowed	mown/mowed
Must	had to	...



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POWER OF GRAMMAR IN ENGLISH

Overtake	overtook	overtaken
Pay	Paid	paid
Put	Put	put
Read	Read	read
Ride	Rode	ridden
Ring	Rang	rung
Rise	Rose	risen
Run	Ran	run
Saw	Sawed	sawn/sawed
Say	Said	said
See	Saw	seen
Sell	Sold	sold
Send	Sent	sent
Set	Set	set
Sew	Sewed	sewn/sewed
Shake	Shook	shaken
Shall	Should	...
Shed	Shed	shed
Shine	Shone	shone
Shoot	Shot	shot
Show	Showed	shown
Shrink	Shrank	shrunk
Shut	Shut	shut
Sing	Sang	sung
Sink	Sank	sunk
Sit	Sat	sat
Sleep	Slept	slept
Slide	Slid	slid
Smell	Smelt	smelt
Sow	Sowed	sown/sowed
Speak	Spoke	spoken
Spell	spelt/spelled	spelt/spelled
Spend	Spent	spent
Spill	spilt/spilled	spilt/spilled
Spit	Spat	spat
Spread	Spread	spread
Stand	Stood	stood
Steal	Stole	stolen
Stick	Stuck	stuck
Sting	Stung	stung
Stink	Stank	stunk

English Grammar Book  
POWER OF GRAMMAR IN ENGLISH

Strike	Struck	struck
Swear	Swore	sworn
Sweep	Swept	swept
Swell	Swelled	swollen/swelled
Swim	Swam	swum
Swing	Swung	swung
Take	Took	taken
Teach	Taught	taught
Tear	Tore	torn
Tell	Told	told
Think	thought	thought
Throw	Threw	thrown
Understand	understood	understood
Wake	Woke	woken
Wear	Wore	worn
Weep	Wept	wept
Will	Would	...
Win	Won	won
Wind	Wound	wound
Write	Wrote	written

## Common Verbs followed by Gerund

Abhor	can't help	risk
Acknowledge	Celebrate	shirk
Admit	Confess	shun
Advise	Consider	suggest
Allow	Defend	support
Anticipate	Delay	tolerate
Appreciate	Detest	understand
Avoid	Discontinue	urge
be worth	Discuss	warrant
can't help	Dislike	
Celebrate	Dispute	abhor
Confess	Dread	acknowledge
Consider	Endure	admit
Defend	Enjoy	advise
Delay	Escape	allow
Detest	Evade	anticipate
Discontinue	Explain	appreciate

Discuss	Fancy	avoid
Dislike	Fear	be worth
Fear	mind (object to)	dispute
feel like	Miss	dread
Feign	Necessitate	endure
Finish	Omit	enjoy
Forgive	Permit	escape
give up (stop)	Picture	Evade
keep (continue)	Postpone	explain
keep on	Practice	Fancy
Mention	Prevent	feel like
mind (object to)	put off	Feign
Miss	Recall	Finish
Necessitate	Recollect	Forgive
Omit	Recommend	give up (stop)
Permit	Report	keep (continue)
Picture	Resent	keep on
Postpone	Resist	Mention
Practice	Resume	Shun
Prevent	Risk	Suggest
put off	Shirk	Support
Resent	Understand	Tolerate
Resist	Urge	recall
Resume	Warrant	recollect
Report	Recommend	

## Common Verbs followed by Infinitive

Agree	Get	prepare
Appear	grow (up)	pretend
Arrange	Guarantee	profess
Ask	Hesitate	promise
Attempt	Hope	prove
Beg	Hurry	refuse
can/can't afford	Incline	remain
can/can't wait	Learn	request
Care	Manage	resolve
Chance	Mean	say
Choose	Need	seek
Claim	Neglect	seem
Come	Offer	shudder

Consent	Pay	strive
Dare	Plan	struggle
Decide	Get	swear
Demand	would like	tend
Deserve	Yearn	threaten
Determine	Venture	turn out
Elect	Volunteer	want
Endeavor	Wait	get
Expect	Wish	fail

**Verbs followed by a gerund or infinitive with little to no change in meaning:**

Begin	Like
can't bear	Love
can't stand	Prefer
Continue	Propose
Hate	Start

**Verbs followed by a gerund or infinitive with a change in meaning:**

Forget	I forgot to meet him. (I didn't meet him because I forgot to do it.)
	I forgot meeting him. (I don't have the memory of meeting him before.)
go on	He went on to learn English and French. (He ended one period of time before this.)
	He went on learning English and French. (He continued learning the languages.)
Quit	She quit to work here. (She quit another job in order to work here.)
	She quit working here. (She quit her job here. She doesn't work here anymore.)
Regret	I regret promising to help you. (I'm sorry that I made the promise.)
	I regret to tell you that we can't hire you. (I'm telling you now, and I'm sorry.)

Remember	She remembered to visit her grandmother. (She didn't forget to visit.)
	She remembered visiting her grandmother. (She had memories of this time.)
Stop	I stopped to call you. (I interrupted another action in order to call you.)
	I stopped calling you. (I stopped this activity. Maybe we had a fight.)
Try	I tried to open the window. (I attempted this action but didn't succeed.)
	I tried opening the window. (This was one option I sampled. Maybe the room was hot.)

### **Verbs Followed by a Preposition and a Gerund**

admit to	depend on	plan on
approve of	disapprove of	prevent (someone) from
argue about	discourage from	refrain from
believe in	dream about	succeed in
care about	feel like	talk about
complain about	forget about	think about
concentrate on	insist on	worry about
confess to	object to	

## Recourses

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