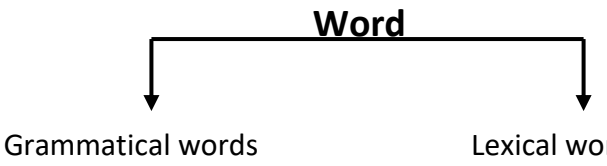
Parts of Speech

(1) **Grammar**: Is a book containing some dynamic rules of changing the forms of words and we use them is particular sentences.
(2) **Grammar**: Grammar is receptive skill of a language through which we use a language correctly and avoid ourselves from making mistakes.
(3) **Grammar**: Grammar is the collection of basic rules which are used for speaking and writing.
(4) **Grammar**: Grammar is the key of language.
(5) **Gramma**r: Grammar is the skeleton of language.
(6) **Grammar** assists the people to become a good speaker, to become a good writer and to become a good reader.
(7) **Grammar** is structure of language.
(8) **Grammar** is the mysterious box of language.
(9) **Grammar** is a useful competency of language through that is used language perfectly and pretends ourselves from making mistakes.
(10) **Grammar**: The accurate usage of language and knowledge of a person about a language is known as grammar.

Word

Definition: The combination of limited alphabet letters expressing a particular meaning and sense is known as word.

- Word is generally divided into two types.



(1) **Grammatical words:** Grammatical words are those words which need explanation.
Ex: Noun, Adverb, Adjective, Verb, Pronoun and so on.

Ketabton.com

(2) **Lexical words:** lexical words are those words which give meaning and don't need exploitation.
Ex: study, wash, work. Dance, eat, and so on

Parts of speech

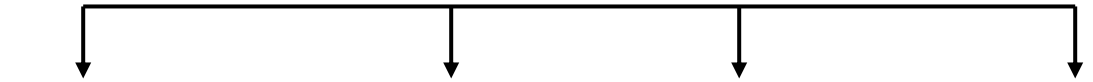
Parts of speech: Parts of speech are the combination of grammatical words giving eight meaning and sense is known as parts of speech.
We have eight parts of speech.
(Noun, Pronoun, Adjective, Adverb, Verb, Preposition, Conjunction, Interjection)

(c) ketabton.com: The Digital Library

(1) Noun

Noun: Noun is a word which tells us what a person, place and thing is called.
Noun is a word which names a person, title, thing, quality, place, action and animal.
Noun: The name which is given to people, things in order to identify them.
Ex: Ali, Doctor. Car, Courage, Pakistan, Eating, Cow

Roots of Noun



Types of noun | Gender of noun | Cases of noun | Numbers of noun

(I)Types of nouns: In English grammar nouns are generally divided into (7) types.

- Proper nouns
- Common nouns
- Compound nouns
- Collective nouns
- Material nouns
- Abstract nouns
- Concrete nouns

(1) Proper nouns: Are those nouns which refer to proper or specific people and places.
Note: Pronouns are always written with capital letter.
Ex: Afghanistan, Kabul, Ashraf Ghani

(2) Common nouns: Are those nouns which refer to common or general people, places and things.
Or common nouns are those nouns which refer to generally to all people, places and things.
Ex: country, city, chair, student, girl and so on.

(3) Compound noun: Are those nouns which are made of two or three words.

Formation of compound nouns

Generally, it has four formations

(A) Noun + noun: In this formation compound noun is generally made of two nouns in which the first noun functions as an adjective and should be singular.

(c) ketabton.com: The Digital Library

Ex: Bus drive, English teacher, College student, Flight attendant

(B) Gerund + noun: In this formation compound noun is made of one verbal noun (Verb-ing) and one simple noun.
Ex: Swimming pool. Washing machine, cooking school, and so on.

(**C)** Noun + gerund**:** In this formation compound noun is made of one simple noun and one verbal (verb-ing).
Ex: Typing writing, Sightseeing, Bird watching

(D) Noun+ Preposition+ Noun: In this formation compound nouns have three parts. (Simple noun+ preposition+ simple noun)
Ex: Sister-in-law, Father-in- law, Mother-in-law
(E) Verb + Preposition:
Ex: Out of, Play with
(F) Preposition + Verb
Ex: In put, Out Put

Types of compound nouns

In English grammar compound nouns are generally divided into three types.

- Closed compound nouns
- Open compound nouns
- Hyphen compound nouns

(1) **Closed compound nouns**: Are those nouns which are spilled as one word.
Ex: Classroom, Housewife, Bathroom, Bedroom and so on.

(2) **Open compound nouns**: Are those nouns which are spilled as two words.
Ex: Bus driver, Truck driver, College Student

(3) **Hyphen compound nouns**: Are those nouns containing hyphen (-)
Ex: Brother-in-law, Father-in-law, in-laws- sister-in-law

(4) Collective nouns: Are those nouns which are singular in form but have plural meaning.
Ex: Class, Army, Family, Audience, People

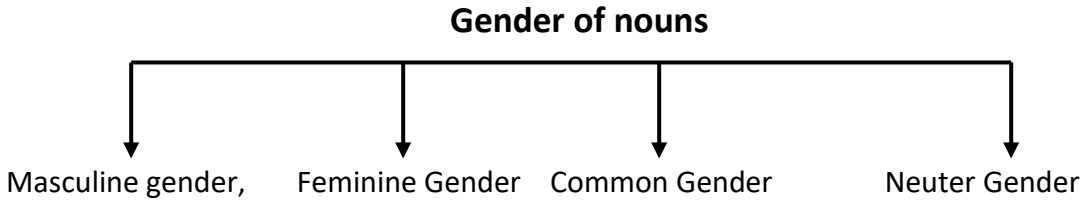
Material nouns: Are those nouns which refer to substance and from which other nouns are made.
Ex: Steel, Iron, Wood, Plastic and so on.

(c) ketabton.com: The Digital Library

Abstract nouns: Are those nouns which can not be seen and touched or abstract nouns are those nouns which don't have physical shapes.
Ex: Experience, Ability, Air, knowledge, Idea, Talent.

(7) Concrete nouns: Are those nouns which have physical shapes or concrete nouns are those nouns which can be seen or touched. Ex: Water, Car, Iron

(II) Gender of nouns: The word gender is taken form (Arabic) word which means genus. In English grammar nouns have four genders.



(1) **Masculine Gender:** Is a gender which refers to male living beings.
Ex: Father, Husband, Brother, Uncle.

(2) **Feminine Gender**: Is a gender which refers to female living beings.
Ex: Sister, Mother, Wife and daughter.

(3) **Common Gender**: Is a gender which refers to both male living beings and female living beings.
Ex: Student. Doctor, Teacher, Friend

(4) **Neuter Gender:** Is a gender which refers to neither male living beings nor female living beings.
Ex: Chair, Table, Bicycle and so on.

(III) Cases of noun: Cases of noun are also called usages of noun. In English grammar nouns have (5) cases or usages.

(1) Subject case
(2) Object case
(3) Object of preposition case
(4) Possessive case
(5) Addressive case

(1) Subject case: In this case a noun is used before main verb in order to function as the subject of the sentences.

(c) ketabton.com: The Digital Library

Ex: Rafiullah teaches English.

(2) Objective case: In this case noun is used after main verb in order to function as the object of the sentence.

Ex: Ali teaches Grammar.

Ex: Samim Plays cricket.

(3) Object of preposition: Is also called compliment of preposition case. In this case a preposition is used before a noun.

Ex: The Pen is on the table.

Preposition Noun

(4) Possessive case: In this case a noun is used on two ways.

I. Noun +'s or s'

Ex: Ahmad's Book. Ex: Students' Class.

II. Possessive adjective + Noun

Ex: My computer Ex: Your car Ex: Our Class

(5) Addressive Case: Is also called articulative and vocative case.

In this case the speaker articulates to a noun or a noun is articulated by the speaker.

Ex: Sit down, Students noun vocative case

Ex: Boys, Stand up

Genders of noun:

When a noun refers to beauty, honesty, love, weakness, such nouns are considered female.

Ex: Flower, Star, Paper, Glass, Moon

When a noun refers to a power, hardness, boldness and such nouns are considered male.

Ex: Winter, Earthquake, Sun and so on

(IV) Numbers of noun:

Number of noun is grammatically used to show whether a noun is singular, plural, regular, irregular, count or non-count noun.

(5) Number of noun: Number of nouns shows weather a noun is singular or plural. We have two kinds of noun according to number.

(I) Singular noun: A noun which doesn't have a 's' at the end of a noun which talks about one person, place, or thing is called singular noun.

Ex_ Teacher, Book, Pen

(c) ketabton.com: The Digital Library

(II) Plural noun: A noun which has 's or s' at the end and talks about more than one person, place and thing.
Ex_ Teacher, Book, Pen
Note: Some nouns are singular even if they have 's' at the end
Ex_ News, Mathematics, United States
Note: Some nouns are plural even if they don't have a 's' at the end.
Ex_ police, people

Count and Non-count Nouns:

(1) Count noun: A noun is called count or countable noun when it has the following qualities**.**
(I) Which has physical individual shape. Ex_ pen, door
(II) It talks (a) (an) in singular form.
(III) To ask its quality we use the phrase (how many)

(2) Non-count Nouns: A noun is non-count nouns when it has the following qualities.
(I) This doesn't have physical individual shape. Ex_ water, oil, milk.
(II) It doesn't take (a) (an) in plural form.
(III) To ask about its quality we use the phrase (how much)

(2) Pronoun

Pronoun is the combination of two parts.
Pro: means the (previous)
Noun: means (Name)
Pronoun: Pronoun is a word or group of words used to replace a noun or pronoun in order to avoid the repetition of a noun.

Types of pronoun

- Subject pronouns
- Object pronouns
- Demonstrative pronouns
- Possessive pronouns
- Indefinite pronouns
- Intensive pronouns
- Interrogative pronouns
- Distributive pronouns
- Relative pronouns
- Reciprocal pronouns

(1) Subject pronouns: Are those pronouns which are used before main verb in order to function as the subject of the sentence.

(c) ketabton.com: The Digital Library

Subject pronouns are (7) in numbers.
(1) I, You, We, They, He, She, It
Ex: He teaches grammar.

Subject pronouns refer four grammatical people.
(1) **First person pronoun**: I, We
(2) **Second person pronoun**: you
(3) **Third person singular pronoun:** He, She, It
(4) **Third person plural pronoun:** they

Note: Subject pronouns are also called nominee pronouns.

(2) Object pronouns: Object pronouns are those pronouns which are used after main verb in order to function as the object of sentence. They are seven (7) in numbers
(1) Me, You, Us, Them, Him, Her, It
Ex: Habibullah teaches her. Ex: They help us. Object pronoun

(3) Demonstrative pronouns: Are also called dem pronouns. Demonstrative pronouns are those pronouns used to demonstrate or point out people, places and things.
Demonstrative pronouns are (4) in numbers.
This, That, These, Those
Ex: This is a book.

Demonstrative Adjectives: Are those adjectives used to demonstrate people, places and things.

Note: When this, that, these and these are followed by (To be verbs) they are called demonstrative pronouns. However, when they are followed by noun, they are called demonstrative adjectives.
Ex: This book is mine.

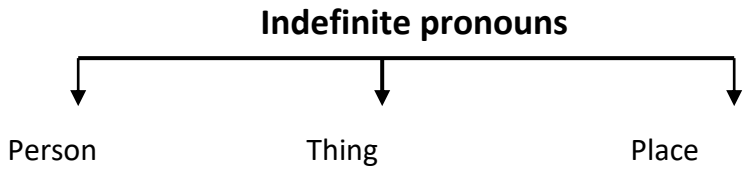
(4) Possessive pronouns: Possessive pronouns are those pronouns used to express possession or ownership.
Possessive pronouns are (7) in numbers. Mine, Yours, Ours, theirs, His, Hers, Its
Note; Possessive pronouns have two positions in a sentence.

(1) Before main verb
(2) After main verb

Ex: **Mine** is expensive. Ex: This book is **mine**.

(c) ketabton.com: The Digital Library

(5) **Indefinite pronouns**: Indefinite pronouns are also called lousy pronouns. Indefinite pronouns are those pronouns used to refer to indefinite/ unspecific people, places and things. Or indefinite pronouns are those pronouns used to replace indefinite people, places and things. Indefinite pronouns are generally categorized into three sections.



(1) Person: someone, anyone, no one/ somebody, anybody, nobody

(2) Thing: something, anything, nothing

(3) Place: somewhere, anywhere, nowhere

Note: Indefinite pronouns usually begin with these words (some, any, and no).

General usage of indefinite pronouns

(1) The indefinite pronouns started with "some" these indefinite pronouns are mostly used in positive statements, and they can also be used in interrogative statements to offer something to someone to eat or drink.
Ex: Shafiq wants something to buy for Fatima.
Ex: Would you like something to eat?

(2) The indefinite pronouns begin with (any) are used in negative statements and interrogative statements.
Ex: Safiullah didn't purchase anything yesterday in Chawk-e-Talashi.
Ex: Did Fatima go anywhere with her friends?

(3) The indefinite pronouns begin with (No) are used in positive statements, but has negative meaning or sense.
Ex: There is nothing special to gift her.

Somebody
Someone
Something
Somewhere

We use them in affirmative statements and questions

(c) ketabton.com: The Digital Library

Anybody
Anyone
Anywhere
Anything
} We use them in negative and questions statements.

No one
Nobody
Nowhere
Nothing
} We use them in affirmative statements but give negative the meaning.

Note: When we expect from a question positive answer or yes, answer we use “something” but if we expect from a question both positive and negative answers. We use anything, here something is not used.

Anybody
Anyone
everyone
Anywhere
Anything
} The can be used in positive statements here they give the meaning of everything and everywhere.

Reflexive pronouns

Reflexive pronouns: Are used when the action of a sentence reflects from the object back to the subject. Or reflexive pronouns are used when the subject and object of the sentence are the same people and thing.
Reflexive pronouns are made of two parts.

(1) Object pronouns
(2) Possessive adjectives
The suffixes self/selves

Ex: Himself, Herself, Myself, Yourself, Yourselves, Itself, Themselves, Ourselves
Ex: Computer works itself.
Ex: He writes himself the note.
What is the difference between these two examples?

Ex: He writes himself the note.
Ex: He writes the note.

(c) ketabton.com: The Digital Library

The first example means that he writes the note for himself not for anyone else, but the second example means that he writes the note for anyone and not just for himself.

Intensive Pronouns

Intensive pronouns are also called emphatic pronouns. **Intensive pronouns:** Are those pronouns used to bring emphasis on noun or pronoun. Some intensive pronouns are listed here.

Myself, Herself, Himself, Itself, Yourself / Yourselves, Themselves, Ourselves
Ex: She prepared herself lunch.
Reflexive pronoun

Ex: She herself prepared the lunch.
Intensive pronoun

Ex: He himself said the truth.
Pronoun Intensive pronoun

Note: when the reflexive pronouns are used before have they function as intensive or emphatic pronouns, but when they are used after have they function as reflexive pronouns.

Relative Pronouns

Relative pronouns are those pronouns used to combine noun or pronoun with a relative clause / dependent clause.
Ex: Safiullah knows a man. He works in an NGO.
Ex: Safiullah knows a man who works in an NGO.
Relative pronoun

Kinds of Relative pronouns

(1) Simple Relative pronouns

(2) Compound Relative pronouns

(1) Simple Relative pronouns: Are those pronouns which are made of one word.
Who, which, That, Whose, When, Where and so on.
(3) **Compound Relative pronouns**: Are those pronouns which are made of two words.
Simple relative pronoun + ever
Whenever, Whoever, Wherever, Whichever, Whosever, Whatever

Interrogative Pronouns

Interrogative pronouns: Interrogative pronouns are those pronouns used to ask or interrogate about a noun or pronoun.

(c) ketabton.com: The Digital Library

Ex: Who is on the door?
Interrogative pronoun
Ex: Which one is expensive?
Interrogative pronoun

Distributive pronouns

Distributive pronouns: Are those pronouns used to replace a noun individually.
Ex: Each is expensive.
Distributive pronoun

Ex: Every teacher is intelligent.
Distributive pronoun

Ex: Either is Cheap.
Distributive pronoun

Ex: Neither is expensive
Distributive pronoun

We have just these four Distributive pronouns.

Reciprocal pronouns

Reciprocal Pronouns: Are those pronouns used to replace a noun mutually.
Ex: The teachers talk with on another.
Reciprocal pronoun
Ex: The teachers talk with each other.
Reciprocal pronoun

Note :(One another) refers to more than two persons and (each other) refers to two people.
We have just two reciprocal pronouns. {Each other and one another}

Replacement of pronouns

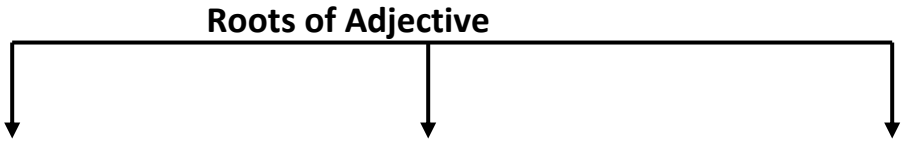
Pronouns have two types of replacement.
(1) **Substitutional usage of pronouns**: In this usage a pronoun replaces a noun.
Ex: He is my Colleague.
(2) **Additional usage of pronoun**: In this usage we have both pronoun and noun.
Ex: He is Safiullah.

(3) Adjective

Adjective: Adjective is a word used to modify the quality, quantity, color, size, location, temperature, origin of a noun.

(c) ketabton.com: The Digital Library

Ex: Many books. It shows quantity
Ex: Green eyes. It shows color
Ex: Hot weather. It shows temperature
Ex: American car. It shows origin
Ex: Small house. It shows size
Ex: Next home. It shows Location



In English grammar eight (7) types of adjectives.
(1) Proper adjectives
(2) Demonstrative adjectives
(3) Adjectives of quality
(4) Adjectives of quantity
(5) Possessive adjectives
(6) Numeral adjectives
(7) Interrogative adjectives
(8)

(1) **Proper adjective**: Are those adjectives which are taken from proper noun.

Proper noun	Adjective
Spain	Spanish
Afghanistan	Afghan
America	American

Proper adjectives mostly refer to nationality and languages.

(2) **Demonstrative adjective:** Are also called (dem adjectives): Are those adjectives which are used to point out or indicate noun or pronoun.
Ex: This, That, These, Those
Ex: This car is nice.
Demonstrative adjective

(3) **Adjective of Quality**: Are also called (descriptive adjectives) and they are used to express the quality of noun and pronoun.
Ex: Intelligent teacher.
Adjective Noun
Ex: A little Milk.
Adjective Noun

(4) **Possessive adjectives:** Are those adjectives which show possession or ownership of a noun and pronoun.

(c) ketabton.com: The Digital Library

Ex: My Your, Our, Their, His, Her, Its
Ex: This is my book.
Ex: That is his pen.

(5) **Distributive adjectives**: Are those adjectives which modify a noun individually
Ex: Every, each, another, another, each other, every other

(5) **Interrogative adjectives**: Are those adjectives which are used to number a noun and pronoun.
Ex: One, Two, Three
Ex: Two books.
Note: One and Ones number indefinite pronouns

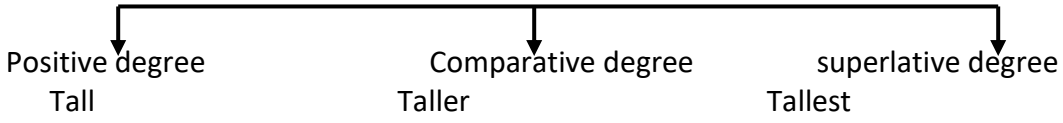
Cases/Usages of adjectives

In English grammar adjectives have three main cases / usages
(1) Attributive case
(2) Predicative case
(3) Post positive case
(1) **Attributive case of adjective**: Is also called direct case.
Attributive case is a case in which an adjective is used before a noun.
Ex: Beautiful car Ex: Stylish car
Ex: Intelligent man Ex: Good student.

(2) **Predicative case of adjective**: In this case adjective is used after linking verbs
(Is, am, are, get, become, smell, taste, and so on.
Ex: She is intelligent. Ex: He got happy.
Linking verb adjective linking verb adjective
Note: Linking verb is a type of Main verb.

(4) **Post Positive adjective case**: In this case an adjective is used after indefinite pronouns.
Ex: Safiullah bought something expensive.
Indefinite pronoun Post positive adjective case
Ex: Let's go somewhere interesting.

Degrees of adjectives



(c) ketabton.com: The Digital Library

Adjective degree → to show that two things, places, or people are equal in same ways one is better than another or one is the most outstanding among many we use adjective degrees.

We have three degrees of Adjective.

- **Positive degree**
- **Comparative degree**
- **Superlative degree**

(1) Positive degree of an adjective → It is the simple form of an adjective, which Shows the high or low quality of a person, place and thing.
Ex: Good, intelligent, lazy

How do we use positive degree of an adjective? → Positive degree of an adjective is used without any suffixes. It is also called simple degree of an adjective.

(2) Comparative degree of an adjective → What is comparative degree of an adjective?
Answer: We use comparative degree of an adjective when we want to compare two people, two places, and two things.
Ex; Edrees is shorter than Khalid.

How do we use comparative degree of an adjective?
We use comparative degree of an adjective with the suffixes {r/er} and with adverbs {more/ less}
Comparative degree of an adjective is used to talk about the higher or lower quality of a person, place, and thing.

(3) Superlative degree of an adjective → What is superlative degree of an adjective?
We use superlative degree of an adjective to compare one person with a group of people, one thing with a group of things, and one place with a group of places.

Ex: Safiullah is the chattiest student in the class.
Ex: Edrees is the smallest person in his family.

How do we use superlative degree of an adjective?
Superlative degree of an adjective is used to with the suffix {s / es / est.} and with the adverbs [most and least] we use superlative degree of an adjective to talk about the highest or lowest quality of a person, place and thing.

Structure of comparative degree of an adjective:
Adjective + r/ er + than

(c) ketabton.com: The Digital Library

Structure of superlative degree of an adjective:
Adjective + s/ est.+ prepositional phrase

Rule for both comparative and superlative degree of an adjective:
(1) With mono syllable adjectives we add {r/er} for comparative degree.
For superlative degree we add {s/ est.}

Positive degree	Comparative degree	Superlative degree
Small	smaller	the smallest
Old	older	the oldest
Nice	nicer	the nicest
Large	larger	largest

Note If a monosyllable adjective ends with the consonant and before consonant we have single vowel, we add another consonant letter and then we add er/ est.

Positive degree	Comparative degree	Superlative degree
Fat	fatter	the fattest
Hot	hotter	the hottest
Big	bigger	the biggest
Sad	sadder	the saddest
Thin	thinner	the thinnest
Slim	slimmer	the slimmest

(2) If the consonant letter is preceded by two vowels we just add {er/ est.}

Positive degree	comparative degree	superlative degree
Cheap	cheaper	the cheapest
Sweet	sweeter	the sweetest
Great	greater	the greatest

(3) If an adjective has two or more than two syllables we use more/ less for comparative degree and most/ least for superlative degree.

Positive degree	Comparative degree	Superlative
Intelligent	more intelligent	the most intelligent
	Less intelligent	the least intelligent
Beautiful	more beautiful	the most beautiful
	Less beautiful	the least beautiful

Note: If two or more than two syllable adjective ends with the letter (y) if before (y) we have a consonant letter we change (y) to (I) and we add (er) for comparative degree and (est.) for superlative degree.

Positive degree	comparative degree	superlative degree

(c) ketabton.com: The Digital Library

Unhappy	unhappier	the unhappiest
Pretty	prettier	the prettiest
Unlucky	unluckier	the unluckiest

Some adjectives in English language are used neither in comparative degree nor superlative degree these adjectives are called absolute adjectives.

Ex: Wrong, right, excellent, complete, perfect, correct.

(4) Some words came from other language to English the way how to change them to comparative and superlative degree is deference from other words.

Ex: Junior, senior, superior, inferior, exterior.
Ex: Pamir is a junior teacher. ⟶**Positive degree**
Ex: Pamir is junior to Amir Badshah. ⟶**Comparative degree**
Ex: Fatima is the most intelligent student at RVA. ⟶**Superlative degree**

(5) We sometimes use comparative degree in both sentences this usage of comparative degree is called double comparative degree in double comparative degree the first part of comparative is showing cause however the second part shows result.

Ex: The more he talks, the less he respected.
Ex: The higher you climb, the harder you fell.
Ex: The easier the question, than more the answer.
Ex: The more the children, the more the problem.
Ex: The more the better
Ex: The sooner the better

(4) Adverb

The word adverb is the combination of two words.
(1) ad: Means: To add
(2) verb: Means: Action

Simply we can say that adverb means to add something to the meaning of a verb.
Adverb: Adverb is word used to show where, when and how an action happens.
Adverb: Adverb is a word used to modify adjective, verb, another adverb, noun and whole clause and sentence.

Ex: He works slowly. (Adverb modifies verb)
Verb adverb
Ex: Fatima is very intelligent. (Adverb modifies adjective)
Adverb adjective
Ex: Safiullah speaks very quickly. (Adverb modifies another adverb)

(c) ketabton.com: The Digital Library

Adverb Adverb

Ex: The girl over there is my friend. (Adverb modifies the noun)

Noun Adverb

Ex: Quickly, we won the contest. (Adverb modifies the whole clause)

Adverb

At the beginning this adverb (quickly) modifies whole clause, but at end of sentence adverb modifies the main verb.

Ex: We won the contest, quickly.

Ex: She sleeps in the bad room. (Where an action happens)

Ex: Safiullah came to Pakistan Last year. (When an action happens)

Ex: Safiullah speaks beautifully. (How an action happens)

Types of adverb

Adverb is generally divided into (14) types.

(1) Adverbs of place	**(11) Adverbs of cause and effect**
(2) Adverbs of time	**(12) Relative adverbs**
(3) Adverbs of manner	**(13) Focusing adverbs**
(4) Adverbs of frequency	**(14) Adverbs of number**
(5) Adverbs of negation	
(6) Adverbs of affirmation	
(7) Interrogative adverbs	
(8) Adverbs of degree	
(9) Adverbs of quantity	
(10) Conjunctive adverbs	

(1) **Adverbs of place**: Are those adverbs used to show location or those adverbs used to show where an action happens.

Ex: He works in the office.

Adverb of place

Ex: She lives in Australia.

Adverb of place

(2) **Adverb of manners**: Are those adverbs used to show the way how an action happens or those adverbs used to show the mood of a verb.

Note: Adverbs of manner usually end with suffix(ly) however some adverbs of manner don't take (ly). (Fast, Hard, Well)

In English grammar we have some adjectives ending with (ly) but they don't have adverb form.

(c) ketabton.com: The Digital Library

Adjective	+	suffix	adverbs of manner
Beautiful	+	ly	Beautifully
Loud	+	ly	Loudly
Careful	+	ly	Carefully
Quick	+	ly	Quickly

Ex: Friendly, Daily, Monthly, Weekly and so on.
Ex: He is friendly.
Ex: He checks his daily work.
Ex: Safiullah wrote monthly report.
Note: Here they modify noun or pronoun (Indefinite pronouns)

(3) **Adverbs of frequency/ Frequency adverbs**: Are those adverbs used to show how many times an action happens.
Or those adverbs used to show the repetition of an action.

Ex: Always, Usually, Often, Sometimes, Hardly ever, Rarely, Seldom, Never
(100%), (80%), (70-50%), (50-40%), (10%), (5%), (5%), (0%)

(4) **Adverbs of negation**: Are those adverbs used to show disagreement.
(No, not, not at all) these three are very common
Ex: Did you go to university?
No, I didn't
Ex: I can not play cricket.
Adverb of negation

(5) **Adverb of affirmation**: Are those adverbs used to show agreement.
(Yes, surely, of course) these three words are very common.

(6) **Interrogative adverbs**: Are those adverbs used to interrogate when, where and how an action happens.
Ex: When did he finish his work?
Interrogative adverb
Ex: Where did Fatima go yesterday?
Interrogative adverb
Ex: How did he drive the car?
Interrogative adverb

(7) **Adverbs of degree**: Are those adverbs used to show the degree / percentage.
Ex: She is pretty intelligent.
Ex: The weather is too hot.
Adverb of degree

(c) ketabton.com: The Digital Library

Ex: The guests are quite busy.
Adverb of degree

(8) **Adverbs of quality:** Are those adverbs used to show quantity.
Ex: Zabiullah is intelligent enough.
Adverb of quantity
Ex: The exam was much difficult.
Adverb of quantity

(9) **Conjunctive adverbs**: Are also called transition which are used to combine ideas in sentences or paragraph?
Ex: In addition, in fact, therefore, for example, Consequently, for instance, and there are many other transitions.
Transitions usually have four punctuations.
Ex: Sadaf studied hard. Therefore, she got first position.
Ex: Sadaf studied hard. She, therefore, got first position.
Ex: Sadaf studied hard. She got first position, therefore.
Ex: Sadaf studied hard; therefore, she got first position.
Note: We usually use small letter after semi colon.

(10) **Adverbs of cause and effect**: Are those adverbs which are used to show cause and effect relationship. Or those adverbs used to show cause and result.
Ex: Nasreen went to doctor, because she was ill.
Adverb of cause-and-effect relationship
Ex: Safiullah was tired, so he went to the bed early.
Adverb of cause-and-effect relationship

(11) **Relative adverbs**: Are those adverbs referring to time and location.
Ex: Fatima remembered the day when she got married.
Relative adverb
Ex: He loves the country where he got married.
Relative adverb
Note: We have just these two relative adverbs.

(12) **Focusing adverb**: Are those adverbs used to focus / emphasize on one point in a sentence.
Just, Only, Even
Ex: She just came to the class.
Focusing adverb
Ex: Safiullah can speak even Arabic.
Ex: Safiullah is only a preceptor.
Note: We have just these three focusing adverbs.
(13) **Adverbs of number**: Are those adverbs used to number a series.
Ex: First, second, third and so on.

(c) ketabton.com: The Digital Library

(14) **Adverbs of certainty**: Are those adverbs used to show how much sure we are.
Ex: He surely comes to the party.
Ex: She certainly left the party.

More information about adverb

(1) **Adverbs of completion**: Are those adverbs used to show how completely something happens or happened.
Ex: completely, entirely

(2) **Sentence adverbs**: Are those adverbs used to modify the whole sentence.
Ex: obviously, apparently, surly
We can use at the beginning of sentence and at end of sentence,
Ex: He got the first position apparently.
Apparently, he got the first position.
It modifies the whole sentence.

(3) **Adverbs of reason**; Are those adverbs used to show reason.
Ex; Because, Therefore, since, for and so on
Ex: He studied hard. He. Therefore, passed the exam with flying cards.

(4) **Comment adverb**: Are those adverbs used to show the speaker's emotion or thought's to words the other people.
Ex: He stupidly answered my question.

Linker

Linker is a word of group of words used to combine two sentences, two phrases, two words, and two parts of sentence.

Linker

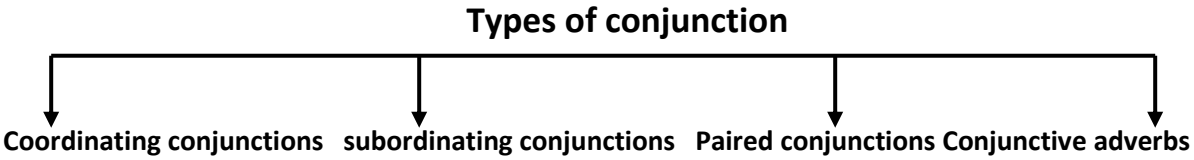
(1) Conjunction
(2) Transition
(3) Preposition

(5) Conjunction

Conjunction: Is a word of group of words used to combine two sentences, two phrases, two nouns and two words.

(c) ketabton.com: The Digital Library

Ex: He works in the shop.
Ex: He goes to college.
Ex: He works in a shop and goes to the University.
Ex: In the class and at home.
Ex: expensive and beautiful.
Adjective Adjective
Ex: Samim and Fatima.



In English grammar conjunction are divided into four types.

(1) **Coordinating conjunctions**: Are those conjunctions which start coordinating clause/ independent clause. Or coordinating conjunctions are which combine two independent clauses.
Ex: FANBOYS (for, and, nor, but, or, yet, so)

(2) **Subordinating conjunctions**: Are those conjunctions which start subordinating or independent clauses. Or subordinating conjunctions are those conjunctions used to combine one independent clause and one dependent clause.
Ex: Because, though, although, even though, if, whether, when, while, after, before and so on.

(3) **Paired conjunctions**: Are also called correlative conjunctions. The combination of one coordinating conjunction and one subordinating conjunction makes paired conjunctions.
Ex: Both---------and Either----------or
Ex: Neither-------nor Not only-------but also

(4) **Conjunctive adverbs**: Are also called transitions. Conjunctive adverbs are those adverbs which combine ideas in sentences or paragraph.
Ex: Therefore, in addition, in fact, indeed, for instance
Ex: Latifi studies Spanish and Safiullah studies Arabic.
Independent clause **Conjunction** **Independent clause**
Ex: Sofia got first position because she studied hard.
Subordinating conjunction
Ex: Both Khairkhwa and Hotak work in the office.
Ex: He was sick; therefore, he went to the doctor.
Conjunctive adverb

(c) ketabton.com: The Digital Library

Punctuation of Transitions/ conjunctions

Coordinating conjunctions have three punctuations.
(1) Coordinating conjunction with comma.
Ex: Ali is a student, but Khalid is not a student.

(2) Coordinating conjunction without comma.
Ex: Ali is a student but Khalid is not a student

(3) Coordinating conjunction at the beginning of sentence with capital letter but informal
Ex: Ali is a student. But Khalid is not a student.

Punctuation of subordinating conjunctions

Subordinating conjunctions have two punctuations.
(1) Beginning of a sentence with comma.
Ex: If Fatima works hard, she will earn much money.
Subordinating conjunctions

(2) Middle of the sentence without comma.
Ex: She will earn much money if Fatima works hard.

If subordinating conjunction comes at the beginning of sentence, we don't use comma it is considered incorrect.

Punctuations of conjunctions

(1) Both---------and: Means of two of
According to grammar it is paired conjunction and used to combine to positive sentences.
Ex: Safiullah teaches grammar. Ex: Samim teaches grammar

Ex: Both Safiullah and Latifi teach grammar.
Note: Negative sentences cannot be combined with the help of both------and

(2) Either--------or: Means one of them
According to grammar it is paired conjunction and used to combine two positive sentences.
Ex: Fatima can live in Afghanistan. Ex: She can live in Pakistan
Ex: She can live either in Afghanistan or Pakistan.

(3) Neither------nor: Is used to combine two negative sentences.
Ex: Fatima is not a teacher. Ex: Nasreen is not a teacher.
Ex: Neither Fatima nor Nasreen is a teacher.

(4) Not only------but also: All of them

(c) ketabton.com: The Digital Library

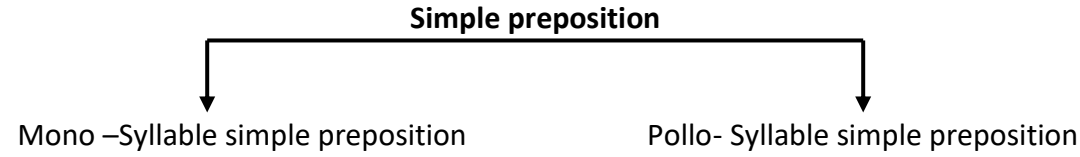
According to grammar it is paired conjunction and used to combine two negative sentences as well as it combines two positive sentences.
Ex: Latifi is a doctor. Ex: Karim is a doctor.
Ex: Not only Latifi but also Karim is a doctor.
Note: The conjunction both------and always takes plural verb but the conjunction (Either----or) neither-------nor, not only-------but also can take singular verb and plural verb. It means verb should be used according to the second sentence.

(6) Preposition

Preposition is a word or a group of words used to show relationship between noun and pronoun with the rest of the sentence.
Preposition: Preposition is a word or a group of words used to combine different parts of a sentence of paragraph.
Ex: Safiullah is in the class.
Ex: Latifi teaches grammar to them.

Prepositions are divided into two types.

(1) **Simple preposition**: Are those prepositions which how one word formation, simple prepositions are generally divided into two types.

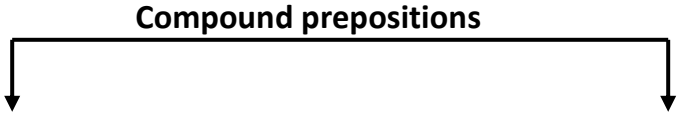


(I) **Mono –Syllable simple preposition**: Are those prepositions which have one syllable or sound.
Ex: (at, in, on, for, with, by, of and so on.)

(II) **Pollo- Syllable simple preposition**: Are those prepositions which have more than one syllable of sound.
Ex: (between, behind, under, beside, during, since and so on.)

(c) ketabton.com: The Digital Library

(2) **Compound prepositions**: Are also called phrasal prepositions. Compound prepositions are those prepositions which are made of two or three words. Compound prepositions are divided into two types.



(1) **Two-word sequence compound prepositions**: Are those prepositions which are made of two words.

Ex: because of, due to, despite of, in spite of, nearby, next to, near to, in addition to, upon, within, without, apart from…….and so on.

(2) **Three-word sequence compound prepositions**: Are those prepositions which are made of three words.

Ex: In case of, in front of, a part from, about to……. And so on.

(7) Verb

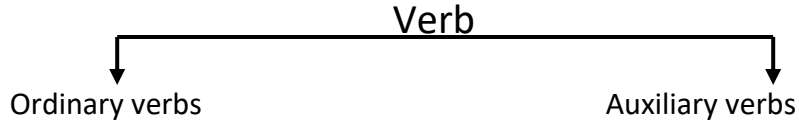
Verb: Verb is a word or group of words used to show what the subject does, what happens to the subject, where the subject is and how the subject is.

Verb: Is a word or group of words used to show action in a sentence, existence, state of being and time in a sentence.

Ex: She punishes her husband. (What happens to the subject.)
Ex: Her husband was punished by her. (What happened to subject?)
Ex: Safiullah is at home. (Where the subject is or existence)
Ex: Fatima is a doctor. (What the subject is) State of being.
Ex: Ahamed is sick. (How the subject is)

Ex: He plays cricket. (Action in a sentence)
Ex: He is in the kitchen. (Existence)
Ex: He is intelligent. (State of being)
Ex: He was a child. (Shows time in a sentence)

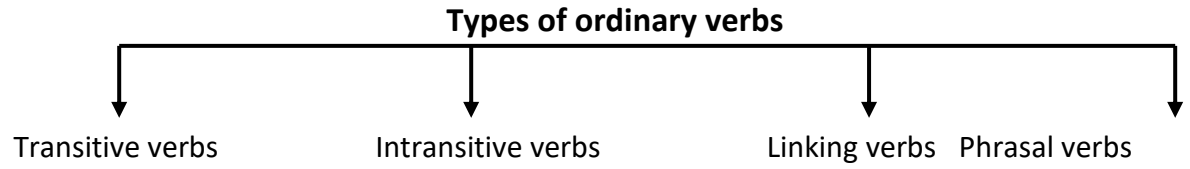
Verbs are generally divided into two types.



(1) **Ordinary verbs**: Are also called main verbs, principal verbs and full verbs.

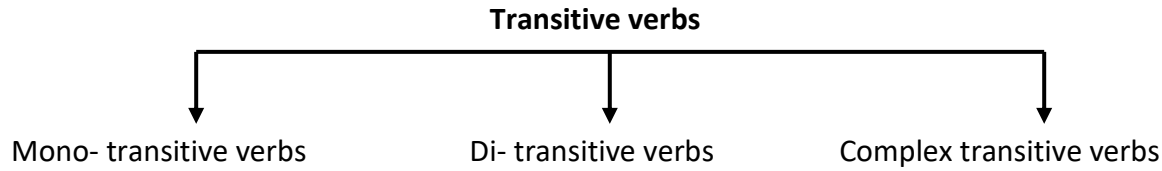
(c) ketabton.com: The Digital Library

Ordinary verbs: Are those verbs which only have one function in a sentence (As main verb)
Ex: study, dance, write, Play, teach



Ordinary verbs are divided in to four types.

(1) Transitive verbs: Are those verbs which need object or those verbs which take an object.
Ex: Safiullah writes grammar.
Transitive verb Object
Ex: Fatima eats lunch.
Transitive verb Object
Transitive verbs are divided in to three types.



(1) **Mono-transitive verbs**: Are those verbs which take only object.
Ex: Eat, Lunch, see and so on.

(2) **Di- transitive verbs**: Are those verbs which can take two objects, one direct object and another indirect object,
Ex: cook, prepare, arrange, busy, teach and so on.
Ex: Fatima cooks lunch for her family.
Di-transitive verb indirect object
Ex: Safiullah bought a book to his friend.
Di-transitive verb direct object indirect object

(3) **Complex- transitive verbs**: Are those verbs which can take an object and one more than one complement.
Ex: choose, elect, select, announce……and so on.
Ex: Safiullah selected Javeed the leader of the class and chairs of the class.
Complex-Tran-verb Object complement complement

(c) ketabton.com: The Digital Library

(2) Intransitive verbs: Are those verbs which don't need an object.
Ex: Go, Walk, sit, Stand, come, Climb

(3) Linking verbs: Are also called copulative verbs or copular verbs. Linking verbs are those verbs which are used to combine the subject with an adjective, adverb / complement
Ex: is, am, are, was, were, taste, smell, look, get, appear, seem…….and so on.
Ex: The soup tastes awful.
Ex: The coffee smells good.
Linking verb Adjective
Note: When the above verbs are used with the third form of the verb-ing form of the verb in that case they function as to be verb.

(4) Causative verbs: Are those verbs which indicate that the subject doesn't do the action, but it causes another person to perform the action. Some causative verbs are listed here.

- Ex: ***Make:*** means to force, to compel or to stress someone to do something.
- Make as a causative verb, followed by base form of the verb:
- **Structure:** Subject + make + object + root form verb + rest of sentence
- **EX:** They **make** their son go to school.
- I **made** him study English.

- ***Have:*** means to hire, to choose or to request someone to do something.
- Have as a causative verb, followed by root form of verb.
- **Structure:** Subject + have + object + root verb + rest of sentence
- **Ex:** They **have** the mechanic fix their car.
- She **had** her daughter wash her clothes.

- **Let:** means to allow, to permit or to leave someone to do something.
- Let as a causative verb, followed by root form of verb.
- **Structure:** subject + let + object + root verb + rest of sentence
- **Ex**: They **let** their small brother go home.
- **Let** me do it for you.

- **Get:** Get means to persuade, to motivate someone to do something.
- Get as a causative verb, followed by (to + verb) called infinitive.
- **Structure:** subject + get + object + to + verb + rest of sentence
- **Ex:** They get the students to study hard for the final examination.

- **Help:** means to assist someone, to collaborate someone to do something.
- Help as a causative verb followed by either root verb or to + verb.
- **Structure:** subject + help + object + root form verb/to + verb + rest of the sentence
- **Ex**: I help my brother to wash the car

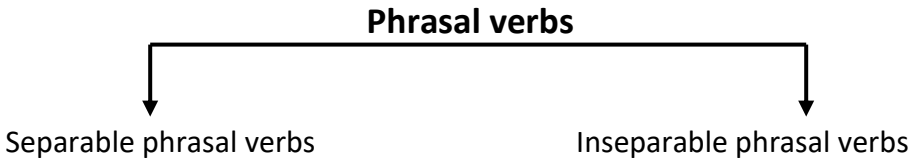
(c) ketabton.com: The Digital Library

- I help my brother wash the car.

(5) Phrasal verbs: Phrasal verbs are the combination of a verb and preposition which give almost different meaning from a verb is know as phrasal verbs. Phrasal verbs are also called two-three-word verbs.

Ex: Add up, bring up. cut down, sit down, fill in….and so on.

Phrasal verbs are generally divided into two types.



(1) Separable Phrasal verbs: Are those verbs which can be separated and need an object.

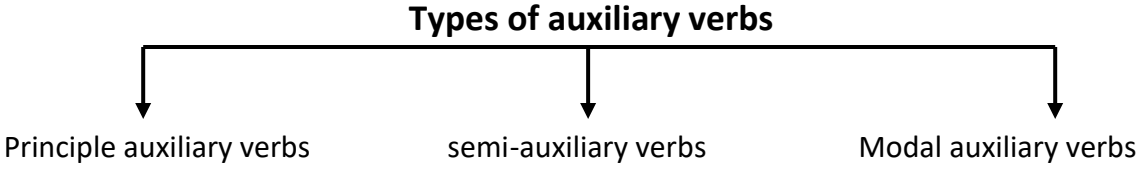
Ex: fill in, fill out, look over, bring up ……and so on.

(2) Inseparable phrasal verbs: Are those verbs which can not be separated and don't need an object.

Ex: sit down, come back, and stand up,

(3) **Auxiliary verbs:** Are those verbs which show the mood of a sentence. Mood means whether a sentence is in positive mood, negative mood, imperative mood or interrogative mood.

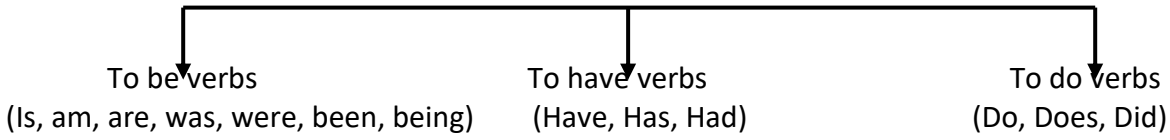
Auxiliary verbs are divided into three types.



(1) **Principle auxiliary verbs**: Are those verbs which have two functions in a sentence. It means they can be used as main verbs and as auxiliary verbs in a sentence. Principle verbs are divided in two three types.

(c) ketabton.com: The Digital Library

Types of principle verbs



To be verbs function as main verbs in the following cases.

(I) To show existence of someone, something or somewhere.

Ex: Fatima is at home.
Main verb

Ex: Khalid is at the University.
Main verb

(II) To show general fact.

Ex: He is child.

(III) To show Universal fact.

Ex: The sky is high.

(IV) To show state of being.

Ex: Fatima is beautiful.

(V) To make link between the subject, adjective and complement of a sentence.

Ex: Beena is happy.
Linking verb adjective

To be verbs function as auxiliary are used in the following cases.

(1) To make affirmative statements in both present continuous and past continuous tenses.

Ex: They are watching cricket.
To be/ auxiliary verb

Ex: They were watching cricket.
To be/ auxiliary verb

(2) To make negative statements in both present continuous and past continuous tenses.

Ex: Safiullah is not working at home.
Auxiliary/ to be verb

Ex: Safiullah was not working at home.
Auxiliary/ to be verb

(3) To make interrogative statements in both present continuous and past continuous tenses.

(c) ketabton.com: The Digital Library

Ex: Are they watching TV?
Ex: Were they watching TV?

(4) To make a form of passive.
Ex: Chair is broken.

To do verbs function as auxiliary are used in the following cases.

(1) To make negative statements in both simple past and simple present tense.
Ex: He doesn't study English.
To do/ auxiliary verb

(2) To make interrogative statements in both simple past and simple present tense.
Ex: Do you speak English?
Ex: Did he drink water?

(3) To bring emphasis on the main verb in a sentence.
Ex: He doesn't perform prayer.
What do you mean? I do perform my prayer.

(4) To do verbs function as main verbs to show present and past continues tenses.
Ex: She does her H/W. Present performance
Ex: She did her H/W. Past performance
To have: As auxiliary are used in the following cases.

(1) To make affirmative and negative statements in perfective tenses.
Ex: He has broken the window.
Ex: Fatima hasn't talked to the teacher yet.

(2) To make interrogative statements in present perfective tenses.
Ex: Has Safiullah taught Parts of speech?

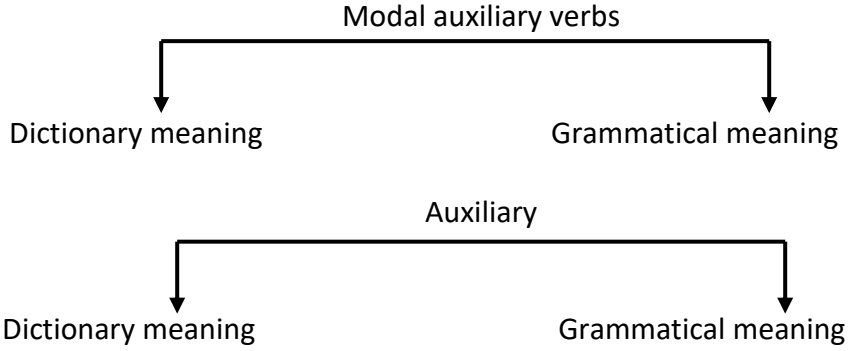
To have function as main verb in the following cases.

(1) To show present possession and ownership.
Ex: Shafiq has car. Present possession
Main verb
After these verbs complement or object comes here, they function as main verb, but if third form of the verb comes it is auxiliary verb.
(2) To show past possession and ownership.
Ex: Samim had a car. Past possession

(c) ketabton.com: The Digital Library

Note: When they are talking about dieses of difficulty in that case, they can be used with ing form and 85% they are used with the base form of the verb.

(3) Modal auxiliary verbs:



Why do we call it modal auxiliary?
Answer: Because it shows only the mood of a verb. Or because the effect modal auxiliary is only on the main verb.
Ex: Do they study English?
Ex: Safiullah can swim in the ocean.

Modal auxiliaries are used for the following purposes.
(1) To show the mood of a verb.
Ex: She can teach Arabic.

Note: In the above example the word “can” is modal auxiliary. It shows ability so this ability by itself is mood.

(3) To add various meaning to the main verb in a sentence.
Ex: She should work hard
Ex: She may work hard.

Note: In above example the word should and May are modal auxiliary give different meanings.
Should+ work: means ought to
May + work: possibility

(4) To show degrees of certainty
Ex: He may come tomorrow. 50%
Ex: He might come tomorrow.30%
Ex: He will come tomorrow.70-75%

(5) To show stage of obligation

(c) ketabton.com: The Digital Library

Ex; Safiullah should earn much money.
Ex: Safiullah must earn much money.

(6) To show habitual action here only (would) is used.
Ex: He would listen funny stories when he was a child.

Modal auxiliaries are those auxiliaries used to show mood of a verb in a sentence, add various meaning to the main verb, degrees of certainty, stages of obligation and habitual action.
Some modal auxiliaries are listed here.
(Can, could, will, would, shall, should, may, might, ought to, must)

Ex: The students of RVA must come on time.
Ex: Safiullah must work hard.
Ex: They will paint the wall.
Ex: She might at home.
Ex: He ought to respect his father.
Ex: They would talk to Musharaf.

(8) Interjection

Interjection shows sudden felling or emotion of mind.

Ex: Oh no! Outch! and so on.

TENSES

TENSE:

The word ***Tense*** is derived or taken from the Latin word ***TEMPUS***, which means, **"*Time*"** and according to some grammarians, it comes from the Latin word ***TENSUS***, which means **"*Stretched*"**. Moreover, some other grammarians believe that the word **Tense** comes from the Old French word ***TENS***, which also means **"*Time*"**.

(c) ketabton.com: The Digital Library

Definition:

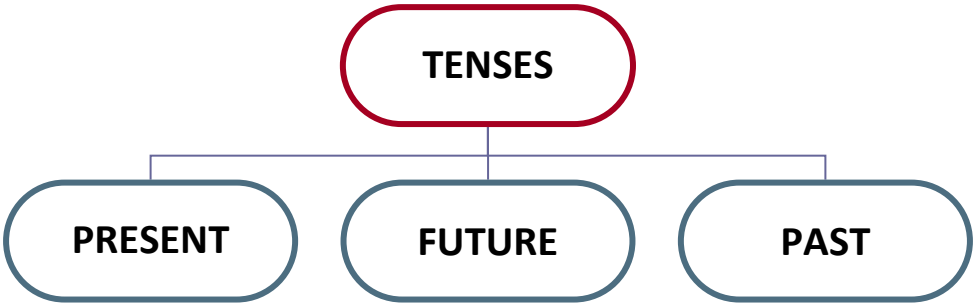
1: Tense: A form of a verb, which indicates whether the action of the verb happens in the present, past, or future, whether it is a single action or a repeated action, whether the action is finished or unfinished, is called **Tense**.

2: Tense is term to indicate the relationship between time and other conditions and forms of a verb.

3: A set of verb forms that indicate a particular point in time or period of time in the present, past, or future is called a **Tense**.

4: The facet of a verb that expresses the different times at which an action takes place relative to the speaker or writer is called **Tense**.

TENSE IS CATEGORIZED INTO THREE MAIN CATEGORIES.



(c) ketabton.com: The Digital Library

We must remember that each tense is divided into four other classes namely:

PRESENT TENSES

- Simple Present Tense
- Present Progressive Tense
- Present Perfect Tense
- Present Perfect Progressive Tense

PAST TENSES

- Simple Past Tense
- Past Progressive Tense
- Past Perfect Tense
- Past Perfect Progressive Tense

FUTURE TENSES

- Simple Future Tense
- Future Progressive Tense
- Future Perfect Tense
- Future Perfect Progressive Tense

FOR USAGE OF THE TENSES WE HAVE FOUR KINDS OF VERBS

1. Simple (Base) form of the verb is used with:
   - **a.** Simple Present Tense
   - **b.** Simple Future Tense

2. Past (Second) form of the verb is used with:
   - **a.** Simple Past Tense

3. Past Participle (Third) form of the verb is used with:
   - **a.** Present Perfect Tense
   - **b.** Past Perfect Tense
   - **c.** Future Perfect Tense

4. Present Participle (**ING**) Form of the verb is used with:

(c) ketabton.com: The Digital Library

a. Present Progressive Tense
b. Past Progressive Tense
c. Future Progressive Tense
d. Present Perfect Progressive Tense
e. Past Perfect Progressive Tense
f. Future Perfect Progressive Tense

SIMPLE PRESENT TENSE / PRESENT INDEFINITE TENSE

Usage

1. It expresses a repeated action which points back past, present, and future or it expresses a general or a regular action.
   Ex: a. He comes to attend classes at **RVA**.
   b. He teaches English captivatingly.

   Remember: ***Comes*** and ***teaches*** are present verbs. ***Example*** (a) shows that he came to attend classes at **RVA**, is coming to attend classes at **RVA** now, and will come to attend classes at **RVA** in the future as well.

2. It is used to show habitual actions.
   Ex: a. He smokes.
   b. She eats quickly.

   Remember: Example (a) doesn't mean that the action is happening now. It shows that a habit comes from past, is in present and will frequently continue to the future.

3. It expresses an action of limited duration or a temporary action.
   Ex: a. The coffee is very hot to drink now.
   b. The weather is so cold to go swimming.

4. It is used to show general statements of fact. (Changeable and Unchangeable)
   Ex: a. Allah is the most merciful.

b. Ali is a student.

Remember: Both (a & b) show that the sentences are realistic which are unchangeable. We must remember that general facts can be changed with the passage of time but universal facts can never be changed.

5. It replaces ***Simple Past Tense*** in vivid narrations and in newspaper headlines.
   Ex: a. Dr. Zakir Niak visits Kabul.
   b. Hamid Karzai attends a meeting in the United States.

(c) ketabton.com: The Digital Library

Remember: Sentence (a) shows that Dr. Zakir Niak visited Kabul and sentence (b) shows that Hamid Karzai attended the meeting in the United States.

6. It expresses future actions, which is part of a fixed timetable or fixed program in the present.
   Ex: a. The bus arrives at 9:30 am.
   b. The plane leaves tomorrow.

7. It also replaces ***Present Continuous Tense*** on radio and television commentaries on sporting events when describing a brief action or a more rapid action completed at the moment of speaking before the sentence describes.
   Ex: a. Mohammad Nabi takes the ball up, passes it to Ahmad Sherzad towards
   the wickets, he misses the ball. Oh! No! He turns; shoots and a fine save from Shapoor Zadran.

8. It is used to show existence.
   Ex: a. He is a teacher.
   b. She is a nurse.

AFFIRMATIVE STRUCTURES

He, she, it + verb + e/es + ROS +.
Ex: He studies English every day.

I, you, we, they + verb + ROS +.
Ex: I perform the prayer five times a day.

NEGATIVE STRUCTURES

He, she, it + does + not (doesn't) + verb + ROS +.
Ex: He doesn't study English every day.

I, you, we, they + do + not (don't) + verb + ROS +.
Ex: I don't want to teach French.

INTERROGATIVE STRUCTURES

Does + he, she, it + verb + ROS +?
Ex: Does she have to write her homework?

Do + I, you, we, they + verb + ROS +?
Ex: Do you like to read newspaper?

(c) ketabton.com: The Digital Library

PRESENT CONTINUOUS TENSE / PRESENT PROGRESSIVE TENSE

Usage

1. It shows an action which is happening at the moment of speaking or it started in the recent past, is continuing at present, and will probably end at some point in the future.
   Ex: a. She is studying English Language now.
   b. We are preparing dinner for the guests.

2. It shows more general present or it shows an action which is not happening at the time of speaking, but around the time of speaking.
   Ex: a. I am writing a book about the History of Afghanistan.
   b. He is building a house on Hayatabad Road.

3. It shows an action which has already been arranged in the past to take place in the future.
   Ex: a. I am attending **B.B.A** class from tomorrow.
   b. They are playing cricket next week.

4. It expresses a particularly obstinate habit or persistent action that is not yet eliminated despite warning or advice and this annoys the speaker. ***Always, continually, constantly, forever, perpetually, repeatedly*** & so on.
   Ex: a. They are always repeating the same mistake.
   b. He is repeatedly coming late to the class.

5. It expresses a habitual action that takes place regularly especially one, which is new or temporary.
   Ex: a. You are smoking too much when your father isn't home.
   b. We are swimming a lot when the weather is very hot.

AFFIRMATIVE STRUCTURES

He, she, it + is + verb + ing + ROS +.
I + am + verb + ing + ROS +.
I, you, we, they + are + verb + ing + ROS +.

Ex: a. He is working at school.
b. I am teaching at RVA.
c. They are drinking the same juice.

NEGATIVE STRUCTURES

(c) ketabton.com: The Digital Library

He, she, it + is + not (isn't) + verb + ing + ROS +.
I + am + not + verb + ing + ROS +.
I, you, we, they + are + not (aren't) + verb + ing + ROS +.

Ex:
a. He isn't working at school.
b. I am not teaching at RVA.
c. They aren't drinking the same juice.

INTERROGATIVE STRUCTURES

Is + he, she, it + verb + ing + ROS +?
Am + I + verb + ing + ROS +?
Are + I, you, we, they + verb + ing + ROS +?

Ex:
a. Is he working at school?
b. Am I teaching in RVA?
c. Are they drinking the same juice?

PRESENT PERFECT TENSE / PERFECT PRESENT TENSE

Usage

1. It expresses an action which happened or never happened during a period of time that continuous from past up to the present.

   Ex:
   a. He has met his new friends.
   b. She has eaten at that restaurant.

2. It is used to show the repetition of an action with the ***Adverb of Time*** like, ***once***, ***twice***, ***thrice***, ***many times***, ***several times*** and so on.

   Ex:
   a. We have visited each other many times.
   b. She has read that book twice.

3. It expresses an action which happened in the recent or immediate past. ***Just, recently,*** and ***lately*** are usually in this case.

   Ex:
   a. Asiya has lately learnt how to drive.
   b. Sonia has just finished writing a book.

4. It shows an action which happened in the past, but has present effects.

   Ex:
   a. She has cut her finger with a knife. (***Now, it is bleeding***)
   b. He has eaten all the chocolates. (***Now, no chocolate is left***)

6. It shows an action that started in the past; continue to the present and may or may not go to the future with the preposition of time (***since*** & ***for***).

   Ex:
   a. I have taught English for 11 years.
   b. We have lived in Peshawar since 1992.

(c) ketabton.com: The Digital Library

7. It shows an action which hasn't happened up to now, it may happen in the future.
   Ex: a. He hasn't met his uncle yet.
   b. He has never won the cricket match yet.

8. It sometimes replaces ***Present Perfect Continuous Tense*** when it is used with ***Durative Verbs*** like (***Teach, Live, Know, Work*** or ***Be)*** to indicate long actions which are used to indicate duration of an action.

   Remember: The prepositions of time "***for*** & ***since*****"** are necessary to use with ***Present Perfect Tense*** in this case to be a substitute for ***Present Perfect Continuous Tense***.
   Ex: a. I have lived in Peshawar for 15 years.
   b. I have been living in Peshawar for 15 years.

   Remember: ***Present Perfect Tense*** is used with **Durative Verbs** for actions started long ago, which contain a long background, while ***Present Perfect Continuous Tense*** is used with **Durative Verbs** for actions started recently or not long time ago, which contains a short background. Moreover, ***Present Perfect Tense*** is used for interrupted actions from past to the present and ***Present Perfect Continuous Tense*** is for uninterrupted actions from past to the present

   AFFIRMATIVE STRUCTURE
   Subject + have/has + past participle + ROS+.
   Ex: a. I have finished my school since 2000.

   NEGATIVE STRUCTURE
   Subject + have/has + not (haven't/hasn't) + past participle + ROS+.
   Ex: a. She hasn't gotten married yet.

   INTERROGATIVE STRUCTURE
   Have/has + subject + past participle + ROS+?
   Ex: a. Have you ever taught English at RVA?

PRESENT PERFECT CONTINUOUS / PROGRESSIVE TENSE

Usage

1. It is used to show that something started in the past, has continued up to now and may or may not go to the future. In this case, we use ***since***, ***for***, ***all day***, ***all week***, ***all night*** & so on to show duration of an action.
   Ex: a. I have been teaching at **RVA** since October, 09, 2020.

(c) ketabton.com: The Digital Library

b. She has been working on a project all night.

2. It expresses an action which started in the past, has already stopped or just finished; in this case the continuity of the action is emphasized as an explanation of something. **Prepositions of Time (*for and since*)** are not used in this case.
   Ex: a. You are breathless, I think you have been running.
   b. Her eyes are red, she has been peeling onions.

3. It expresses an action which is or was frequently repeated over a period of time.
   Ex: a. They've been visiting the doctor every day for the past week.
   b. He's been outing to eat every other night since last month.

4. It is used to show an event of a temporary nature. In this case the ***Present Perfect Progressive*** and ***Present Progressive Tense*** are interchangeable.
   Ex: a. He has been smoking.
   b. He is smoking.

5. With certain verbs especially **(*Live*, *Teach*, *Play*, *Work, Be*),** there is no or little difference in meaning between ***Present Perfect Progressive*** and ***Present Perfect Tense*** when (***since or for***) is used.
   Ex: a. I have been teaching at **RVA** for 2 years.
   b. I have taught at **RVA** for 2 years.

AFFIRMATIVE STRUCTURE

Subject + have/has + been + present participle + ROS+.

Ex: a. We have been waiting for him all day.

NEGATIVE STRUCTURE

Subject + have/has + not (haven't/hasn't) + been + present participle + ROS+.

Ex: a. He hasn't been addressing the public for 2 hours.

INTERROGATIVE STRUCTURE

Have/has + subject + been + present participle + ROS+?

Ex: a. Has she been cooking dinner for the whole family?

SIMPLE PAST TENSE / ABSOLUTE (PRETERIT) PAST TENSE

Usage

1. It expresses an action, which started and finished at a definite time in the past and it often occurs with adverbs or adverb phrases of past time.
   Ex: a. I taught conversation class three weeks ago.

(c) ketabton.com: The Digital Library

b. He didn't see my brother today.

2. It is used to show past habitual actions that were like a routine or habit.
   Ex: a. We ate lunch at **KFC** every Friday when we were in Islamabad.
   b. He arranged a meeting every month for the instructors.

3. It expresses present or future unreal meaning or desire when it is used in ***Conditional Clauses*** or in ***Subjunctive Mood***.
   Ex: a. If I had enough money, I would build a Masjid for the sake of Allah SWT.
   b. I wish I had enough money to start my own business.

3. It is used to show past habits or repetition of an action in the past when (***used to***) is used with the base form of the verb.
   Ex: a. She used to play with boys on the street, when she was a child.
   b. I used to work hard, when I was in Nangarhar.

4. It expresses two actions which started in the past, but one action started earlier and the other action started later when we use the time words ***When***, ***After***, and ***Before***.
   Ex: a. When it started to rain, I stood under the tree.
   b. After Ali studied hard, he successfully passed his exam.

AFFIRMATIVE STRUCTURE

Subject + 2nd form of the verb + ROS +.

Ex: a. She bought a computer last week.

NEGATIVE STRUCTURE

Subject + did + not (didn't) + base form of the verb + ROS+.

Ex: a. We didn't win the game yesterday.

INTERROGATIVE STRUCTURE

Did + subject + base form of the verb + ROS +?

Ex: a. Did he attend the meeting?

Remember: The auxiliary for this tense is (***did***). Only 2nd form of the verb is used in this tense. Whenever we use (***did***) in the sentence, 2nd form of the verb should be changed back to 1st form and for usage of this tense we have two kinds of verb.

(c) ketabton.com: The Digital Library

VERBS

Regular Verbs ***Irregular Verbs***
Weak Verbs ***Strong Verbs***

✓ Regular verb is a verb, which takes ***D/ED*** at the end of its past and past participle forms.

- ⏭ When a regular verb ends with letter (e) add only (d).
  Ex: *Die, Died* *Like, Liked* *Place, Placed*
- ⏭ When a regular verb ends with (y) preceded by a consonant, change (y) to (i) and add (ed).
  Ex: *Study, Studied* *Bury, Buried* *Try, Tried*
- ⏭ If a regular verb ends with (y) preceded by a vowel no change should be made just add (ed).
  Ex: *Stay, Stayed* *Play, Played* *Toy, Toyed*
- ⏭ When a regular verb ends with a single consonant preceded by a single stressed vowel, double the consonant before adding (ed).
  Ex: *Submit, Submitted* *Omit, Omitted* *Drop, Dropped*

✓ Irregular verb is a verb which has no rule or simply we should say that it could be changed in many ways or else we can divide them in four categories as follow.

- ⏭ The three forms of the verb are different.
  Ex: *Go* *Went* *Gone*
- ⏭ The first and the third forms are the same.
  Ex: *Become* *Became* *Become*
- ⏭ The second and the third forms are the same.
  Ex: *Bring* *Brought* *Brought*
- ⏭ All the three forms are the same.
  Ex: *Cut* *Cut* *Cut*

PAST CONTINUOUS TENSE / PAST PROGRESSIVE TENSE

Usage

STRUCTURE: - Sub + was/were + verb + ing + ROS +.

1. It expresses an action that was in progress in the past with or without a particular time.
   Ex: a. I was studying English last night.

(c) ketabton.com: The Digital Library

b. They were watching T.V.

2. It shows that the first action was in progress and suddenly another action happened in the middle of the first action. We must remember that the time words ***When*** and ***While*** are used in this case.

   STRUCTURE: - Past Progressive + Simple Past / Simple Past + Past Progressive

   Ex: a. While I was writing my homework, my father called me.
   b. When my father called me, I was writing my homework.

   Remember: We must remember that the ***Subordinating Conjunction*** (***while***) is used with ***Progressive Tense*** and the ***Subordinating Conjunction*** (***when***) is used with ***Past Tense***. One of them should be used in a sentence. We are not allowed to use both of them in one sentence. If we use ***while*** or ***when*** clause first, so a comma should be used to separate the dependant clause from the independent one or if we use ***while*** or ***when*** clause second no comma should be used.

3. It shows that both actions were in progress simultaneously or at the same time without any interruptions. We must remember that only the ***Subordinating Conjunction*** (***While)*** is used in this case.

   STRUCTURE: - Past Progressive + Past Progressive

   Ex: a. While I was watching TV, my brother was writing his homework.
   b. I was teaching Conversation Class While Sher Ahamdzai was teaching Intensive Class.

4. This tense is also used to give an idea about persistent habits or long going habits in the past by using ***Always***, ***Continually***, ***Constantly***, ***Forever***, ***Perpetually***, ***Repeatedly*** so on.

   Ex: a. He was regularly gambling.
   b. My dog was always barking at 6:00 AM.

PAST PERFECT TENSE / PERFECT PAST TENSE

Usage

1. It shows an action which was completed before another action in the past or it expresses two actions that happened in the past, but one action happened earlier and the other action happened later.

(c) ketabton.com: The Digital Library

First or Earlier Action: Is shown by ***Past Perfect Tense***.
Second or Later Action: Is shown by ***Simple Past Tense***.

Ex: a. She was in blue mood when she had lost her purse.
b. I was very happy because I had gotten my Bachelors Degree.

2. It expresses an unreal hope or wish in the past when it is used in *Subjunctive Mood* or in *Conditional Clause*.

Ex: a. I wish that I had gotten my degree.
b. If I had tried harder last year, I could have passed the test.

3. **Obligatory and non- obligatory usage of the Past Perfect Tense:**
Sometimes we do not need to use the ***Past Perfect Tense*** to describe which action happened first since the time relationship is already perfectly clear. And it may be replaced by ***Simple Past Tense***.

Ex: a. After she had completed her education, she left Pakistan.
b. Before she left Pakistan, she had completed her education.

Remember: They are the examples of obligatory usage of ***Past Perfect Tense*** in which we emphasize the earlier action **(*Completing*)** & later action **(*Leaving*)**.

Ex: a. After she completed her education, she left Pakistan.
b. Before she left Pakistan, she completed her education.

Notice: They're examples of non-obligatory usage of ***Past Perfect Tense*** in which we use Simple Past Tense in both clauses since the earlier action **(*Completing*)** & later action **(*Leaving*)** have a perfectly clear relationship.

AFFIRMATIVE STRUCTURE
Subject + had + past participle + ROS + simple past tense +.

Ex: a. She had had a nice car before she went to Kabul.

NEGATIVE STRUCTURE
Subject + had + not (hadn't) + past participle + ROS + simple past tense +.

(c) ketabton.com: The Digital Library

Ex: a. She hadn't completed her homework by the time we got to her house.

INTERROGATIVE STRUCTURE

Had + subject + past participle + ROS + Simple past tense +?

Ex: a. Had she cooked for the guests alone before her mother came?

PAST PERFECT CONTINUOUS TENSE / PAST PERFECT PROGRESSIVE TENSE

Usage

1. It shows an action which was in progress before another action in the past, or it expresses two actions happened in the past, but one action was in progress before the other action in the past.

   First or Earlier Action: Is indicated by ***Past Perfect Tense***.
   Second or Later Action: Is indicated by ***Simple Past Tense***.

   Ex: a. He had been working on laptop for 2 hours when his friend called him.

2. It expresses an action in progress but completed before or recent to another time or action in the past.
   Ex: a. When I saw him, he was tired because he had been running.

3. It expresses an action which was done repeatedly in the past.
   Ex: a. I had been phoning her every night for a whole week.
   b. She had been visiting her mother every month in the hospital.

AFFIRMATIVE STRUCTURE

Subject + had + been + present participle + ROS + simple past tense +.

Ex: a. She had been working in Kabul before she got married.

NEGATIVE STRUCTURE

Subject + had + not (hadn't) + been + present participle + ROS + simple past tense +.

Ex: a. They hadn't been getting ready for their wedding before it started to rain.

(c) ketabton.com: The Digital Library

INTERROGATIVE STRUCTURE

Had + subject + been + present participle + ROS + Simple past tense +?

Ex: a. Had they been getting ready for their wedding before it started to rain?

SIMPLE FUTURE TENSE / FUTURE SIMPLE TENSE

1. *Subject + Will/ Shall/ + base form of the verb + Rest of the sentence*
2. *Be going to + base form of the verb*
3. *Be to + base form of the verb*
4. *Simple Present Tense as Future Meaning*
5. *Present Continuous Tense as Future Meaning*

Remember: *Simple Future Tense* is used to show:

- Desire
- Intention
- Permission
- Plan
- Prediction
- Willingness
- Certainty

Usage

1. It expresses an action, which is planned to happen, or that you think it is likely to happen in the future. Or it expresses a speaker's opinions, assumptions, and speculation about future events. It is most often introduced by verbs such as, *assume*, *be afraid*, *be/feel sure*, *believe*, *doubt*, *expect*, *hope*, *know*, *suppose*, *think*, *wonder* or introduced by adverbs such as, *perhaps*, *possibly*, *probably*, *surely* and the conjunction **"but"** can be used with them.

   Ex: a. They will probably go to India next week.
   b. I suppose she will come back soon.
   c. I am sure she will come, but it takes some time.

2. It talks about general truths and to say what can be expected to happen if a particular situation arises when it is used in clauses containing condition, time, and sometimes purpose.

   Ex: a. If it rains, I will take my umbrella.
   b. When she comes back, I will surely buy her a new car.

3. It also expresses a future habitual action which we assume will take place.

   Ex: a. We will join the gym tomorrow.

(c) ketabton.com: The Digital Library

b. I will go hunting this summer in Nuristan.

4. It sometimes replaces the ***Future Continuous Tense*** with durative verbs **(***emotion***,** *thinking***,** *possession***,** *state of being and so on***)**.
   Ex: a. We will have a good time in the wedding party.
   b. I will realize the situation when I am invited there.

AFFIRMATIVE STRUCTURE

Subject + will + base form of the verb + ROS +.

Ex: a. She will marry her cousin next month.

NEGATIVE STRUCTURE

Subject + will + not (won't) + base form of the verb + ROS +.

Ex: a. They won't come to **RVA** from tomorrow.

INTERROGATIVE STRUCTURE

Will + subject + base form of the verb + ROS +?

Ex: a. Will she start a new class with us?

FUTURE CONTINUOUS TENSE / FUTURE PROGRESSIVE TENSE

Usage

1. It is used to express an action or activity going on a particular time or over a particular period of time in the future. Or this tense is normally used with a point in time, and express an action which starts before that time and continuous after it.
   Ex: a. I will be teaching DEL Class at 5:30 tomorrow.
   b. We will be designing a new book tomorrow.

   Remember: In (a) sentence shows that the action will be started before 5:30.

2. It is used to express an action or activity, which is already planned or decided to take place in the future.
   Ex: a. I will be studying medical in U.K next year.
   b. I shall be working in a new firm next month.

3. It replaces **"Will"** and **"Present Continuous Tense"** to ask about people's plans, especially when we want something or request someone to do something more politely.
   Ex: a. Will Ali be coming back soon? "No, I don't think so."
   b. Will you be passing the salt to me? "Yes, my pleasure."

(c) ketabton.com: The Digital Library

AFFIRMATIVE STRUCTURE

Subject + will + be + present participle + ROS +.

Ex: a. She will be marrying his cousin next month.

NEGATIVE STRUCTURE

Subject + will + not (won't) + be + present participle + ROS +.

Ex: a. They won't be coming to course from tomorrow.

INTERROGATIVE STRUCTURE

Will + subject + be + present participle + ROS +?

Ex: a. Will you be teaching your brothers and sisters tonight?

FUTURE PERFECT TENSE / PERFECT FUTURE TENSE

Usage

1. It is used to express an action that will be completed before another action or time in the future. Or it expresses two actions that will happen in the future, but one action will happen earlier and the other action will happen later.

   First or Earlier Action*:* Is indicated by ***Future Perfect Tense***.

   Second or Later Action: Is indicated by ***Simple Present Tense***.

   Ex: a. By the time Ali comes back, I shall have gone somewhere else to teach. b. He will have finished his university, by the time I come back to Pakistan.

Subject + will + have + verb + ing + when/by the time + subject + verb + (s, es)

Ex: a. She will have graduated form school when Ali meets her.

NEGATIVE STRUCTURE

Subject + will + not (won't) have + verb + ing + when/by the time + subject + verb / s/es

Ex: a. He won't have gotten married by the time his father comes back.

INTERROGATIVE STRUCTURE

Will + subject + have + verb + ing + when/by the time + subject + verb + (s, es) +?

Ex: a. Will you have gotten a good job as a lecturer when we meet next time?

FUTURE PERFECT CONTINUOUS / PROGRESSIVE TENSE

1. It is used to express an action that will be in progressive for sometime before another action or time in the future. Or it express two actions that will happen in the

(c) ketabton.com: The Digital Library

future, but one action will happen earlier and will be in progressive for sometime before another action or time in the future.

First or Earlier Action: Is indicated by ***Future Perfect Continuous Tense***.

Second or Later Action: Is indicated by ***Simple Present Tense***.

Ex: a. By the time I quit teaching at **RVA**, I shall have been teaching there for almost two years.

b. Ali will have been studying at **RVA** for two years before he leaves **RVA** forever.

AFFIRMATIVE STRUCTURE

Subject + will + have + been + verb + ing + ROS + subject + verb + (s, es)

Ex: a. She will have been graduating form school when I see her.

NEGATIVE STRUCTURE

Subject + will + not (won't) have + been + verb + ing + ROS + subject + verb / s/es

Ex: a. He won't have been getting married by the time his father comes back.

INTERROGATIVE STRUCTURE

Will + subject + have + been + verb + ing + ROS + subject + verb + (s, es) +?

Ex: a. Will you have been getting a job as a teacher when we meet next time?

Gerund and Infinitive

Infinitive:

The non-finite form of the verb which does not relate to any tense is called Infinitive.

Gerund:

A gerund is a **verbal noun** that ends in *-ing* and functions as a noun

Example: They decided <u>to buy</u> a car.
Infinitive

(c) ketabton.com: The Digital Library

Example: They enjoy playing football.
Gerund

Note:
Infinitive and Gerund are also called verbal nouns.

Tense Cycling:

Verb:

1. Finite Verb **2.** Non-Finite Verb

1. Finite Verbs are those verbs that are affected by change of the tense.
2. Non-Finite Verbs are those verbs which are not affected by the change of the tense.

- *Example*: She wants to play football.
  Finite + Non-finite verb
- *Example*: She wanted to play football.
  Finite + Non-finite verb

Note:
In English grammar (verb + ing) has three main functions.

Main Functions

Verb + ing as progressive form of verb used in some continuous tenses.
Example: They are playing football now. (Progressive form of verb)

Verb + ing as noun called gerund.
Example: They enjoy playing football. (Gerund)

Verb + ing as a present participle form of adjective.
Example: The movie is interesting. (Present participle form of adj)

Common usage of Gerund and Infinitive

In English grammar both gerund and infinitive have the following common usage.

1. Some common verb (want, decide, plan, wish, hope, demand and so on) are followed by infinitive.

Example: Hameed decided to start a business. Correct
(To + verb) = infinitive

Hameed decided starting business. Incorrect.
(Verb + ing) = gerund.

2. Some common verbs (appreciate, enjoy, mind, deny and so on) are followed by gerund.

(c) ketabton.com: The Digital Library

Example: She enjoys watching American movie. Correct
(Verb + ing) = gerund

She enjoys to watch American movie. Incorrect
(To + verb) = infinitive

3. Some common verbs (hate, love, like, start, begin and so on) are followed by either infinitive or gerund with the same meaning.

Example: He likes to swim in the pool. Correct
To + verb = infinitive

He likes swimming in the pool. Correct
Verb + ing = gerund

4. Some common verbs (stop, forget, remember, try and so on) are followed by either infinitive or gerund with difference in meaning.

Example: She stopped to talk with her boyfriend. Correct → infinitive
Example: She stopped talking with her boyfriend. Correct → gerund

Cases of Gerund

In English grammar gerund is used in the following cases.

- Subject case of gerund.

In this case gerund (verb + ing) is used before main verb to function as the subject of sentence.
Example: Reading makes us tired.

- Object case of gerund.

In this case gerund (verb + ing) comes after main verb (gerund verb) to function as the object of sentence.
Example: He enjoys reading books.

- Complement of preposition case of gerund.

In this case gerund (verb + ing) is preceded by a preposition to complete the meaning of prepositions.
Example: She is interested in learning Arabic.
Example: They are happy about going to America.

- Complement of (be) case of gerund.

In this case gerund (verb + ing) completes the meaning of (be)
Example: What she wishes is getting high education.

(c) ketabton.com: The Digital Library

Cases of Infinitive:-

In English grammar infinitive is used in the following cases.

- **Subject Case of Infinitive: -**

In this case infinitive (to + verb) function as the subject used before the main verb in a sentence.
Example: To watch TV is stupidity.
Example: To save money is really important nowadays.

Note: In modern English grammar subject case of infinitive is introduced with the structure. (It's + adjective + to +verb)
Example: To learn computer is important. Old English
Example: It's important to learn computer. Modern English

- **Objective case of Infinitive: -**

In this case infinitive (to + verb) is used after main verb to function as the object of sentence.
Example: They decided to earn much more money.

- **Complement of preposition case of infinitive: -**

In this case infinitive (to + verb) is proceeded by a preposition to complete the meaning of the sentence.
Example: Hameed was near to die in these days.

- **Split Infinitive: -**

It is an infinitive in which (to) is parted from the root form of verb by inserting adverb.
Example: She decided to expeditiously speak in front the audience.
Example: He wants to happily start business in America.
She wants to carefully drive the car.

- **Compound Infinitive: -**

It is an infinitive which is formed by more than one infinitive noun.
Example: She wants to study and to learn computer.
Example: They decided to start and to promote business in America.

Verbs following by Gerund…

1. Admit	He admitted stealing the money.
2. Advise	She advised waiting until tomorrow.
3. Anticipate	I anticipate having a good time on vacation.
4. Appreciate	I appreciated hearing from them.
5. Avoid	He avoided answering my question.

(c) ketabton.com: The Digital Library

6. Can't bear	I can’t bear waiting in long lines.
7. Begin	It began raining.
8. Complete	I finally completed writing my term paper.
9. Consider	I consider going with you.
10. Continue	He continued speaking.
11. Delay	He delayed leaving for school.
12. Deny	She denied committing the crime.
13. Discuss	They discussed opening a new business.
14. Dislike	I dislike driving long distances.
15. Enjoy	We enjoyed visiting them.
16. Finish	She finished studying about ten.
17. Forget	Ali never forgets visiting Rahman Vocational Academy.
18. Hate	I hate making silly mistakes.
19. Can’t help	I can't help worrying about it.
20. Keep	I keep hoping he will come.
21. Like	I like going to movies.
22. Love	I love going to operas.
23. Mention	She mentioned going to a movie.
24. Mind	Would you mind helping me with this?
25. Miss	I miss being with my family.
26. Postpone	Let's postpone leaving until tomorrow.
27. Practice	The athlete practiced throwing the ball.
28. Prefer	Ann prefers walking to driving to work.
29. Quit	He quit trying to solve the problem.
30. Recall	I don't recall meeting him before.
31. Recollect	I don't recollect meeting him before.
32. Recommend	She recommended seeing the show.
33. Regret	I regret telling him my secret.
34. Remember	I can remember meeting him when I was a child.
35. Resent	I resent her interfering in my business.
36. Resist	I couldn't resist eating the dessert.
37. Risk	She risks losing all of her money.
38. Can’t stand	I can't stand waiting in long lines.
39. Start	It started raining.
40. Stop	She stopped going to classes when she got sick.
41. Suggest	She suggested going to a movie.
42. Tolerate	She won't tolerate cheating during an examination.
43. Try	I tried changing the light bulb, but the lamp still didn't work.
44. Understand	I don't understand his leaving school.

(c) ketabton.com: The Digital Library

Verbs following by Infinitive…

1.	Afford	a. I can’t afford to buy it.
2.	Agree	a. They agreed to help us.
3.	Appear	a. She appears to be tired.
4.	Arrange	a. I'll arrange to meet you at the park.
5.	Ask	a. He asked to come with us.
6.	Can't bear	a. I can't bear to wait in long lines.
7.	Beg	a. He begged to come with us.
8.	Begin	a. It began to rain.
9.	Care	a. I don't care to see that show.
10.	Claim	a. She claims to know a famous movie
11.	Consent	a. She finally consented to marry him.
12.	Continue	a. He continued to speak.
13.	Decide	a. I have decided to leave on Monday.
14.	Demand	a. I demand to know who is responsible.
15.	Deserve	a. She deserves to win the prize.
16.	Expect	a. I expect to get the award.
17.	Fail	a. She failed to return the book yesterday.
18.	Forget	a. I forgot to mail the letter.
19.	Hate	a. I hate to make silly mistakes.
20.	Love	a. I love to go to operas.
21.	Manage	a. She managed to finish her work early.
22.	Mean	a. I didn't mean to hurt your feelings.
23.	Need	a. I need to have your opinion.
24.	Offer	a. They offered to help us.
25.	Plan	a. I am planning to have a party.
26.	Prefer	a. Ann prefers to walk to work.
27.	Prepare	a. We prepared to welcome them.
28.	Pretend	a. He pretends not to understand.
29.	Promise	a. I promise not to be late.
30.	Refuse	a. I refuse to believe his story.
31.	Regret	a. I regret to tell you that you failed.
32.	Remember	a. I remembered to lock the door.
33.	Seem	a. That cat seems to be friendly.
34.	Can't stand	a. I can't stand to wait in long lines.
35.	Start	a. It started to rain.
36.	Struggle	a. I struggled to stay awake.
37.	Swear	a. She swore to tell the truth.
38.	Threaten	a. She threatened to tell my parents.
39.	Try	a. I 'm trying to learn English.
40.	Volunteer	a. He volunteered to help us.
41.	Want	a. I want to tell you something.
42.	Wish	a. She wishes to come with us.
43.	Like	a. I like to go to the movies.

(c) ketabton.com: The Digital Library

44.	Wait	She waited long to find a job.

Verbs following by a pronoun

1.	Advise	She advised me to wait until
2.	Instruct	He instructed them to be careful tomorrow.
3.	Invite	Harry invited the Johnsons to come to
4.	Allow	She allowed me to use her car.
5.	ASK	I asked John to help us.
6.	Need	We needed Chris to help us figure out
7.	Beg	They begged us to find the solution.
8.	Cause	Her laziness caused her to fail-
9.	Order	The judge ordered me to pay a fine.
10.	Challenge	She challenged me to race her to the corner.
11.	Permit	He permitted the children to slay up late.
12.	Convince	I couldn't convince him to accept our idea.
13.	Persuade	I persuaded him to come for a visit.
14.	Remind	She reminded me to lock the door.
15.	Dare	He dared me to do better than he had
16.	Require	Our teacher requires us to be on time.
17.	Teach	My brother taught me to swim,
18.	Encourage	He encouraged me to try again.
19.	Tell	The doctor told me to take these
20.	Expect	I expect you to be on time.
21.	Forbid	I forbid you to tell him.
22.	Urge	I urged her to apply for the job.
23.	Force	They forced him to tell the truth.
24.	Want	I want you to be happy.
25.	Hire	She hired a boy to mow the lawn.
26.	Warn	I warned you not to drive too fast.

(c) ketabton.com: The Digital Library

Voice

In English language the word voice can be translated in two ways:

1. According to dictionary voice means sound.
2. According to grammar voice is the form of verb which denote what the subject does or what happens to the subject.

Active Sentences vs. Passive Sentences

Active Sentences: -
A → Active sentences are those sentences which denote that the subject is the doer of an action.
B → Active sentences are those which denote what the subject does.
C → Active sentences are those which denote that the subject and object are in their own places.

Passive Sentences: -
A → Passive sentences are those sentences which denote that the subject is the receiver of an action.
B → Passive sentences are those sentences which denote what happens to the subject.
C → Passive sentences are those sentences which denote that the subject and object are not in their own places.

Example: He killed a bird. → Active sentence
Example: A bird was killed by him. → Passive sentence

Note: - The term active means alert and the term passive means inert.

why do we use active sentence?

- When it's important to know who performs the action.
- When it's important to know what people or things do.
- When the subject is more important than object.

Why do we use passive sentence?

The passive voice may be a better choice, only if:

- the doer of the action is unknown, unneeded, or confidential,
- to emphasize the action of the sentence,

(c) ketabton.com: The Digital Library

- to give preference or importance to the receiver of the action,
- the writer simply wants variety in sentences,
- and to express the thoughts more politely.

How to change active to passive sentences?

1. First of all, we should analyze the entire sentence into subject, verb and object.
2. The object of an active sentence becomes the subject of the passive sentence.
3. Any proper (to be) regarding the subject and tense is used in the passive sentence.
4. Only third form of the verb is used in the passive sentence.
5. If the subject of the active sentence is important, we should use "by phrase" at the end of the passive sentence.
6. **Subject + to be + past participle + object / complement**

General structure in the form of passive sentences

- **Simple Present Tense.**

Structure:
Sub + is, am, are + V3 + rest of sentence.

Example: She helps me. → Active
Example: I am helped by her. → Passive
Example: She eats a cake. → Active
Example: A cake is eaten by her. → Passive

- **Present Continuous Tense.**

Structure:
Sub + is, am, are + being + V3+ rest of sentence.
Example: The boys are playing football. → Active
Example: Football is being played by them now. → Passive

- **Present Perfect Tense.**

Structure:
Sub + have/has +been + V3 + rest of sentence.
Example: He has written a letter. → Active
Example: A letter has been written by her. → Passive

- **Present Perfect Continuous Tense.**

Structure:

(c) ketabton.com: The Digital Library

Sub + have/has + been + being + V3 + rest of sentence.
Example: She has been watching movie for one hour. → Active
Example: Movie has been being watched by her for one hour. → Passive

- **Simple Past Tense.**

Structure:
Sub + was/were + V3 + rest of sentence.
Example: Hameed wrote a letter yesterday. → Active
Example: A letter was written by him yesterday. → Passive

- **Past Continuous Tense.**

Structure:
Sub + was/were + being + V3 + rest of sentence.
Example: Ali were playing cricket. → Active
Example: Cricket was being played by them. → Passive

- **Past Perfect Tense.**

Structure:
Sub + had + been + V3 + rest of sentence.
Example: They had taken lunch before they came to class. → Active
Example: The lunch had been taken by them before they came to class. → Passive

- **Past Perfect Continuous Tense.**

Structure:
Sub + had + been + being + V3 + rest of sentence.
Example: The student had been playing cricket for one hour before they went home. → Active
Example: Cricket had been being played by them for one hour before they went home. → Passive

- **Simple Future Tense.**

Structure:
Sub + will/be going to won't + be + V3 + rest of sentence.
Example: He will write a letter tomorrow. → Active
Example: A letter will be written by him tomorrow. → Passive

- **Future Continuous Tense.**

Structure:
Sub + will/won't be going to + be + being + V3 + rest of sentence.
Example: They will be playing football tomorrow. → Active
Example: Football will be being played by them tomorrow. → Passive

(c) ketabton.com: The Digital Library

- **Future Perfect Tense.**

Structure:
Sub + will/won't be going to + have been + V3 + rest of sentence.
Example: He will have written a letter before he sleeps in the room. → Active
Example: A letter will have been written by him before he sleeps. → Passive

- **Future Perfect Continuous Tense.**

Structure:
Sub + will, won't, be going to + have + been, being + V3 + rest of sentence.
Example: 1. They will have been reading a book for ten minutes before they go outside. → Active
Example: A Book will have been being read by them before they go outside. → Passive

How to change Interrogative sentences from active form to passive?
Does he study computer? → Active
Is computer studied by him? → Passive
Did she write letter yesterday? → Active
Were the letters written by her? → Passive
Have you taken lunch yet? → Active
Has lunch been taken by you yet? → Passive

How to change Imperative sentences from active form to passive form?

- When we want to change Imperative sentences from active form to passive form, we use the structure (let + object + be + V3)
- If our question is Simple Present Tense we omit (do / does) and we use (is, am, are) instead of them.
- If our question is Simple Past Tense we omit (did), and we use (was / were) instead of it.
- If our question is Present Progressive or Past Progressive, we just add (being) after (is, am, are, was, were).
- If our question is Present Perfect or Past Perfect, we just add (been) after subject.
- With other question we just add (be)
-

Example: → Close the door. → Active
Example: → Let the door be closed. → Passive
Example: → Answer the following question. → Active
Example: → Let the question be answered. → Passive

(c) ketabton.com: The Digital Library

Quoted Speech Vs Reported Speech:

Quoted Speech (Direct Speech):

- The speaker's exact words is called quoted speech and quotation marks are used.
- Example: She said, "I want to buy a car." (Quoted Speech)

Reported Speech (Indirect Speech):

- it is not the speaker's exact words and quotation marks are not used.
- Example: She said that she wanted to buy a car. (Reported Speech)

RULES OF QUOTED SPEECH

- **If we want to make a quoted speech, we must follow these steps:**

1. Use the reporting verb "said" in coordinating clause.
2. Put a comma after the reporting verb, *said*.
3. Open quotation marks.
4. Capitalize the first letter of the sentence.
5. Put all important signs inside the quotation marks.
6. Close the quotation marks.
7. The quotation marks must be above the line not on the line.
8. If there are more ideas from one person, all of them should be inside one quotation mark.
9. If there are different ideas from different people, each of them should be inside separate quotation marks.
10. Example: - Bilal said, "I am studying English now."

Reported Speech	Reporting Speech

RULES FOR REPORTED SPEECH

- **If we want to change a direct speech to indirect speech, we must follow these rules.**

1. The most important part of indirect speech is the noun clause.
2. Put the word "that" after the reporting verb 'said'.
3. Comma is not used.
4. Quotation marks are not used.
5. Change the subject pronoun (I to he / she).
6. Change the Possessive Adjective (my to his / her).
7. Change the verb of the tense.
8. We change the time expression of time as follow.

Example: - Bilal said that he was studying English then.

Some other changes from Quoted Speech to Reported Speech:

- Can → changes to → Could
- Must → changes to → Had to

(c) ketabton.com: The Digital Library

- Will → changes to → would
- Be going to → changes to → was/were going to
- Shall → changes to → Should
- May → changes to → Might
- Have to → changes to → Had to
- Has to → changes to → Had to
- Should → changes to → Should (no change)
- This → changes to → That
- These → changes to → Those
- Here → changes to → There
- Hither → changes to → Thither
- Today → changes to → That day
- Tonight → changes to → That night
- Yesterday → changes to → The previous day
- Tomorrow → changes to → The next day, the following day.
- Two days ago → changes to → The day before last
- Five years ago → changes to → Five years later
- Now → changes to → Then
- ago → changes to → before

Example: The student said we are studying now.
Example: The student said that they were studying then.

Differences between Quoted Speech and Reported Speech:

Quoted Speech	**Reported Speech**
• We convey someone exact words. • We use comma. • We use quotation marks. • We use the subject with capital letter. • No change of pronoun. • No change of tense. • No change of (that). • No change of adverb.	• We convey someone exact idea. • No comma is used. • No quotation marks are used. • No capital letter is used. • Change of pronoun. • Change of tense. (usually) • (That) is used optionally. • Change of adverb.

Note: Quoted Speech is composed of two main parts.

(c) ketabton.com: The Digital Library

1. Reported Clause 2. Reporting Clause.

In English grammar reporting clause has three positions.

- At the beginning.

Ex, Hameed said, "I won the match."

- In the middle.

Ex, "I won the match", Hameed said I am happy."

- At the end.

Ex, I won the match", said Hameed.

How to change interrogative sentences from Quoted Speech to Reported Speech?

Quoted Speech to Reported Speech

When we want to change interrogative sentences from quoted speech to reported speech then we use (ask or wanted to know) instead of (say).

1. (WH) Question.

Structure:

Sub + ask/wanted to know + (WH) + sub + verb + full stop.

Example: Tahir said, "Where will she go next year." → Quoted Speech

Example: Tahir asked me where she would go the following year. → Reported Speech.

Yes / No Question:

1. Instead of (say / tell) we should use asked, requested, wanted to know, enquired, demanded etc.
2. Instead of that we should use (if / whether).
3. If or whether takes the place of auxiliary.
4. Change the sentence to affirmative mood.
5. Sub + ask/wanted to know + if /whether + sub +full stop.

- Ex: - Bilal asked, "Do you want to study here"? → Quoted Speech
- Ex: - Bilad asked if I wanted to study there. → Reported Speech

How to change Imperative sentence from quoted speech to reported speech?

- The reporting verb said should be changed to asked, begged, requested, ordered or commanded.
- Change the sentence to infinitive mood.
- Ex: - Bilal said, "Bring me a glass of water". → Quoted Speech
- Ex: - Bilal ordered me to bring him a glass of water. → Reported Speech
- Ex: - Bilal said, "Don't play here". → Quoted Speech
- Ex: - Bilal forbade to play there. → Reported Speech

(c) ketabton.com: The Digital Library

Phrase

- --The meaningful components of a language **word**, **phrase**, **clause**, & **sentence**.
- --A combination of grammatically linked words that gives meaning is either a **phrase**, a **clause**, or a **sentence**.
- -- **Phrase**: A linguistic unit at a level between a word & a clause (more than a word less than a sent.) is called phrase.
-
- --Here we study what a phrase is & how it functions in sentences.

  --A phrase is a collection of related words which lacks either a subject or a verb or both. & has a meaning but not complete one.

  e.g. - in the class
  - due to bad weather
  - may have been killed

  --It can function as a unit / single part of speech (i.e. noun, adjective, or adverb) (Kinds of phrase will be studied.)

- --Notice how the following sentence is divided in to meaning full phrases.

  e.g. - Going to school will be a good idea for all afghan adults.
  - Going to school / will be / a good idea / for all afghan adults

  .

  --But if we divide the sentence this way, the divisions not considered phrases. Because they aren't grammatically related & don't give any meanings.

  e.g. - Going / to school will / be a good / idea for / all afghan / adults.

- --Also, the group "**teacher both students and**" is not a phrase because the words have no grammatical relationship to one another. Similarly, the group "**bay the across**" is not a phrase. In both cases, the words need to be rearranged in order to create phrases. The group "**both teachers and students**" & the group "**across the bay**" are both phrases.

  --Phrase is used to add information to a sentence & can perform the function of a subject, an object, a complement, a verb, an adjective, or an adverb.

- --Phrases are classified based on the type of word that begins or governs the word group:
  - **noun phrase** - **verb phrase**

(c) ketabton.com: The Digital Library

- **prepositional phrase** - **infinitive phrase**
- **participle phrase** - **gerund phrase** &
- **absolute phrase**.

-
- Kind of Phrases:
- **--1) Noun Phrase**
  --includes a noun & its modifier either before or after it.
- **--**Here are some examples:
- **-** The shoplifted pair of jeans
- --**Pair** = noun
  --**the**, **shoplifted**, **of jeans** = modifiers.
- **-** A great English teacher
- --**Teacher** = noun
  --**a**, **great**, **English** = modifiers.
- --function as subjects, objects, & complements:
- **-** The shoplifted pair of jeans caused Nathaniel so much guilt that he couldn't wear them.
- --**The shoplifted pair of jeans** = subject

- With her love of Shakespeare and knowledge of grammar, Jasmine will someday be a
great English teacher.
-- **a great English teacher** = subject complement

- He is a handsome polite boy.
-- **a hand some polite boy** = complement

-
- **--2) Verb Phrase:**
  --A sentence will sometimes use a verb phrase, a multi-word verb, to express more nuanced action
  or condition.
  --Here R some examples:
- **-** Had cleaned
- --**Had** = auxiliary verb
  --**clean** = main verb
  --**ed** = verb ending.
- **-** Should have been writing
- --**Should**, **have**, **been** = auxiliary verbs
  --**write** = main verb
  --**ing** = verb ending.

(c) ketabton.com: The Digital Library

- - Must <u>wash</u>
- --**Must** = auxiliary verb
  --**wash** = main verb.

--Here are the verb phrases in action:

- - Mom **had cleaned** the refrigerator shelves when Lawrence knocked over the pitcher of orange juice.
- - Sarah **should have been writing** her research essay, but she couldn't resist another short chapter in the Stephen King novel.
- - If guests are coming for dinner, you **must wash** your smelly dog!

- --**3) Prepositional Phrases:**
  --begin with a preposition & end with its object (noun, pronoun, gerund). The obj. of prep. may also have modifiers which R included in the phrase.
  --Here are some examples:
  - <u>On</u> time
    --**On** = preposition
    --**time** = noun.
  - <u>From</u> eating too much
    --**From** = preposition
    --**eating** = gerund
    --**too**, **much** = modifiers.
-
- - <u>Underneath</u> the sagging yellow couch
    --**Underneath** = preposition
    --**the**, **sagging**, **yellow** = modifiers

  --can function as an adjective when it modifies a noun. As an adjective, it answers the question '**which one**?' (is also called adjectival prep. phrase)
  - The girl **with green eyes** is my sister. (Which girl?)
  - The spider **above the kitchen sink** has just caught a fat fly. (Which spider?)
  - The librarian **at the check-out desk** smiles whenever she collects a late fee.
- --can function as an adverb when it modifies a verb. As an adv. it will answer questions such as How? When? Where? (is also called adverbial prep. phrase)
- - The car raced **down the street**. (Where did the car race?)

  - While sitting in the cafeteria, Jack catapulted peas **with a spoon**. (How …?)

(c) ketabton.com: The Digital Library

- **After breakfast**, we piled the dirty dishes in the sink. (when …?)
- Amber finally found the umbrella wedged **under the passenger's front seat**. (Where …?)

- **--5) Appositives**

--is a noun or pronoun -- often with modifiers – set beside another noun or pronoun to explain or identify it.

- Your friend **bill** is in trouble. ('Bill' is an appositive.)

--Appositive Phrase

--An appositive phrase usually follows the word it explains or identifies, but it may also precede it.

- My brother's car**, a sporty red convertible with bucket seats,** is an envy of my friends.
- **A bold innovator,** Wassily Kadinsky is known for his colorful abstract painting.
- **The first state to ratify the U.S. constitution,** Delaware is rich in history.

--Punctuating Appositives

- --In some cases, the noun being explained is too general without the appositive; the information is essential to the meaning of the sentence. When this is the case, do not place commas around the appositive; just leave it alone. If the sentence would be clear & complete without the appositive, then commas are necessary; place one before & one after the appositive.

- **--6) Gerund Phrase**

--consists of a gerund, it's object(s) and/or modifier(s) to clarify the thought.

- **Finding a needle in a haystack** would be easier than what we're trying to do.
- **-The gerund phrase functions as the subject of the sentence.**
  - --**Finding** (gerund)
  - --**a needle** (direct object of action expressed in gerund)
  - --**in a haystack** (prepositional phrase as adverb)
- I hope that you appreciate **my offering you this opportunity**.
- **-The gerund phrase functions as the direct object of the verb appreciate.**
  - --**my** (possessive adjective, modifying the gerund)
  - --**offering** (gerund)
  - --**you** (indirect object of action expressed in gerund)

(c) ketabton.com: The Digital Library

--**this opportunity** (direct object
of action expressed in gerund)

- **-** You might get in trouble for **faking an illness to avoid work**.
- **-The gerund phrase functions as the object of the preposition for.**
- --**faking** (gerund)
  --**an illness** (direct object of action expressed in gerund)
  --**to avoid work** (infinitive phrase as adverb)
- **- Being the boss** made Jeff feel uneasy.
- **-The gerund phrase functions as the subject of the sentence.**
- --**Being** (gerund)
  --**the boss** (subject complement for Jeff)

--Punctuation of Gerund Phrase
--A gerund virtually never requires any punctuation with it.
--Because it functions as a noun, you don't separate it from the rest of the sentence.

--7) Participial Phrase
--begins with a present / past participle plus it's object(s) and/or modifier(s) to clarify the thought.
--Here are some examples:

- **Flexing** his muscles in front of the bathroom mirror.

- **Ripped** from a spiral-ring notebook

- **Driven** crazy by Grandma's endless questions

- **- Removing his coat,** Jack rushed to the river.
- **-The participial phrase functions as an adjective modifying Jack.**
  --**Removing** (participle)
  --**his coat** (direct object of action expressed in participle)
- **-** Delores noticed her cousin **walking along the shoreline**.
- **-The participial phrase functions as an adjective modifying cousin.**

(c) ketabton.com: The Digital Library

--**walking** (participle)
--**along the shoreline** (prepositional phrase as adverb)

- **- <u>Children introduced to music early,</u>** develop strong intellectual skills.
- **-The participial phrase functions as an <u>adjective</u> modifying children.**
  --**introduced** (**to**) (participle)
  --**music** (direct object of action expressed in participle)
  --**early** (adverb)
- - <u>Having been a gymnast</u>, Lynn knew the importance of exercise.
- **-The participial phrase functions as an <u>adjective</u> modifying Lynn.**
  --**Having been** (participle)
  --**a gymnast** (subject complement for Lynn)
- --Participle phrases always function as adjectives, adding description to the sentence. Read these examples:

  - The stock <u>clerk</u> **lining up cartons of orange juice** made sure the expiration date faced the back of the cooler. (modifies clerk)
- - Elijah likes his <u>eggs</u> **smothered in cheese sauce**. (modifies eggs)
  - **Shrunk in the dryer**, the <u>jeans</u> hung above John's ankles. (modifies jeans)
- **--Punctuating Participial Phrases**
  --When a participial phrase <u>begins a sentence</u>, a <u>comma</u> should be placed after the phrase.
  - <u>Arriving at the store</u>, I found that it was closed.
  - <u>Washing and polishing the car</u>, Frank developed sore muscles.
- --If the participle or participial phrase comes in the <u>middle</u> of a sentence, it should be <u>set off with</u> <u>commas</u> only if the <u>information is not essential</u> to the meaning of the sentence.
- - Sid, <u>watching an old movie</u>, drifted in and out of sleep.
  - The church, <u>destroyed by a fire</u>, was never rebuilt.

  --Note that if the participial phrase is <u>essential</u> to the meaning of the sentence, <u>no commas</u> should be used:

  - The student <u>earning the highest grade point</u> <u>average</u> will receive a special award.

  - The guy <u>wearing the chicken costume</u> is my cousin.

(c) ketabton.com: The Digital Library

- --If a participial phrase comes at the end of a sentence, a comma usually precedes the phrase if it modifies an earlier word in the sentence but not if the phrase directly follows the word it modifies.

  - The local **residents** often saw **Ken** wandering through the streets. (The phrase modifies Ken, not residents.)

  - **Tom** nervously watched the **woman**, alarmed by her silence. (The phrase modifies Tom, not woman.)

  --Note: Gerund phrases look exactly like present participle phrases. How do you tell the difference? You must determine the function of the phrase.

- **--8) Infinitive Phrase**

  -consists of an infinitive and/or modifier(s) that clarifies the thought.

  - We intended **to leave early.**

- **-The infinitive phrase functions as the direct object of the verb intended.**

  --**to leave** (infinitive)

  --**early** (adverb)

  - I have a paper **to write before class.**

- **-The infinitive phrase functions as an adjective modifying paper.**

  --**to write** (infinitive)

  --**before class** (prepositional phrase as adverb)

- - Phil agreed **to give me a ride.**

- **-The infinitive phrase functions as the direct object of the verb agreed.**

  --**to give** (infinitive)

  --**me** (indirect object of action expressed in infinitive)

  --**a ride** (direct object of action expressed in infinitive)

  - They asked me **to bring some food.**

- **-The infinitive phrase functions as the direct object of the verb asked.**

  --**me** (actor or "subject" of infinitive phrase)

  --**to bring** (infinitive)

  --**some food** (direct object of action expressed in infinitive)

(c) ketabton.com: The Digital Library

- --Infinitive phrases can function as nouns, adjectives, or adverbs. Look at these examples:

  - **To avoid another lecture from Michelle on the benefits of vegetarianism** was Aaron's hope for their date at a nice restaurant. (noun/subj.)

  - Cheryl plans **to take microbiology next semester** when Professor Crum, a pushover, is teaching the course. (noun / direct obj.)

  - The worst thing **to happen during the severe thunderstorm** was a lightning strike that fried Clara's computer. (adjective)

  - Ryan decided to mow the long grass on the front lawn **to keep his neighbors from complaining to the homeowners association**. (adverb)

- --**Punctuation of Infinitive Phrase**
  --If the infinitive is used as an adverb & is the beginning phrase in a sentence, it should be set off with a comma; otherwise, no punctuation is needed for an infinitive phrase.

  - **To buy a basket of flowers,** John had to spend his last dollar.

  - **To improve your writing,** you must consider your purpose and audience.

- --**Absolute Phrases**
  --An absolute phrase combines a noun & a participle with any accompanying modifiers or objects. The pattern looks like this: Noun + Participle + optional object(s) /Modifier(s)
  --Here are some examples:

  - Her fingers flying over the piano keys
    --**Fingers** = noun
    --**flying** = participle
    --**her**, **over the piano keys** = modifiers

- - Our eyes following the arc of the ball
    --**Eyes** = noun
    --**following** = participle
    --**arc** = direct object
    --**our**, **the**, **of the ball** = modifiers
  - His brow knitted in frustration
    --**Brow** = noun
    --**knitted** = participle
    --**his**, **in frustration** = modifier

  --Rather than modifying a specific word, an absolute phrase will describe the whole clause:

(c) ketabton.com: The Digital Library

- **His brow knitted in frustration**, Thomas tried again to iron a perfect crease in his dress pants.

- **-** Francine played the difficult concerto**, her fingers flying over the piano.**
- **-** We watched Leo launched pass to his fullback, **our eyes following the arc of the ball**.

Remember: By using phrases effectively & placing them properly, you can make your writing clearer & more effective.

Clause

- The word clause is taken from Latin word "Clausa or Claudere" which means TO CLOSE. Clause is a group of related words that contain subject main verb and usually completed meaning.

Difference between Sentence and Clause: -

Sentence	Clause
always has a complete meaning	usually has complete meaning
is bigger than the clause	is smaller than sentence
always can be a clause	sometimes can't be sentence
may include more than one clause	may not include more than one clause

Example: **Sentence**
He loves a boy who has a black Honda car.
Example: **Clause**
She loves a boy who has a black Honda car.

- **Types of Clause: -**

In English grammar clause are generally divided into two types.

1- Dependent Clause 2- Independent Clause

- INDEPENDENT CLAUSE: An independent clause is a complete sentence. It contains the main subject and verb of a sentence. (It is also called "a main clause.")
- Example:
- I went to school every day.
- He did not come to class.
- They are ready to learn the new words.

(c) ketabton.com: The Digital Library

Note: - Independent clause is also called main clause, principal clause, chief clause, and coordinating clause.

- **Dependent Clause: -**
- DEPENDENT CLAUSE: It is a clause which doesn't have a complete meaning and cannot stand alone itself. It needs to be connected with an independent clause to give a complete meaning.
- Example:
- When I was a child
- Because he was sick
- If you tell them

Note: - dependent clause is also called relative clause, modifying clause, adjective clause, and subordinating clause.

Example: She slapped a man who offers a flower to her.
Independent clause dependent clause

Types of Dependent Clause: -

We have four types of dependent clause.

1. Adjective Clause 2- Adverb Clause
3. Noun Clause 4- Comparative Clause.

- **Adjective: -**

A word that adds something to the meaning of noun is called adjective.

(OPSACOM formula)

→Op	→ sh	→ A	→C	→O	→ M
Opinion	→ shape	→age	→color	→origin	→method marker

Example,

What is and adjective clause?

A clause that modifies, identifies or gives extra information about the antecedent (referent) in the main clause.

Example: **She** will marry the man who has a lot of money.

Note: - An adjective clause is introduced by using of relative pronoun, conjunctive pronoun, or adjective clause marker.

Remember!

(c) ketabton.com: The Digital Library

An adjective clause is also called relative clause, and relative clause expresses which person or thing we are talking about.

- The most common adjective clause markers are the relative pronouns:

Relative Pronouns:

- Who/ whom/ = person
- Whose = possessive
- Which = thing
- That = person or thing

Relative Adverbs:

- Where = place
- When = time

1- A pronoun that connects an independent clause and dependent clause.
Example: I met a boy. He is very rich. (I met a boy who is very rich.)

Function of relative pronoun

1. **Nominative Case = Subjective Case**
2. **Accusative Case = Objective Case**
3. **Genitive Case = Possessive Case**
4. **Dative Case = Object of Preposition Case**

1. **As the subject of sentence**

Note: a relative pronoun may function as the subject of sentence.
Example: I will buy a car which has red color.
Example: She married a man who is very rich.

2. Possessive case of relative pronoun is used as a possessive adjective in the sentence. with the relative pronoun (whose) which refer to the possession of either person or thing.

Example: She bought a book whose size is very big.

3. **As the object of sentence: -**

Note: when the relative pronoun replaces the object of a preposition it's called the object of the preposition.
Example: I know the teacher you talked about him.
Example: I know the teacher about whom you talked.

Deletion of Relative pronoun:

(c) ketabton.com: The Digital Library

Note: The relative pronoun maybe deleted when they function as the objects of the sentences.
Example: I saw the girl whom you loved.
Example: I saw the girl you loved.
Unmarked objective clause

Types of Adjective clause:
Adjective clauses are generally divided into three types.

1- Restrictive adjective clause
2- Non-Restrictive adjective clause and
3- Connective adjective clause.

(c) ketabton.com: The Digital Library

- **RESTRICTIVE ADJECTIVE CLAUSE**: is a clause which gives essential information about person, place or thing. restrictive clause is also named as defining, modifying, identifying or essential clause.
- A Restrictive Adjective Clause provides essential or identifying information about the noun that doesn't require comma.

- In restrictive clause we can use an, a, & the.
- In restrictive clause all relative pronouns are used.
- In restrictive clause no commas are used.
- In restrictive clause common nouns are used.
- **Ex-1:** The lecturer who/that teaches at RVA is an intelligent personality.
- **Ex-2:** The newspaper which/that is on the table has really interesting articles.

- **Ex-3:** The television show which/that/ø I watched last night was informative.
- **Explanation:** The adjective clause in these examples is essential in order to identify which lecturer, which newspaper or which television show is meant.
- **Note:** The restrictive clause can be introduced with **that**, **who**, **whom**, or **which** and the object pronoun can be eliminated (**ø**) in example **#3**.

- **NON-RESTRICTIVE ADJECTIVE CLAUSE**: is a clause which gives non-essential or necessary information about person, place or thing it modifies. non-restrictive clause is also named as non-defining, non-modifying, non-identifying or non-essential clause.
- Furthermore, it provides additional but nonessential information about the noun and requires use of commas.
- In non-restrictive clause we cannot use the, a, & an.
- In non-restrictive clause we can use all relative pronouns except "that".
- In non-restrictive clause we can use commas.
- In non- restrictive clause we only use proper nouns.
- **Ex-1:** Professor Aziz**,** who teaches at RVA**,** is an intelligent personality.
- **Ex-2:** Mr. Ashraf Ghani**,** whom we met at the party**,** is the president of Afghanistan.
- **Ex-3:** Tomb Raider**,** which we watch last night**,** was really informative.
- **Explanation:** The adjective clause in these examples is not essential in order to identify the nouns they modify. We sufficiently know which **Professor Aziz**, Which **Ashraf Ghani** or which **Tomb Rider** because they are identified by names. So, the information provided is additional or nonessential.
- **Note:** Nonrestrictive Clauses cannot be introduced with **that**.

- **Connective adjective clauses:**

Are those clauses which carry on the idea from one clause to another clause they do not modify antecedent.

(c) ketabton.com: The Digital Library

Example: She was really sick, which made all her family members fright on.

Connective adjective clause.

Reduction of adjective clause to adjective phrase.
Note: An adjective clause maybe changed to adjective phrase if the relative pronoun function as the subjects of the sentences.
Example: Clause – The man who usually calls me is my friend.
Example: Phrase – The man usually calling me is my friend.
Remember:
Which and adjective clause is changed to an adjective phrase the adjective clause marker maybe deleted and the verb shall be brought in to (ing) form of the verb.

Example: The man who usually called me was my friend. Clause.
Example: The man usually calling me was my friend. Adj Phrase

Grammar's Compendium:

- To change an adjective, we shall omit subject of the adjective or relative clause (who, which, and that).
- An adjective clause may not be reduced when the pronoun (who, which and that) function as object.
- The verb maybe brought in to (ing) form according to formal sequence of tense.
- In passive voice the verb may not be changed to (ing) form.
- If an adjective requires commas adjective clause phrase may also need commas.

"Adverb Clause"

Adverb Clause is a dependent clause that function as almost the same as adverb. Shows time relationship, cause and effect relationship opposition and condition
Note;

1- Adverb clauses are introduced with subordinating conjunction (when, while, after, since, by the time, as soon as, as long as, as much as, as, until it, unless, providing that, provided that, in case that, because, tough, although, even though and so on)
2- These subordinating conjunctions are also called adverb clause marker.
3- Adverb clauses have two positions in sentences.

A, before main clause here comma separates two clauses
B, after main clause here no comma is used.
Example: He will have studied before he sleeps in the room.
Main clause adverb clause shows time relationship
Example: She was watching TV when her father came.
Main clause adverb clause shows time relationship

(c) ketabton.com: The Digital Library

Example: He went to doctor because he was really sick.
Main clause adverb clause shows cause and effect relationship
Example: She got first position at school because she studied hard.
Main clause adverb clause shows cause and affect
Example: Hameed didn't study although he got first position
Main clause adverb clause shows opposition
Example: He doesn't have money although he went to buy a car.
Main clause adverb clause show opposition
Example: She will get first position if she studies hard.
Main clause adverb clause shows condition

- Adverb clauses of time relationship

Are those clauses which denote when the action of main clause happens or happened.
The following subordinating conjunction.
After, before, when, while, until, by the time, since, as soon as, as long as, as much as, the first time, the last time, the next time,
Example,
He slept in her room when he came home.
Main clause adverb clause with time relationship
He was sleeping in the room while his brother was studying.
Main clause adverb clause with time relationship
As and while gives same meaning.

- Adverb clauses with cause and effect relationship.

Are those adverb clauses which denote how the action of main clause happens or happened?
Adverb clauses of cause-and-effect relationship are introduced with the following subordinating conjunction.
Because, since, now that, as, as long as, as much as
Example,
He slept very early last night because he was so tired.
Main clause show affects adverb clause show cause

- Cause and effects relationship

Is a grammatical term that contains one particular cause for one specific result?
Example,
He got first position because he studied hard.
Effect cause
Note:
In English grammar cause and effect relationship is show through five ways.

1- Through subordinating conjunction (because, since, now that as)
e.g. because he was really sick he went to doctor.
2- Through some prepositions (because of, due to)

(c) ketabton.com: The Digital Library

e.g. because of the rain we didn't play football.

3- Through condition Conjunctions (so)

e.g. He was really tired so he slept early.

4- Through transition (therefore, consequently)

e.g. He worked very hard therefore he earns much money.

5- Through structure (such a/an +adjective+ nouns +that /so + adjective + adverb + that)

e.g. Arabic is such an interesting language that everybody wants to learn.

Note: In English grammar opposition are introduced through four ways.

1- Through subordinating conjunction (though, although, even though)

Example,

He is poor although he started business. → Opposition

2- Through Coordinating conjunctions. (but, yet)

Example,

She was really sick but she worked a lot at home.

3- Through Transition (however, never the less, none the less)

Example,

He went to school, never the less, he didn't take anything.

4- Through some prepositions. (despite, in spite of)

Example,

- Changing adverb clauses to adverb phrases.

When we want to change adverb clauses to adverb phrases we have to consider the following rules.

1- The subjects of main clause and adverb clause should be the same person if not, reduction does not take place.

Example,

He attended the class before he came home. → Adverb clause

He attended the class before coming home. → Adverb phrase

He attended the class before his father came home. → No change

2- If adverb clause contains either simple present tense or simple past tense here we delete the subject and change the verb of adverb clause to (ing) form.

Example,

He will have taken lunch before he goes to school.

He will have taken lunch before going to school.

He had learned computer before he got the job.

He had learned computer before getting the job.

Note: 1- Whenever we want to change adverb clauses to adverb phrases we always delete (because).

2- Before and after can't be deleted.

(c) ketabton.com: The Digital Library

3- While is deleted optionally.
4- When is changed to upon.
When he came home. → Upon coming home.

3- If adverb clause contains either present continuous or past continuous tense here we delete the subject and the forms of (Be).

Example,
While I am studying math I really get bored.
While studying math I really get bored.
She was yawning while she was washing the kitchen.
She was yawning while washing the kitchen.

4- If adverb clause contains perfective tense here we have two possibilities.

Example,
After the student had attended the class, they played football.
Adverb clause
After having attended the class, they played football.
Adverb phrase
After attending the class, they played football.
Adverb phrase

5- If adverb clause contains the form of (Be) as main verb here we delete the subject and change the form of (Be) (Is, am, are, was, and were.) to (Being)

Example,
He is respected by all because he is very honest man.
He is respected by all being very honest man. → Adverb phrase

"Noun Clause"

Noun clause is a dependent clause that functions the same as noun, can be the subject can be the object and can be the complement of sentence.

Note:
Noun clauses are introduced through three markers.

- The (W.H) word.
- The word (If/whether)
- The word (That)

Example,
Hameed studies hard will be successful.
Whoever studies hard will be successful.
Noun clause (subject)
Australia is a beautiful place.
Where ever she lives is a nice place.
Noun clause (subject)
She bought a book yesterday. → Noun clause (Object)

(c) ketabton.com: The Digital Library

She bought what she needed. → Noun clause (Object)
He is happy about the trip? → Noun clause (complement)
He is happy about where he goes? → Noun clause (complement)

- Cases of Noun clause

In English grammar noun clause have the following cases.

1- Subject case of Noun clause.

In this case Noun clause comes before main verb to function as the subject of sentence.

Example,

The joke was interesting enough.
What she said was interesting enough.
If he studies or not is none of your business.

2- Object case of Noun clause.

In this case Noun clause comes after the main verb to function as the object of a sentence.

Example,

I heard the story.
I heard what you said.

3- Complement of Preposition case of Noun clause.

In this case Noun clause is preceded with a preposition to complete the meaning of preposition.

Example,

He is sad about the meeting.
He is sad about what he is waiting for.

4-Complement of (Be) case of Noun clause.

In this case Noun clause is used to complete the meaning of (Be)

Example,

This is what I am trying to tell you.
It's what we really want to have.

(c) ketabton.com: The Digital Library

Subject Verb Agreement Rules

- The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.
- ***Hint***: verbs do not form their plurals by adding an (s) as nouns do. In order to determine which verb is singular and which one is plural, think of which verb you would use with *he* or *she* and which verb you would use with *they*.

Example:

- *Talks, Talk*
- Which one is the singular form?
- Which word would you use with ***he***?
- We say, "He talks." Therefore, *talks* is singular.
- We say, "They talk." Therefore, *talk* is plural.

Subject Verb Agreement Rule – 1

- Two singular subjects connected by **OR** or **NOR** require a singular verb.
- **Examples:**
- *My aunt nor uncle is arriving by train today.*
- *Ali or Kotwal teaches DEL class.*

Subject Verb Agreement Rule – 2

- Two singular subjects connected by *either ……. or* or *neither ……. nor* require a singular verb as in **Rule 1**.
- **Examples:**
- *Neither Sonia nor Seena teaches the DEL class.*
- *Either Sonia or Seena is helping today with stage decorations.*

Subject Verb Agreement Rule – 3

- When **(I)** is one of the two subjects connected by *either ……. or* or *neither ……. nor*, put it second and follow it with the singular verb *am*.
- **Examples:**
- *Neither she nor I am going to the festival.*
- *Neither Ali nor I am writing the concept.*

(c) ketabton.com: The Digital Library

Subject Verb Agreement Rule – 4

- When a singular subject is connected by *or* or *nor* to a plural subject, put the plural subject last and use a plural verb.
- **Examples:**
- *The girl or boys go to the picnic alone.*
- *The newspaper or magazines are on my desk.*

Subject Verb Agreement Rule – 5

- When a singular and plural subject are connected by *either ……. or* or *neither ……. nor*, put the plural subject last and use a plural verb.
- **Examples:**
- *Neither the director nor the others teachers are available.*
- *Neither the boy nor the girls come on time to the class.*

Subject Verb Agreement Rule – 6

- As a general rule, use a plural verb with two or more subjects when they are connected by the coordinating conjunction ***and***.
- **Examples:**
- *A car and a bike are my means of transportation.*
- *Ali and Samim type the letters slowly.*

Subject Verb Agreement Rule – 7

- Sometimes the subject is separated from the verb by words such as *along with, as well as, and besides*. Ignore these expressions when determining whether to use a singular or plural verb.
- **Examples:**
- *The politician, along with the newsmen, are expected shortly.*
- *The mayor, as well as his brother, are going to prison.*

Subject Verb Agreement Rule – 8

(c) ketabton.com: The Digital Library

- The pronouns ***each, everyone, everybody, anyone, anybody, someone, no one*** and ***somebody*** are singular and require singular verbs. Do not be misled by what follows *of*.

Examples:

- *Each of the girls sings well.*
- *Every one of the lecturers is gone.*

Subject Verb Agreement Rule – 9

- With words that indicate portions-*percent, fraction, part, majority, some, all, none, remainder*, and so forth-look as (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.
- **Examples:**
- *Fifty percent of the cake has disappeared.*
- ***Cake*** is the object of the preposition *of*.
- *Fifty percent of the cakes have disappeared.*
- ***Cakes*** is the object of the preposition.
- *One-third of the city is unemployed.*
- *One-third of the people are unemployed.*

Subject Verb Agreement Rule – 10

- The expression ***(the number)*** is followed by a singular verb while the expression ***(a number)*** is followed by a plural verb.
- **Examples:**
- *The number of dishes on the table **was** enormous.*
- *A number of dishes **were** on the table / there **were** a number of dishes on the table.*

Subject Verb Agreement Rule – 11

- When *either* and *neither* are subjects, they always take singular verbs.
- **Examples:**
- *Neither of them is available to speak right now.*

(c) ketabton.com: The Digital Library

- *Either of us is capable of doing this job.*

Subject Verb Agreement Rule – 12

- The words *here* and *there* have generally been labeled as adverbs even though they indicate place. In sentences beginning with ***here*** or ***there***, the subject follows the verb.
- **Examples:**
- *There are four hurdles to jump.*
- *There is a high hurdle to jump.*
- *Here are four hurdles to jump.*
- *Here is a high hurdle to jump.*

Subject Verb Agreement Rule – 13

- Use a singular verb with sums of money or periods of time.
- **Examples:**
- *Ten dollars is a high price to pay.*
- *Five years is the maximum sentence for that offense.*

Subject Verb Agreement Rule – 14

- Sometimes the pronoun ***who, that***, or ***which*** is the subject of a verb in the middle of the sentence. The pronouns ***who, that***, and ***which*** become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb and if it is plural, use a plural verb.
- **Examples:**
- *Ali is the scientist who writes / write the reports.*
- The word in front of *who* is *scientist*, which is singular. Therefore, use the singular verb ***writes***.
- *He is one of the men who does / do the work.*
- The word in front of *who* is *men*, which is plural. Therefore, use the plural verb ***do***.

Subject Verb Agreement Rule – 15

(c) ketabton.com: The Digital Library

- Collective nouns such as *team, staff, group and so on* may be either singular or plural depending on their use in the sentence.
- **Examples:**
- *The staff is in a meeting.*
- *Staff* is acting as a unit here.
- *The staff are in disagreement about the findings.*
- *The staff* are acting as separate individuals in this example.

Get more e-books from www.ketabton.com
Ketabton.com: The Digital Library