

(Level One to Level Four grammar)

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**GRAMMAR**



## Introduction

Introduction is the noun form of introduce. Introduction is a process through which a person is known properly to others.

**Introduction is generally divided in two types:**

1. Expected introduction (Formal)
2. Unexpected introduction (Informal)

Expected introduction: is an introduction which is expected to happen.

**Examples:** Introduction at the first day of a class. Introduction in job interview.

Unexpected introduction: Is an introduction which is not expected to happen but it happens.

**Examples:** Introduction in the park. Introduction in the bus station, airport etc.

Class introduction: is a type of expected introduction that takes place within a class period.

1. Teacher's introduction
2. Students' introduction
3. Book/ subject/ course introduction.

## Language:

- A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.

## Grammar:

Grammar is derived from the old Greek Word "Gramme" which means "a set of standard rules" (accepted rules)

**Definition:**

- a. Grammar is the key of a language.
- b. Grammar is the study of words and usage of words in sentences.
- c. To arrange a sentence in chronological (منطقي) order is called grammar.

Alphabet: The each element (part) of Alphabet is alphabets not alphabet.

Alphabet is general and letters is specific.

**Alphabet:**

The collection of letters and symbols in a fixed order is called alphabet.

Limited

**Letter:**

- The alphabets (A, B, C.....Z) are called letters.

## Word:

- Word is the collection of limited alphabets that represent a specific meaning or sense.
- A group of letters used together in order to give a meaning is called word.

We have two types of words.

### 1. Lexical Words.

### 2. Grammatical Words.

**Lexical words: (Dictionary words)** (الفاظ مطلق) are those words which give complete meaning. They don't need explanation.

**Examples:** Write, eat, buy, dance etc.

**Grammatical words :** (الفاظ گرامری) are those words which don't give complete meaning. They need explanation.

**Examples:** noun, pronoun, adjective, adverb, verb etc.

## Phrase:

- A group of words which does not give a complete meaning is called phrase.

**Examples:** A black cat, on the table, she will meet etc.

## Sentence:

- A group of words which gives a complete and logical meaning is called sentence.
- A combination of **Subject + Verb + Object** which gives a logical meaning is called sentence.

**Examples:** She is cooking dinner. He plays cricket. They went to Kabul

## Clause:

- A group of words which contains subject and a verb is called clause.

We have two types of clauses.

Dependant Clause

Reason Clause

Cause Clause

Independent Clause

Result Clause

Main Clause

### Dependent Clause:

- Dependent clause is a clause which is incomplete, cannot stand alone and needs another clause to complete it.

### Independent Clause:

- Independent clause is a clause which itself is complete, can stand alone and doesn't need another clause to complete it.

## Differences between sentence and clause

### Sentence

Always has complete meaning  
Is bigger than clause  
Always can be a clause

### Clause

Usually has complete meaning  
Is smaller than sentence  
Sometimes cannot be a sentence

## Parts of Speech

- Parts of speech is a grammatical term that represents the collection of grammatical words with a particular meaning.
- The kinds into which words are divided according to their function in sentences are called parts of speech.
- The combination of grammatical words used in a sentence in a proper way giving meaning and sense is known as parts of speech.

### We have eight parts of speech

(Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction and Interjection)

### Types of parts of speech.

Are generally divided into two types.

1. Open elements of parts of speech.
2. Close elements of parts of speech.

**1. Open elements of parts of speech.** Are those elements which can accept either addition or deduction (جلاوالی) and they are four.

1. Noun
2. Adjective
3. Adverb
4. Verb

**Examples:** Presentation deduction. Present addition Presentation.  
Beautiful addition beautifully deduction beautiful  
Carefully deduction careful addition carefully  
Swim addition swimmer deduction swim

**2. Close elements of parts of speech:** Are those elements which accept neither addition nor deduction and they are four in numbers.

1. Preposition
2. Conjunction
3. Pronoun
4. Interjection

**Examples:** At      $\frac{\times}{\times} \times \frac{\times}{\times}$   
 But      $\frac{\times}{\times} \times \frac{\times}{\times}$   
 I      $\frac{\times}{\times} \times \frac{\times}{\times}$   
 Oh      $\frac{\times}{\times} \times \frac{\times}{\times}$

### Noun:

- It is derived from a Latin word **nōmen** which means name.
- Noun is a grammatical word and name is Lexical

**Definition: A:** Noun is a word or group of words that names person, place, thing, animal, quality, quantity, idea, plant and action.

**Definition: B:** noun is a grammatical term refers to anything we see, we feel, we touch, we drink and we eat.

<b>Examples:</b>	Person	Haroon, Teacher, Manager
	Place	Kabul, Class, Jalalabad
	Thing	Table, Chair, Pen
	Animal	Cow, Mule, Elephant
	Quality	Honestly, beauty, loyalty
	Quantity	Kilo, pound, meter, liter
	Idea	Joy, Danger, Sorrow
	Plant	Leaf, Tree, Flower
	Action	Playing, watching, writing

### Pronoun:

- Pronoun is the combination of two parts.

Pro: means (for)

Noun: means (name)

Pronoun basically means the previous name.

**Definition:** Pronoun is a word used instead of a noun to avoid its repetition.

**Note:** Where do we use pronoun? Instead of noun.

Why do we use pronoun? To avoid repetition of a noun.

- Following are some of the common pronouns.

He, She, It, They, You, We, I

Pronoun can be divided into three categories

<b>First Person(s):</b>	<b>I, We</b>
<b>Second Person(s):</b>	<b>You</b>
<b>Third Person(s):</b>	<b>He, She, It, They</b>

### Verb:

- It is derived from a Latin word **verbum**, which means **“Word”**.

**Definition:** verb is a word, which conveys an action or state of being (existence).

<b>(Action)</b>	Haroon is <u>eating</u> an apple.	Uzma <u>washes</u> her cloths.
<b>(State of being)</b>	Haroon <u>is</u> at home.	They <u>are</u> in the class.



**Examples:** The book is **on** the table.  
Ali is **in** the class.

The cat is **under** the table  
Haroon is **at** home.

### Conjunction:

**Definition:** It is a word, which joins two words, phrases, clauses and sentences.

### Interjection:

**Definition:** an interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence.

**Definition:** an interjection is a word, which shows a strong emotion, love, fear, or surprise.  
It shows the sudden feeling of mind.

- We usually follow an interjection with an **exclamation mark (!)** Interjections are uncommon in formal academic writing, except in direct quotations.
- The **highlighted** words in the following sentences are interjections.

**Examples:** **Ouch**, that hurt! **Oh no**, I forgot that the exam was today!

## End of Parts of Speech

### Sequential approach to grammar :

( مناسب ترتیب د گرامر )

#### 1. Structuring approach:

In this approach we are supposed to learn structures and syntax. (**Language rules**)

#### 2. Defining approach:

In this approach we are supposed to learn the definition of grammar structures.

#### 3. Accessing approach:

In this approach we are supposed to learn the examples of grammar structures.

1. **A: Structure:** is a process of arranging the elements of sentence in a particular pattern.  
**B: Syntax:** is a process of technical system of arranging the word in a particular sequence.
2. **Definition:** is a phrase or sentence that says what a word term idea exactly means.
3. **Example:** is the dynamic theory about a particular grammar structure.

# Tense

The word tense is derived from the Latin word “tempus” which means time.

Tense is a grammatical term that indicates what we did in the past what we are doing in the present and what we will do in the future.

**Or**

Tense is grammatical term that indicates the functions of verb related to the time.

**Tense is generally divided in to three categories**

1. Past Tense.
2. Present Tense.
3. Future Tense

**Then we have sub tenses:**

- Simple past tense
- Past continuous tense
- Past perfect tense
- Past perfect continuous tense
  
- Simple present tense
- Present continuous tense
- Present perfect tense
- Present perfect continuous tense
  
- Simple future tense
- Future continuous tense
- Future perfect tense
- Future perfect continuous tense

## Stages of Tenses:

In English grammar tense have three stages

- |                       |                         |
|-----------------------|-------------------------|
| 1. Syntax stage       | the structures of tense |
| 2. Explanatory stage  | the definition of tense |
| 3. Implementing stage | the examples of tense   |

### Diagram of Tense

Diagram of tense is a grammatical term that describes the tenses in the form of pictures.



(Zik Zak Line): show progressive tense.

Example: We were eating lunch yesterday. ( )

-----  
(Soft Line) show the simple tense.

Example: We eat lunch every day. (-----)

## Simple Present Tense

### Structures:

<b>Singular:</b>	<b>Subject + Verb + s/es/ies + rest of the sentence.</b>
<b>Plural:</b>	<b>Subject + Root form of the verb + rest of the sentence.</b>
<b>Negative:</b>	<b>Subject + Don't/Doesn't + rest of the sentence.</b>
<b>Question:</b>	<b>Do/Does + Subject + rest of the sentence +?</b>
<b>W.H Question:</b>	<b>WH word + Do/Does + Subject +Root form of the verb +?</b>

### First Case:

➤ It shows an action which happens habitually, regularly and daily.

### Examples:

1. *He smokes late in night.* (habitual action)
2. *She eats lunch after school.* (habitual action)
3. *It snows a lot in winter.* (regular action)
4. *We play cricket on Fridays.* (regular action)
5. *Ali goes to school every day.* (daily action)
6. *The teachers are busy every day.* (daily state)
7. *She doesn't smoke.* (habitual action)
8. *Do you go to work every day?* (daily action)
9. *What does Adila do?*

### Second Case:

The simple present tense also expresses the repetition of an action or state which is in the favor of subject.

In this case we use adverbs of frequency (always, usually, often, sometimes, rarely and etc)

### Examples:

1. She always cooks dinner at home. (repetition of an action)
2. Directors are usually busy with the office work.
- 3.

### Third Case:

With subordination conjunctions (when, before, after, if, by the time, until and etc)  
Simple Present Tense gives future meaning.

#### Examples:

1. Motalib will get a job when he completes his computer courses. (gives future meaning)
2. If she studies hard, she will pass the exam. (gives future meaning)
3. Before the doctor comes, the patient will have escaped. (gives future meaning)
4. He will sleep in his bed after he finishes his dinner. (gives future meaning)

### Fourth Case:

In headlines simple present tense gives past meaning.

#### Examples:

1. Afghanistan plays India. (means Afghanistan played India)
2. Bush meets Karzai. (means Bush met Karzai.)

### Fifth Case:

Simple present tense also expresses future scheduled action or state.

#### Examples:

1. The train arrives at 6:00 am tomorrow. {Future scheduled action (100%)}
- The train will arrive at 6:00 am tomorrow (70%)
2. The meeting is at 1:00 today. (future scheduled state)

## Present Continuous Tense

### Structures:

<b>Affirmative:</b>	<b>Subject + is, am, are + Verb/ing + rest of the sentence.</b>
<b>Negative:</b>	<b>Subject+ is, am, are + not + Verb/ing + rest of the sentence.</b>
<b>Question:</b>	<b>Is, am, are + Subject + Verb/ing + rest of the sentence +?</b>
<b>Negative question:</b>	<b>Is, am, are + not + Subject + Verb/ing + rest of the sentence +?</b>
<b>Or</b>	<b>Is, am, are + Subject + not + Verb/ing + rest of the sentence +?</b>
<b>W.H question:</b>	<b>WH word + is, am, are + Subject + Verb/ing +?</b>

### First Case:

Present continuous tense shows an action which is talking place at the moment of speaking.

#### Examples:

1. She is studying English now.
2. We are playing cricket now.
3. Sami is writing a letter now.

### Second Case:

Present Continuous Tense also expresses an action which gives future meaning.

In this case we use the time expressions (tomorrow, today, to night, next wee, next month, etc)

#### Examples:

1. Adila is going to Kabul tomorrow.
2. She is cooking dinner for the party to night.
3. They are playing cricket next month.

### Third Case:

With adverbs of frequency present continuous tense expresses the repetition of an action which is not in the favor of subject.

In this case we use (always, often, sometimes, rarely and etc)

#### Examples:

1. She is always washing the cloths.
2. Haroon is rarely playing cricket.

### Fourth Case:

Present continuous tense also expresses gradual change in a particular situation.

#### Examples:

1. He is becoming smatter month by month.
2. The weather is getting colder and colder.

### Fifth Case:

With non progressive verbs present continuous tense is used in the form of simple present tense.

#### Examples:

1. They like pizza now.
2. I hear the lecture.
- 3.

## Present Perfect Tense

### Structure:

**(Subject + have/has + past participle + Rest of the sentence)**

### First Case:

It expresses an action or it indicates a state that happened or didn't happen before now at some unspecific time in the past.

### Examples:

1. We have seen Karzai.
2. We haven't seen Karzai.
3. Have you seen Karzai?
4. Haven't you seen Karzai?
5. I have been to Kunar
6. Have you been to Kunar?
7. You haven't been to Kunar.

### Second Case:

It expresses an action or indicates a state that happened (several times, many times, couple of times, lots of times) or it expresses an action or situation which is repeated many times in the past but the time of each action is unspecific.

Time words such as (several times, many times, couple of times and etc.) are used in this case.

### Examples:

1. The power failure has happened many times.
2. I have felt sick several times this year.
3. I have taught grammar classes many times.

### Third Case:

It expresses an action or indicates a state that began and continuous to the present may or may not go to future. In this case (since, for) are used. (all day, all morning, all week, all night) are also used)

**Since:** shows starting point of an action.

**For:** shows the whole duration of an action.

### Durative Verbs:

Durative verbs are those verbs which show duration.

Durative verbs such as: work, live, sit, study, teach, know, wait, see and etc.

These are use in this case.

### Examples:

1. I have known your brother since 2000.
2. I have known your brother for 11 years.

### Fourth Case:

It expresses an action or state that was immediate to the past or happened short while ago.

**Time words:** such as: (recently, lately, just) usually appear in this case.

### Examples:

1. He has just cut his finger. (because he is still bleeding)
2. It has recently rained. (because the ground is still wet)

### Fifth Case:

It expresses an action or state that happened sooner than expected. The word (Already) appears in this case or the adverbs of time.

### Examples:

1. I have already done my homework.
2. She has already cooked dinner.
3. He has already fixed the car.

## Present Perfect Continuous Tense

### Structure:

(Subject + have/has + been + verb/ing + rest of the sentence)

**Note:** Have and Has are called principal auxiliaries or helping verbs or perfective auxiliaries.

### First Case:

Present perfect continuous tense expresses an action or state which started in the past but no longer exists in the present or future.

### Examples:

1. It has been raining.
2. They have been studying English.
3. She has been cooking.

### Second Case:

Present perfect continuous tense expresses the length or duration of an action that started in the past comes to present many or may not go to future.  
In this case we use (since and for)

### Examples:

1. I have been teaching since 2003.
2. I have been teaching for 8 years.

### Since:

Since can be the preposition of time and conjunction.  
If after since phrase comes (that is preposition of time)  
If after since clause comes (that is conjunction)

### Examples:

1. Mutalib has been teaching since 2005.  
(Preposition of time)
2. I have been teaching since I came to Jalalabad.  
(conjunction)

### Third Case:

With the phrase (how long) present perfect continuous tense is used to ask about the length or duration of an action that started in the past comes to present may or may not go to future.

**Examples:** How long has she been living in Pakistan?  
How long have you been teaching in IIECS?

### Fourth Case:

Present perfect continuous tense also expresses repeated action started in the past comes to present may or may not go to future.

**Examples:** He has been scratching his head for three minutes.  
She has been chatting for the last five minutes.

### Difference between present perfect and present perfect continuous tense

- Present perfect tense shows the occurrence of an action or state.
- Present perfect tense is used for short lasting action.
- Present perfect tense may have some stoppages.
- In present perfect tense the result is achieved.
- Present perfect tense emphasizes on the action.
  
- Present perfect continuous tense shows the continuation of an action.
- Present perfect continuous tense is used for long lasting action.
- Present perfect continuous tense may not have some stoppages.
- In Present perfect continuous tense the result is not achieved.
- Present perfect continuous tense emphasizes on the length or duration

**Examples:** I have taught in the class since 2:00 pm. I have been teaching in the class since 2:00 pm.

### Simple Past Tense

#### Structure:

(Subject + past form of the verb + rest of the sentence.)

#### First Case:

Simple past tense shows an action which is started and ended at a particular time in the past.

**Examples:** I went to Kabul yesterday. He was very tired last week.

#### Second Case:

Simple past tense also shows a situation in which one action was completed before another action in the past.

In this case we use when.

**Examples:** I saw Karzai when he came to Jalalabad. I ate dinner when I finished my homework.  
Main Clause Time Clause Main Clause Time Clause

### Third Case:

Simple past tense also expresses a habit or state existed in the past but no longer exists in present. In this case we use the semi modal auxiliary (used to)

**Examples:**     He used to smoke.                      She used to be very smart.  
                          Past habit not exists now.                      Past state not exists now

### Fourth Case:

With the word (wish and if) simple past tense expresses present unreal condition or present unreal desire.

**Examples:**     He wishes he were a teacher.                      She wishes she could dance.  
    Present unreal desire                      Present unreal desire  
                          If she were a doctor she would earn much money.  
    Present unreal condition

### Fifth Case:

Simple past tense also expresses status exist in the past but no longer exists in the present.

**Examples:**     Bush was the president of America.                      Amjid was the manager of IIECS.

## Past Continuous Tense

### Structure:

**(Subject + was/were + Verb/ing + rest of the sentence.**

### First Case:

Past continuous tense expresses an action which was in progress in a particular time in the past.

**Examples:**     She was singing yesterday.                      They were playing last week.

### Second Case:

Past continuous tense also expresses a situation in which one action was in progress another action happened many have interrupted the first action or may have not.

In this case we use **“When”**.

**Examples:**     Ahmad was playing cricket when his father came.  
                          She was eating lunch when she got a call.

### Third Case:

Past continuous tense also shows a situation in which two actions were in progress at the same time in the past.

In this case we use **“While”**

**Examples:**     Ishaq was reading a book while his brother was watching T V.  
                          The students were writing notes while the teacher was lecturing.

**Note:**

**While:** is subordination conjunction and it is used 85% present with past continuous tense and 15% percent with the present continuous tense.

**It shows: duration**

**When:** is subordination conjunction and it used 85% in simple present tense and 15% percent with the present continuous tense.

**It shows: before or after**

**Fourth Case:**

Past continuous tense also expresses past regular action which was in progress in the past, but does not exist in present.

In this case we use (usually, occasionally, frequently, etc)

**Examples:** We were usually playing cricket last year. He was frequently writing stories last year.

**Past Perfect Tense**

**Structure:**

**(Subject + had + past participle form of a verb + rest of the sentence.)**

**First Case:**

Past perfect tense expresses an action or state which was or was not completed before another action or state in the past.

**Examples:** The students have attended the class before they went homes.

Main clause

Time clause

He had finished Level four by the time he started Intensive.

I had completed my school before 2005.

Main clause

Time clause

**Second Case:**

In general sentences past perfect tense expresses the completion of an action or state in the past.

**Examples:** We had eaten lunch.

Completion of action

He had been sick.

Completion of state

**Third Case:**

Past perfect tense also expresses an action which was intended, thought, wanted to perform in the past, but it was no performed.

**Examples:** They had intended to play the match, but it rained a lot.

He had wanted to get first position but he failed the test.

She had thought to be promoted, but she was fired by the manager.

#### Fourth Case:

With the words (**if** and **wish**) past perfect tense expresses past unreal condition and past unreal desire.

- Examples:** If she had gotten the job, she would have given a party.  
Past unreal condition  
We wish we had attended the class.  
Past unreal desire

### Past Perfect Continuous Tense

#### Structure:

**(Subject + had + been + verb/ing + rest of the sentence.)**

#### First Case:

Past perfect continuous tense expresses the length or duration of an action which was or was not in progress before another action or time in the past.

- Examples:** Ali had been studying Intensive for one year before he started class Level Four.  
I had been watching TV for two hour before I slept in my room.

#### Second Case:

Past perfect continuous tense also expresses an action which was in progress recent to another action in the past.

- Examples:** Aman had been playing cricket before he came to class.  
Main clause Time clause

#### Third Case:

Past perfect continuous tense also expresses past repeated action in the past.

- Examples:** Haroon slept early. The phone had been ringing.  
We were in one room somebody had been snorting roughly.

#### Fourth Case:

With the words (wish and if) past perfect continuous tense expresses past continuous meaning.

- Examples:** If it had been raining we wouldn't have been playing cricket.  
If they had been watching TV they wouldn't have been studying math.  
She wishes she had been working in the office.

#### Fifth Case:

Past perfect continuous tense also expresses the consequence of an early action.

- Examples:** Your eyes are red. You had been crying.  
The child is full of mud. He had been playing next to stream.

## Simple Future Tense

### Structure:

**(Subject + will/won't/be going to + root form of the verb + rest of the sentence.)**

Simple future tense expresses an action or state which will or will not happen in a particular time in the future.

**Examples:** He will go to Kabul tomorrow. She won't cook dinner tonight.

## Future Continuous Tense

### Structure:

**(Subject + will/won't/be going to + be + verb/ing + rest of the sentence.)**

Future continuous tense expresses an action which will or will not be in progress in a particular time in the future.

**Examples:** I will be going to play cricket next week. She will be cleaning kitchen at 10:00.  
You are going to be running in the race next week.

## Future Perfect Tense

### Structure:

**(Subject + will/won't/be going to + have + past participle form of verb + rest of the sentence.)**

Future perfect tense expresses an action or state which will or will not be completed before another action or time in the future.

**Examples:** Ali will have finished Level Three before he starts Level Four.  
She won't have leaned computer before he learns English language.  
The students are going to have finished the class by the time they go home.

## Future Perfect Continuous Tense

### Structure:

**(Subject + will/won't/be going to + have + been + verb/ing + rest of the sentence)**

Future perfect continuous tense expresses the length or duration of an action which will or will not be in progress before another action or time in the future.

**Examples:** He will have been studying Level Two for two months before he starts Level Three.  
We will have been studying for two hours before we go home=.

**All Tenses Completed**

**Topic: Formal introduction and Informal introduction**

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**Text Information:**

**Formal Introduction:**

Formal introduction is an introduction that happens in some official places with some official people.

**Example:** Sami: Hello, I'm Sami.  
 Asad: Nice to meet you Sami, I'm Asad.

**Informal Introduction:**

Informal introduction is an introduction that happens in some informal places with those people whom we accept as our friends.

**Example:** Sami: Hi, My name is Sami.  
 Asad: Glad to meet you, Sami my name is Asad.

**Extra Information:**

Introduction is a process or act through which one person is known properly to others.

**Introduction is generally divided in to two types:**

**1. Formal Introduction:**

Formal introduction is an introduction that takes in some official places with those people whom we don't accept as our friends.

**2. Informal Introduction:**

Informal introduction is an introduction that takes place in some informal places with those people whom we accept as our friends.

**Differences between formal & informal introduction**

**1. Formal introduction**

- We use "Hello"
- We use "I am"
- We use "Nice to meet you" or "pleased to meet you"

**2. Informal introduction**

- We use "Hi"
- We use "My name is"
- We use "Glad to meet you"

**Text Information:**

In English Language we have twenty six alphabets.

**Example:** Capital Letters: (A B C D E F G H I J K L M N O P Q R S T U V W X Y Z)  
 Small Letters: (a b c d e f g h i j k l m n o p q r s t u v w x y z)

**Extra Information:**

Alphabet is the collection of letters and symbols in a fixed order.

**Alphabet=** (A to Z) all letters are called Alphabet.

**Alphabets= (A BCD.....Z) Each individual letter is called Alphabets.**

Alphabets according to voice divided in to three types:

**1. Vowel Letters:**

Vowel letters are those letters which keep steady sound in a word.

Vowel letters are also called sound full letters.

Vowel letters are five in numbers (a, e, i, o, u)

**Voice:** produce by speaking and singing.

**2. Semi vowel letters:**

Semi vowel letters are those letters which are consonant in reality but because some rules they are considered semi vowel letters.

Semi vowel letters are two in numbers (w, y)

Semi means half sound.

**3. Consonant Letters:**

Consonant letters are those letters which cannot keep steady sound in some words.

Consonant letters are 19 in numbers (a, b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z)

Alphabets according to spelling divided in to two types:

- 1. **Upper Case Letters (American)**      or      **Capital Letters**      **(British)**
- 2. **Lower Case Letters (American)**      or      **Small Letters**      **(British)**

**Unit: One**  
**Presentation: 7 & 1**  
**Page: 6 & 7**

**Topic: Identifying people with: This and That**

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**Text Information:**

In English Language when we identify people we use the words **(This) and (That)**.

➤ **This:**

The word (This) is used to points out singular person, place and thing which is near to the speaker.

➤ **That**

The word (That) is used to points out singular person, place and thing which is far from the speaker.

**Examples:**

- 1. This is Tom Logan.                      He is an engineer.
- 2. This is Adela Logan.                    She is a homemaker.
- 3. That is Sami.                              He is a teacher.
- 4. That is a book.                            It is on the table.

**Extra Information:**

In English Language the words (This, That, These and Those) can be demonstrative pronouns or demonstrative adjectives.

➤ **Demonstrative Pronoun:**

Demonstrative pronouns are those pronouns which are used to demonstrate or point out person, place and thing.

➤ **Demonstrative Adjective:**

Demonstrative Adjectives are those adjectives which are used to demonstrate or point out person, place and thing.

**Note: This, That, These and Those + verb = Demonstrative Pronouns**

**Examples:**

1. This is a car
2. This is Ahmad.
3. This is my book.

**This, That, These and Those + Noun + Verb = Demonstrative adjectives**

1. This car runs very fast.
2. Those students study very hard.
3. That girl looks very beautiful.

**Unit: one**  
**Presentation: 3**  
**Page: 9**

**Topic: Information Question with: Who**

---

**Text Information:**

**Who:**

(Who) according to grammar is a (W.H) or information question word. It is used to ask about person or subject of sentence.

**Examples:**      Who can play cricket?      I can play cricket.  
                         Who can jump that wall?      Sami can jump that wall.

**Extra Information:**

In English Grammar (Who) has the following functions and usages:

- **Who:** as (W.H) information question word used to ask about the subject of sentence.

**Example:**      Who can play Piano?      Shir can play Piano.

- **Who:** as (W.H) information question word used to ask about the object of a sentence.

**Example:**      Who are you talking with?      I m talking with Hanifullah.

- **Who:** as interrogative pronoun used to interrogative about a person.

**Example:**      Who has a special car?      Ahmad has a special car.

- **Who:** as relative pronoun used to combine noun/pronoun with dependent clause.

**Example:**      I know the man who works in the city Bank.

**Text information:**

One week consists of seven successive days.

1. Friday
2. Saturday
3. Sunday
4. Monday
5. Tuesday
6. Wednesday
7. Thursday

**Note:** in English Language day of the week start with a capital letter.

**Extra information:**

**Day:** is the collection of twenty four successive hours.

**Week:** week is the collection of seven successive days.

**Text information:**

- **Greeting:**  
Greeting is the initial stage of a meeting
- **Introduction:**

Introduction is the process through which one's identity known to others.

**Examples:**

<b>Sami:</b>	<u>Hello</u>	<u>I am Sami.</u>
	Greeting	Introduction
<b>Asad:</b>	<u>Nice to meet you Sami.</u>	<u>I am Asad.</u>
	Greeting	Introduction

**Extra Information:**

In English Language both greeting an introduction are divided in to two types:

**1. Formal Greeting and Introduction:**

Formal greeting and introduction are acts through which we deal those people whom we don't consider as our friends and some official places.

**2. Informal Greeting and Introduction:**

Informal greeting and introduction are acts through which we deal those people whom we consider as our friends in some informal places.

## Differences between Formal Greeting and Introduction and Informal Greeting and Introduction

### 1. Formal Greeting and Introduction:

- We use "Hello"
- We use "I am"
- We use "Nice to meet you" or "pleased to meet you"

### 2. Informal Greeting and Introduction:

- We use "Hi"
- We usually use "My name is"
- We use "Glad to meet you"

Unit: One

Presentation: 5

Page: 14

Topic: Questions with: What

---

### Text Information:

**What:** according to grammar (What) is W.H or information question word used to ask about thing or item.

**Example:**      What is this?              This is book one.

### Extra Information:

In English grammar the word (what) has the following functions and usages:

- **What:** as W.H or information question word used to ask about thing or item.

**Example:**      What do you want to buy?

- **What:** as interrogative adjective used to ask about thing or item.

**Example:**      What car do you like the most?

**Note:** **What + Verb = interrogative pronoun**  
**What + Noun= interrogative adjective**

Unit: One

Presentation: 5

Page: 17

Topic: Months of the Year

---

### Text Information:

One year consists of 12 successive months.

**January, February, March, April, May, June, July, August, September, October, November, December**

**Note:** months of the year starts with capital letter.

### Extra Information:

**Year:** year is the collection of three hundred sixty five days.

Unit: Two

Presentation: 1

Page: 21

Topic: Be Yes / No questions and answers

---

### Text Information:

Be Yes / No questions are used whenever we want to make be yes / no question in a sentence.

**Example:**      Is Asif at home?      Yes, he is      or      No, he isn't.

**Text Information:**

Let's means: Let us

According to grammar (let's) is a phrase used to make suggestion.

**Note:** the phrase (Let's) is always followed by root form of verb.

**Extra Information:**

Let's means: Let us

According to grammar (let's) is a phrase used to make friendly suggestion.

The negative form is (let's + not).

**Suggestion:** is a process through which we request somebody to do something.

**Phrase:** is called to an incomplete sentence.

**Text Information:**

Have to + Verb.

This structure is used to show mild obligation or necessity.

**Note:** Have to: is always followed by root form of verb.

**Example:** Let's go to park. Sorry, I have to study.

**Extra Information:**

In English grammar the word (have) has the following functions and usages:

- **Have:** as main verb used to show the possession of singular person.

**Example:** She has a nice car. He has a building.

- **Have:** as main verb used to show the possession of plural people.

**Example:** They have much money. We have a nice car.

- **Have:** as auxiliary followed by third form of verb to make the forms of perfective tenses.

**Example:** He has taken lunch We have played cricket.

- **Have:** is also used with the preposition (to). Here (have to, has to and had to) function as similar expression to modal auxiliary to show mild obligation or necessity.

**Example:** They have to work six hours a day.

**Note:** The negative forms of (have to, has to, and had to) show lack of necessity.

**Example:** They don't have to learn computer. She doesn't have to earn money.

### Text Information:

**(At):** according to grammar is a preposition that refers to a place which general in meaning.

**Example:** They study at school. He sleeps at home.

### Extra Information:

In English grammar the preposition (at) is used for the following cases:

- **At:** refers to a place which is general in meaning.

**Example:** She studies at school.

**Note:** The place which is specific in meaning is used with the preposition (in).

**Example:** She studies in class tenth.

- **At:** The preposition (at) also refers to time.

**Example:** The class starts at 2:00 pm.

- **At:** The preposition (at) also refers to street, road, avenue and having numbers.

**Example:** He lives at 5<sup>th</sup> street.

Unit: Five

Presentation: 1

Page: 54

Topic: Can: Yes / No question

---

### Text Information:

**Can:** according to grammar (can) is modal auxiliary used to show present ability.

**Note:** (can) is followed by root form of verb. The negative form of (can) is (can't or cannot).

### Extra Information:

In English grammar the word (can) is used for the following purposes.

- **Can:** to show present ability.

**Example:** She can swim in the river.

- **Can:** to show present possibility.

**Example:** He can be busy in the office now.

- **Can:** to ask informally for the permission.

**Example:** Can I use your pen?

Unit: Five

Presentation: 12

Page: 58

Topic: Preposition from

---

### Text Information:

**From:** according to grammar (from) is a preposition used to show someone's nationality or belonging.

**Example:** Sami is from Afghanistan.

### Extra Information:

In English grammar the word (from) has two forms.

1. **Simple form of (from):** to show someone's nationality.

**Example:** Afredi is from Pakistan.

**2. Compound form of (from):** to show the duration between hours and minutes.

**Example:** He works in the office from 8:00 am to 4:00 pm.

**Unit: Seven**  
**Presentation: 1**  
**Page: 76**

**Topic: Indefinite Articles: a/an + count noun**

---

### Text Information:

**A:** means one

According to grammar (a) is an article precedes those singular count nouns which start with consonant sound.

**Example:** a book, a ball, a car, a pen etc

An: means one

According to grammar (an) is an article precedes those singular count noun which start with vowel sound.

**Example:** an apple, an umbrella, an orange etc.

### Extra Information:

**Article:** article is a grammatical term which is used to determine or limit noun in a sentence.

Articles are generally divided in to three types:

#### **1. Indefinite Articles:**

Indefinite articles are those articles which are used to limit noun in sentences.

Indefinite articles are two in numbers **(A & An)**

#### **2. Definite Article:**

Definite article is an article that determines a noun which I known to speaker and listener.

Definite article is one in number **(The)**

#### **3. Zero Articles:**

Zero articles are those articles which are used in abstract form.

Having no article before nouns is called zero articles.

**Examples:**

a. He has a book.

Indefinite Article

b. He has the book.

Definite Article

c. He has book.

Zero Articles

**Text Information:**

**Count Nouns:** count nouns are those nouns which can be counted.

**Example:** Book, Car, Table, Doo, Pen and etc

**Non-count Nouns:** Non-count Nouns are those which cannot be counted.

**Example:** Milk, Water, Sugar, Money and etc.

**Extra Information:**

**Count nouns:** count nouns are those nouns which have physically individual shapes or existence.

**Non-count nouns:** non-count nouns are those nouns which do not have physically shapes or existence.

**Differences between count nouns and non-count nouns**

**Count nouns:**

- Can be counted
- Have physical individually shapes.
- Have both singular and plural form
- Can take either singular or plural verb.
- The articles a/an can precede count nouns.
- Numbers can precede count nouns.

**Non-count nouns:**

- Cannot be counted but can be measured.
- Do not have physical individually shapes
- Do not have singular or plural form
- Can take only singular verb.
- The articles a/an cannot precede non-count noun
- Number cannot precede non-count nouns.

**Text Information:**

**Where:** where according to grammar is W.H or information question word used to ask about place or location.

**Example:** Where is milk?                      Where is meat?

**Extra Information:**

In English grammar the word where have the following functions:

- **Where:** as W.H or information question word used to ask about place or location.

**Example:** Where they play football?                      They play football at Besodo ground.

- **Where:** as interrogative adverb to ask where an action happens.

**Example:** Where do you study computer?

➤ **Where:** as relative pronoun used to combine noun of noun of place with a dependent clause.

**Example:** He likes the city where he got married.

**Unit: Seven**  
**Presentation: 11**  
**Page: 79**  
**Topic: Quantity + Noun**  
-----

### Text Information:

**Quantity + Noun:** This structure is used to show the quantity or measurement or noun count nouns.

**Examples:** He needs a carton of milk. She bought a kilo of meat.

### Extra Information:

In above examples the words (a carton of and a kilo of) are containers.

**Containers:** are the units of measurement.

**Unit: Eight**  
**Presentation: 6**  
**Page: 88**  
**Topic: Preposition on + name of street**  
-----

### Text Information:

**On:** on according to grammar is a preposition shows the existence of one particular place on the surface of another street, road, avenue and etc.

**Examples:** The school is on main road. The hospital is on Prince Street.

### Extra Information:

In English grammar the preposition (on) is used in the following cases:

➤ **On:** on is used to show the existence of one particular place on the surface of another road, street, avenue and etc.

**Example:** The store is on Prince Street.

➤ **On:** on also show the existence of one object on the surface of another object.

**Example:** The book is on the table.

➤ **On:** on is also used to show days of the week.

**Example:** The class starts on Saturday.

➤ **On:** on is also used to show the months of the year having specific date.

**Example:** He comes to Afghanistan in July.



Imperative sentences are generally divided into two types:

1. **Single imperative sentences:** single imperative sentences are those sentences through which one command is given either positively or negatively.

**Example:** Close your books. Don't talk in the class.

Single imperative sentences are divided into two types:

- **Positive single imperative sentences:** positive single imperative sentences are those sentences through which we order someone to do only one action.

**Example:** Open the window.

- **Negative single imperative sentences:** negative single imperative sentences are those sentences through which we command someone not to do one action.

**Example:** Don't speak loudly in the class.

2. **Double imperative sentences:** double imperative sentences are those sentences through which we command someone to perform more than one action.

**Example:** Bring a glass of water, close the door and sit down there.

**Double imperative sentences are divided into two types:**

- **Positive double imperative sentences:**

Positive double imperative sentences are those sentences through which we command to perform more than one action or order.

**Example:** Go to market, buy some vegetables and come on time.

- **Negative double imperative sentences:**

Negative double imperative sentences are those sentences through which we command someone not to perform more than one action or order.

**Example:** Don't smoke here, don't talk here and don't come late.

**Note:** In English grammar imperative sentences are used for the following purposes:

- To order someone directly

**Example:** Close the door

- To order someone indirectly

**Example:** Tell Ali come on time.

- To make a request.

**Example:** Give me your book please.

- To give warning to someone

**Example:** Shut your mouth.

- To give direction to someone

**Example:** Respect your parents.

- To give direction to someone.

**Example:** Walk two blocks, turn right.

- To give instruction to someone.

**Example:** Slice the onions; put the onions in the oil.

**Text Information:**

The words (for) and (with) are prepositions. We use the word (for) for many purposes in the following cases below.

**1. We use the word for duration.**

**Example:** Arzoo stayed in Kabul for three days.

**2. We use it before noun object for purpose.**

**Example:** Malali went to city for food.

**3. We use it before indirect object.**

**Example:** Amanullah bought a pen for Najeeb.

The word with means one thing with another thing, one person with another person and one place with another place simply we can say together.

**Example:** Fatima likes to go to park with Shareefa.

It means one person with another.

**Example:** Kajal wants to love Saraj khan.

It means also one person with another.

**Example:** Mustafa likes to eat rice with meat.

It means one thing with another thing.

**Example:** Rauf likes to drink tea with cake.

It means one thing with another thing.

**Example:** Pakistan is with Afghanistan.

One place with another place.

**Example:** Our institute is with Mosque.

One place with another place.

**Text Information:**

**Taste, Smell, look + Adjective:**

In this structure the verbs taste, smell, look connect the subject with one adjective.

**Example:** The food tastes delicious. She looks happy. The coffee smells awful.

**Extra Information:**

**Linking Verbs:** linking verbs are those verbs which are used to connect the subject with an adjective or its complement.

Some linking verbs are listed here (look, smell, taste, become, get, seem, is, am, are, was, were, appear etc)

**Text Information:**

**Adjective + Noun**



**Before and After + clause = conjunction**

Unit: 12  
Presentation: 11  
Page: 118

Topic: Be and can with the conjunction but

---

Text Information:

**But:** it means: However

(But) according to grammar is a conjunction used to combine two opposite sentences or ideas.

**Examples:** Sami is a student. Ali is not a student. Sami is a student, but Ali is not a student.  
Asad isn't a doctor. Shah is a doctor. Asad isn't a doctor, but Shah is a doctor  
Ahmad can drive a car. Ali can't drive a car. Ahmad can drive a car, but Ali can't drive a car

Extra Information:

In English grammar the word (but) has two functions.

➤ **But:** as coordinating conjunction used to combine two opposite sentences or ideas.

**Example:** He can drive a car, but she can't drive a car.

➤ **But:** as preposition followed infinitive noun.

**Example:** They have no way, but escape. Here the word (but) is a preposition

Unit: 14  
Presentation: 8  
Page: 134

Topic: Possessive Adjective

---

Text Information:

**Possessive Adjective:**

Possessive adjectives are those adjectives which are followed by noun to show possession or ownership.  
Possessive adjectives are seven in numbers (My, His, Her, Your, Their, Its and our)

**Example:** This is my book.

Extra Information:

**Possessive Adjective:**

Possessive adjectives are those adjectives which are followed by noun to show possession.

**Possessive Pronoun:**

Possessive pronouns are those pronouns which are followed by verb to show possession.

Possessive pronouns are seven in number (Mine, His, Hers, Yours, Theirs, Its and ours)

**Example:** The book is mine.

**Possessive Adjective + Noun**

**Possessive Pronoun + (nothing) Verb is possible.**

Unit: 14  
Presentation: 13  
Page: 135

Topic: Want question with what

**Text Information:**

**Want:** according to grammar the word want is a desire verb, which is used before to + verb or Nouns to express desire.

**Examples:** Ali wants to eat something soon.                      Want + to + Verb.  
 Hanif and Asad want a building.                                      Want + noun

**Extra information:**

The word (Want) is also called main verb and Infinitive verb when we use it after Subject before object then it functions as main verb like in the first example, but when we use it before Infinitive. It means before to + verb then it functions as an infinitive verb as in the second example.

**Examples:** He wants a garden.                                      Functions here as Main verb.  
 They want to study very hard.                                      Functions here as an infinitive verb.

In informal British English we can say that a thing (wants) (needs) something particularly with reference to actions.

**Examples:** That car wants a talented driver.                      Means that car needs a talented driver.  
 Your hair wants a good brush.                                      Means your hair needs a good brush.

In informal speech the word want to often gives the sound of (wanna) it is sometimes spelt like this in order to repeat conversational pronunciation for example as in comic strips.

**Unit: 14**  
**Presentation: 17 & 23**  
**Page: 136,139**  
**Topic: Questions with how much**

**Text Information:**

**How much:** according to grammar it is a W.H question phrase to ask about the quantity or measurement of non-count nouns.

**Example:** How much sugar does he buy in a week?

**Extra Information:**

The phrase (how much) is composed of two parts:

- **The interrogative adverb (How).**
- **The adjective of quantity (Much).**

**Example:** How much sugar do you need?

**Unit: 14**  
**Presentation: 21 & 26**  
**Page: 138, 139**  
**Topic: Need and Mean**

**Text Information:**

**Need:** it means: to require.

Need according to grammar is a verb used to show someone's requirements necessity.

**Example:** We need much money.

**Extra Information:**

In English grammar the word (need) has the following functions:

- **Need:** as main verb used to show someone’s requirements.

**Example:** They need English books.

- **Need:** as infinitive verb followed by (To + verb) to make the form of infinitive.

**Example:** They need to start business.

- **Need:** as gerund verb followed by (Verb + ing) to make the form of gerund.

**Example:** The car needs washing.

- **Need:** as modal auxiliary used in British English only in negative statements and interrogative sentences.

**Example:** He needn’t learn computer.  
Modal auxiliary mean: (shouldn’t)

Need he buy a car?  
Modal auxiliary

**Unit: 14**  
**Presentation: 23**  
**Page: 139**  
**Topic: How many**  
-----

**Text Information:**

**How many:** according to grammar it is a W. H or information question phrase to ask about the quantity or measurement of count nouns.

**Example:** How many books do you have?

**Extra Information:**

The phrase (how many) is composed of two parts:

- **The interrogative adverb (How).**
- **The adjective of quantity (Many).**

**Example:** How many books do you need?

**Unit: 15**  
**Presentation: 4**  
**Page: 143**  
**Topic: Questions with how old**  
-----

**Text Information:**

**How old:** according to grammar it is a W. H or information question phrase used to ask about someone’s age.

**Example:** How old is your friend? She is 15 years old.

**Extra Information:**

The phrase (how old) is composed of two parts.

- **The interrogative adverb (How).**
- **The adjective of quantity (Old).**

**Example:** How old is your brother? My brother is 18 years old.

**Unit: 15**

**Text Information:**

**When:** according to grammar it is W. H or information question word used to ask about time.

**Example:** When will he take math class?

**Extra Information:**

In English grammar the word (when) has the following function:

- **When:** as W. H or information question word used to ask about time.

**Example:** When did she buy a car?

- **When:** as interrogative adverb to ask when an action happens.

**Example:** When will he get married?

- **When:** as conjunctive adverb used to combine noun of time with dependent clause.

**Example:** They remember the year when they got married.

**Text Information:**

**How far:** according to grammar it is a W. H or information question phrase used to ask about distance.

**Example:** How far is it to New York?

**Extra Information:**

The phrase (how far) is composed of two parts:

- **The interrogative adverb (How).**
- **The adjective of quantity (far).**

**Example:** How far is it to London?

**Text Information:**

**Let + Object + Verb + ROTS.**

- **Let:** means to permit or allow.
- **Let:** is used to permit someone to do something.

**Examples:** let me check your car. Let him fix the car.

**Text Information:**

**Ordinal numbers:** are those numbers which are used to show the order of nouns in a particular series.

**Example:** First, Second, Third, Fourth, Fifth and etc.

**Extra Information:**

**Numbers:** numbers are digits or word used either to count the nouns or order the nouns.

1. **Ordinal numbers:** ordinal numbers are those numbers which are used to order the noun in a particular series.

**Example:** First, Second, Third, Fourth, Fifth and etc.

2. **Coordinal numbers:** coordinal numbers are those numbers which are used to count the noun in a particular series.

**Example:** One, Two, Three, Four, Five, Ten etc.

3. **Serial numbers:** serial numbers are those numbers which are used in some registration to show a particular series.

**Example:** 01,02,03,04,10,100,230 etc

**Text Information:**

**Name:** It is a term, which we can use for specification or identification of a person, place, thing and etc. These are the types of names below.

1. **First Name:** The name, which is given to someone, for the first time. It means in the birth of someone or when someone born.

**Examples:** Haroon, Ali, Hanif etc

2. **Second Name:** The name, which is used instead of the real name like (Shafeq Shadab) people are calling him. (Shadab)

3. **Third Name:** The name of family and we can also call it last name.

**Examples:** Ahmadzai. Afredi. Rostemkhel

4. **Title Name:** The name, which is given to someone because of his or her achievement.

**Examples:** Amanullah Ghazee. Shahed Afredi Boom Boom

**Text Information:**

**By:** is a preposition

We use by + means of transportation (car, bus, truck etc) to say how we come from a place and go to a place.

**Examples:** We go to school by bus. She comes to Kabul by plane.

**Unit: 18**  
**Presentation: 12**  
**Page: 171**  
**Topic: Be born**  
-----

**Text Information:**

**By:** The word (by) is a preposition, which is used with transportation system here in this structure.

Ex: Anait khan Ahmadzai went to Saudi Arabia by plane.

Ex: Yousaf khan Ahmadzai went to bazaar by walking.

# Level One Completed



1. **Adjectival prepositional phrases:** are those phrases which functions the same as adjectives modify noun or pronoun.

**Example:** The car with red color is made in Japan.  
Adjectival prepositional phrase

Sami with long hair is from Afghanistan.  
Adjectival prepositional phrase

2. **Adverbial prepositional phrases:** are those phrases which functions the same as adverb show where and when.

**Example:** The class on Sunday is a grammar class.  
Adverbial prepositional phrase

The car on the road runs very slow.  
Adverbial prepositional phrase

Unit: Two

Presentation: 1

Page: 17

Topic: Identifying things with: These

---

**Text Information:**

**This, that, these and those:** according to grammar they are demonstrative pronouns used to point out person, place and thing.

➤ **This:** Points out singular near person, place and thing.

**Examples:** This is a car. This is a book.

➤ **That:** points out singular far person, place and thing.

**Examples:** That is a girl. That is a cat.

➤ **These:** points out plural near persons, places and things.

**Examples:** These are students. These are dogs.

➤ **Those:** points out plural far persons, places and things.

**Examples:** Those are teachers. Those are drivers.

**Extra Information:**

In English grammar the words (this, that, these and those) function either as demonstrative pronouns or demonstrative adjectives.

**This, that, these and those + Verb = Demonstrative pronoun.**

**This, that, these and those + Noun = Demonstrative adjective.**

**Examples:** This is a good house.  
Demo-pron

This house is good.  
Demo-Adj

Unit: Two

Presentation: 13

Page: 21

Topic: Singular possessive ('s)

---

**Text Information:**

**Singular possessive ('s):** is used with singular noun to show its possession or ownership.

**Example:** Haroon's car. Student's books.

**Extra Information:**

Possessive is a grammatical term which denotes possession or ownership. In English grammar possession is shown in the following ways.

- **Possession:** is shown with possessive adjectives (my, your, his, her, their, our and its).

**Examples:** He drives his car. Ali took my book.

- **Possession:** is shown with possessive pronouns ( mine, yours, his, hers, theirs, ours and its).

**Examples:** Whose car is that? That is hers. That car is mine.

- **Possession:** is shown with possessive nouns.

**Example:** Haroon's car.

**Note:** Possessive nouns have the following four rules:

- **Singular regular noun take a apostrophe ('s).**

**Examples:** Haroon's car. Boy's shirt.

- **Plural regular nouns take only an apostrophe(')**

**Examples:** Students' computer. Teachers' office.

- **Plural and irregular nouns considered singular so they take a ('s)**

**Examples:** Children's room Men's shoes.

- **Some singular nouns ending with (s) have two possibilities.**

**Examples:** Wais = Wais's book or Wais' book.

**Unit: Two**

**Presentation: 21**

**Page: 24**

**Topic: What do/does.....do?**

**Text Information:**

According to grammar (what do/does.....do?) is a W. H or information question phrase used to ask about someone's job or occupation.

**Examples:** What do your brothers do? They are doctors. What does Sami do? He is a teacher.

**Extra Information:**

The phrase (what do/does.....do?) is composed of four parts:

- **W.H or information questions word (what).**
- **The (to do) auxiliary (do/does)**
- **The main verb (do)**
- **The question mark or the sign of interrogation (?).**

**Note:** When we want to ask about someone's current action we use the phrase (what is, am, are....doing?)

**Example:** What are you doing now? I am writing.

**Text Information:**

**How:** according to grammar it is a W.H or information question word used to ask about the general condition of weather in some particular seasons.

**Example:** How is the weather in winter? It is really cold.

**Extra Information:**

The word (How) is also called interrogative adverb.

**Text Information:**

**How + adjective:** this structure is used to ask about the length, depth, width, height.

**Examples:** How long is this river? How deep is this ditch?  
How wide is this ground? How high is this mountain?

**Extra Information:**

In English grammar (how + adjective) is used for the following purposes:

➤ **To ask about length.**

**Example:** How long is this river?

➤ **To ask about depth.**

**Example:** How deep is this ditch?

➤ **To ask about width.**

**Example:** How wide is this room?

➤ **To ask about height.**

**Example:** How high is this tree?

➤ **To ask about someone's age.**

**Example:** How old are you?

➤ **To ask about the quantity of count nouns.**

**Example:** How many books do you need?

➤ **To ask about the quantity of non-count nouns.**

**Example:** How much water do you drink during the day?

**Note:** sometimes the word (How) is used with adverb of frequency to ask about the repetition of an action.

**Example:** How often do you wash your car?

**Text Information:**

**I think + clause:** this structure is used when we are not exactly sure about person, place, thing, idea.

**Example:**       Where is Ahmad?               I think he is in the class.  
                       Where does this bus go?     I think it goes to Kabul.

**Extra Information:**

In above sentences (I think) is introductory phrase.

**Note:** sometimes the word (that) is used informally with the phrase (I think).

**Text Information:**

**How often:** according to grammar (how often) is W.H or information question phrase used to ask about the repetition of an action.

**Example:**       How often do you clean your room?               I clean my room once a week.

**Note:** **How often** means **How many times**.

**Extra Information:**

The phrase (How often) is composed of two parts.

- **The interrogative adverb (How).**
- **The adverb of frequency (often).**

**Example:**       How often do you play cricket?               I usually play cricket.

**Text Information:**

**Be going to + Verb:** this structure is used to show future old planned action or state.

**Example:**       The students are going to start new class next week.  
                       The students are going to be busy next week.

**Extra Information:**

**Differences between will and be going to**

- Will is a modal auxiliary
- Will shows willingness

- Will shows new planned action or state
- Will is used to make the statement of promise
- Will is used to make informal request
- Will is used to show present probability.
  
- Be going to is similar expression to modal auxiliary
- Be going to is not used for willingness
- Be going to shows old planned action or state
- Be going to is not used to make the statement of promise.
- Be going to is not used to make informal request
- Be going to doesn't show present probability.

**Note:** while talking about predication here (will and be going to) have same meaning.

**Unit: Eight**  
**Presentation: 2**  
**Page: 72**

**Topic: Time expression + ago**

---

**Text Information:**

**Time expression + ago:**

This structure is used to show the completion of an action or state in a particular time in the past.

**Example:**     He played cricket two days ago.

Completion of an action

The sky was cloudy two days ago.

Completion of an action

**Note:** **ago:** means before.

**Extra Information:**

**Ago:** means before according to grammar (age) is adverb of indefinite time used to completion of an action or state in the past.

**Example:**     He went to Kabul a week ago.

Time expression

**Unit: Eight**  
**Presentation: 9**  
**Page: 74**

**Topic: Prepositions: Until and During**

---

**Text Information:**

**Until:** means: till or up to now.

According to grammar (until) is a preposition showing the duration of an action or state.

**During:** means: within

According to grammar (during) is a preposition showing the duration of an action or state.

**Example:**     He studied math until 3:00pm.

Preposition

She worked in the hospital during the day.

Preposition

**Extra Information:**

In English grammar the word (until) has two functions:

1. **Until:** as preposition of time followed by time expression.

**Example:** He worked until afternoon.

2. **Until:** as subordinating conjunction followed by complete clause to how duration.

**Example:** They worked until their father came.  
Subordinating conjunction

**Time:** the frequency between instants movement is called time.

Unit: Eight

Preposition: 12

Page: 75

Topic: Noun + Noun

---

### Text Information:

**Noun + Noun:** is the form of compound noun in which the first noun functions as an adjective so it should be singular in form.

**Examples:** College student, Bus driver, Shop keeper and etc.

### Extra Information:

**Compound nouns:** are those nouns which are composed of two or three word.

**Examples:** Truck driver, Gate keeper and etc.

**Note:** the first noun functions as an adjective and should have the singular form only.

Unit: Nine

Presentation: 7

Page: 88

Topic: What is the matter? Would like to + Verb

---

### Text Information:

**What is the matter?:** according to grammar (what is the matter?) is W.H or information question phrase used to ask about someone's problem or difficulty.

**Note:** (What is the matter?) Means: what is wrong? Or what is the problem?

**Would like to + Verb:** this structure shows someone's desire.

**Example:** What is the matter, Sami? I am bored. I would like to find a job.

### Extra Information:

The phrase (what is the matter?) is composed of five parts:

- The W.H question word or interrogative pronoun (what).
- The main verb (is).
- The definite article (the).
- The root word noun (matter).
- The question mark (?).

**Text Information:**

**Like to + Verb:** this structure is used to show someone's choice.

**Example:** He likes to wear blue clothes.

**Extra Information:**

**Like to + Verb:** shows someone's choice existed in the past, exists in present and future.

**Would like to + Verb:** shows someone's desire which doesn't exist yet, but it will exist in recent future.

**Example:** They would like to buy a car.

**Text Information:**

**What else:** Means: What more.

According to grammar (What else) is W.H or information question phrase used to ask about someone's extra choice or need.

**Example:** He likes to stay in every green places.  
What else does he like? He likes to walk on the beach

**Extra Information:**

The phrase (what else) is composed of two parts:

- **The W.H information question word or interrogative adjective (what).**
- **Indefinite pronoun (else).**

**Example:** What else do you want to buy?

**Text Information:**

**Know how to + verb:** this structure indicates that the subject is professional enough to perform an action.

**Example:** He knows how to swim in the pool. Asad knows how to play cricket.

**Text Information:**

**Direct object:** is an object which is affected first by the verb in sentence is called direct object.

**Example:** He bought it yesterday.  
Direct object

**Extra Information:**

**Object:** noun, pronoun, noun phrase, noun clause affected by the verb in a sentence is called object.

<b>Example:</b> He bought a <u>book</u> .	He bought <u>four interesting books</u> .
Noun as object	Noun phrase as object
He bought <u>it</u> yesterday.	He bought <u>what he needed</u> .
Pronoun as object	Noun clause as object

**Note:**

- Direct object is usually the name of thing, but indirect object is usually the name of person.
- Direct object usually comes first but indirect object usually comes second.
- Sometimes direct and indirect objects are used interchangeably one instead of another.

**Example:** Haroon bought Hazrath a book.  
Indirect object      Direct object

**Text Information:**

**Must:** Means: have to / has to

According to grammar (must) is modal auxiliary used to show present strong obligation.

**Example:** He must earn for his children.

**Extra Information:**

In English grammar the word (must) is used for the following purposes:

- To show present strong obligation

**Example:** He must work six hours a day.

- To show past strong obligation.

**Example:** He must have earned money.

- To show present inference or certainty.

**Example:** She must be sleeping.

- To show past inference or certainty.

**Example:** She must have been sleeping.

- To show future possibility.

**Example:** The must be in a party tomorrow.

- In negative statements (must) show strong prohibition.

**Example:** The students must not smoke in the class.

**Text Information:**

The phrase (as...as possible) is used to show the last stage of an action to happen.

**Example:** He runs as fast as possible. She studies as hard as possible.

**Extra Information:**

The phrase (as.....as possible) is composed of three parts:

- **The first (as) functions as adverb.**
- **The second (as) functions as adverb.**
- **The word (possible) functions as adverb.**

**Example:** They work as hard as possible.

**Text Information:**

**Wish:** means to desire

It is usually used with the modal auxiliary (could) to show present unreal desire.

**Example:** They wish they could swim in the pool. (They cannot swim in the pool).

**Extra Information:**

In English grammar the word (wish) has the following functions and usages:

- **Wish:** as desire verb used to show someone's desire which is not possible to be fulfilled.
- **Wish + Simple past tense:** show someone's present desire.

**Example:** She wishes she were a doctor.

- **Wish + Past perfect tense:** shows someone's past unreal desire.

**Example:** He wishes he had gotten a job.

- **Wish + would:** shows someone's future unreal desire.

**Example:** He wishes he would go to America.

**Text Information:**

Whenever we say two days ago, two hours ago, two weeks ago, two months ago, two years ago instead of them we can also use time expression (the...before.)

**Example:** He went to park two days ago. He went to park the day before last.  
 She finished her school two years ago. She finished her school the year before last.

**Extra Information:**

Time expression (the.....before....) is only used for the range of two hours, two days, two week, two months, two years.

**Unit: Twelve**  
**Presentation: 15**  
**Page: 129**  
**Topic: as.....as present and past tense**  
 -----

**Text Information:**

**As.....as:** according to grammar it is a phrase used to show comparison either positively or negatively between nouns.

**Example:** Asad has five books Sami has five books. (Asad has as many books as Sami)

Positive comparison

Ahmad has four books Usman has five books.  
 (Ahmad doesn't have as many books as Usman)

Negative comparison

**Extra Information:**

**As.....as + noun:** the phrase (as....as) is composed of two parts:

- **The first (as) always functions as adverb.**
- **The second (as) can be either preposition or conjunction.**

**Example:** Haroon doesn't have as many cars as Hazrath.  
Adverb Preposition

Wali doesn't have as many cars as Hameed has.  
Adverb Conjunction

**Unit: Thirteen**  
**Presentation: 2**  
**Page: 136**  
**Topic: Both**  
 -----

**Text Information:**

**Both:** means two of them

It is usually used with the conjunction (and) to combine two positive statements.

**Example:** Asif plays cricket. Ali plays cricket. Both Asif and Ali play cricket.



Sami has taken lunch. Ahmad has taken lunch.  
Sami has taken lunch and so have Ahmad.

Unit: Fifteen  
Presentation: 3  
Page: 160

Topic: Clause with: If present tense verb

---

### Text Information:

**If:** means: whether: according to grammar (if) is a conjunction shows condition for a specific result.

**Note:** The word (if) has two positions in sentences:

1. **Beginning of the sentence here comma separated two clauses.**

**Example:** If he studies hard, he will get first position.

2. **Middle of sentence here no comma is used.**

**Example:** He will get first position if he studies hard.

### Extra Information:

In English grammar (if) is a subordinating conjunction introducing conditional clause.

**Conditional clause:** is a dependant clause that shows condition.

**Conditional sentences:** are those sentences which contain a specific condition for a particular result.

**Example:** If they work hard, they will earn much money.

Conditional clause \_\_\_\_\_ result clause

Conditional sentences

**Condition:** particular principles applied for particular result is called condition.

## Level Two Completed

# English Grammar

## New Intercom Three

Unit: One  
Presentation: 5  
Page: 7

Topic: Question with: Why. To + Verb

---

### Text Information:

**Why:** means: (how come)

According to grammar (why) is W.H or information question word used to ask about reason or purpose.

**Note:** Questions start with (why) will be answered in two ways:

1. **To + Verb:** To show someone's purpose
2. **The word (Because):** to show someone's reason.

**Example:** Why do you learn English language?  
To get a good paying job (purpose) or Because I want to get a job (reason)

### Extra Information:

In above examples the word (to) is the short form of (in order to) and the word (because) is subordinating conjunction.

Unit: One  
Presentation: 10  
Page: 10

Topic: Result clause with (So)

---

### Text Information:

**So:** according to grammar (so) is a conjunction introducing result clause.

**Example:** He was tired, so he slept early.  
Result clause

**Note:** in English grammar (so) as conjunction gives two meanings.

1. **So:** means (therefore) here (so) is preceded with a comma.
2. **So:** means (in order to) here no comma is used.

**Example:** He was really sick, so he went to doctor.  
He works very hard late at night so he earns much money.

### Extra Information:

In English grammar the word (so) has two functions:

1. **So:** as coordinating conjunction shows result clause.

**Example:** He studied hard so he got first position.

2. **So:** as adverb of degree followed by adjective or another adverb.

**Examples:** Wali is so intelligent. He runs so fast. (here (so) is adverb)

Unit: Two  
Presentation: 14  
Page: 13

Topic: Questions with: How long

---

**Text Information:**

**How long:** according to grammar (how long) is W.H or information question used to ask about the length of duration of an action or state.

**Example:** The show starts at 2:00 pm.  
How long does it last? It last in one hour and ends at 3:00 pm.

**Extra Information:**

The phrase (how long) is composed of two parts:

- **The interrogative adverb (How).**
- **The adjective of quantity (long).**

**Example:** The cricket match starts at 4:00 pm.  
How long does it last? It last in five hours and ends at 9:00 pm.

**Unit: Two**  
**Presentation: 18**  
**Page: 14**  
**Topic: Learn to + Verb Become**  
-----

**Text Information:**

**Learn to + Verb:** this structure is used to show that the subject acquired the skill of an action before its implementation.

**Examples:** He learned to drive three year ago. He became a driver one year ago.

**Extra Information:**

**Learn to + Verb:** shows the skill of the person.

**Become:** shows the position or state of person.

**Example:** He learned to fix cars four years ago. He became a mechanic three years ago.  
Skill the position or state

**Unit: Four**  
**Presentation: 15**  
**Page: 45**  
**Topic: Emphatic do**  
-----

**Text Information:**

**Emphatic do:** is a grammatical term which indicates disagreement or denying with the previous idea.

**Note: emphatic do:** is introduced with some phrases (what do you mean?) (That is not true) (it is not fair) (You are wrong) and etc.

**Examples:** he doesn't study hard. What do you mean? He does study hard.  
Emphatic do

The players didn't play well in last month.  
That is not true. The players did play well.  
Emphatic do

**Extra Information:**

In above examples the phrase (what do you mean?) (That is not true) and etc are called introductory phrases which are used advent emphatic do.

**Examples:** He doesn't go to school. What do you mean? He does go to school.  
Emphatic do

**Unit: Five**  
**Presentation: 2**  
**Page: 52**  
**Topic: Headlines**  
-----

**Text Information:**

**Headlines:** are incomplete sentences printed on the top of article to view the general idea of the article.

**Rules to recognize headlines:**

- **Headline in present form introduce past event.**

**Example:** Afghanistan plays Pakistan. Osama meets Obama.

- **Headline in continuous tense form introduce present regular action.**

**Example:** Players playing match.

- **Headlines having (to + verb) introduces future event.**

**Example:** Afghanistan to play Pakistan.

**Note:** Headlines usually do not contain words like (a, an, was, were, here, there, and, but, and etc)

**Unit: Five**  
**Presentation: 7**  
**Page: 54**  
**Topic: Position of adverbs of frequency**  
-----

**Text Information:**

**Adverbs of frequency:** are those adverbs which show the repetition of an action or state.

**Note:** **Adverbs of frequency** have two positions in sentences.

1. **After the form of be and other auxiliaries.**
2. **Before main verb.**

**Example:** He is usually busy in the office.

**Extra Information:**

**Adverbs of frequency:** are those adverbs which are used to show the repetition of an action or state.

Adverb of frequency generally divided into two types:

1. **Definite Adverbs of frequency:** are those adverbs which are used to show the exact repetition of an action or state some definite adverbs of frequency are listed here (once, twice, three times, four times and ect.)

**Example:** He goes to park twice a week.  
Definite adverb of frequency

**2. Indefinite adverbs of frequency:** are those adverbs which do not show the exact repetition of an action or state.

Some indefinite adverbs of frequency are listed here. (always, usually, often, sometimes, hardly ever, rarely, seldom and never and etc.)

**Example:** She usually goes to park.

Indefinite adverb of frequency

- **Always** shows 100%
- **Usually** shows 80% - 85%
- **Often** shows 70%
- **Sometimes** shows almost 50%
- **Hardly ever** shows 15%
- **Seldom** shows 5%
- **Rarely** shows less than 5%
- **Never** shows 0% (repletion of an action or state)

- **Always**
- **Usually**
- **Often** **Have Positive Sense**
- **Sometimes**

- **Hardly ever**
- **Seldom**
- **Rarely** **Have Negative Sense**
- **Never**

**Examples:** Can you play cricket? Yes, I often play cricket.  
 Or No, I seldom play cricket (Yes, I seldom play cricket)  
 This is incorrect

**Unit: Five**

**Presentation: 10**

**Page: 55**

**Topic: It is + adjective + to + Verb**

**Text Information:**

**It is + adjective + to + verb:** this structure shows how someone feels about a particular think.

**Example:** It is important to learn computer. It is difficult to learn French language.

**Extra Information:**

**It is + adjective + to + verb:** this structure shows how someone feels about a particular think.

**Example:** It is necessary to learn Pashto. To play football is fun.  
 It is fun to play football. It is fun to be young.

**Text Information:**

**Should:** means ought to

According to grammar (should) is modal auxiliary used to show advisability or mild obligation.

**Note:** Should is always followed by root form of verb. The negative form of should is should not or shouldn't.

**Example:** She should get education properly. (Advisability)  
They should work here for ten hours. (Mild obligation)

**Extra Information:**

**Should:** means ought to

According to grammar (should) is modal auxiliary used for the following purposes:

- **To show present advisability or mild obligation.**

**Example:** We should earn money. (Present mild obligation).  
You should go to the doctor. (Present advisability)

- **To show past advisability or mild obligation.**

**Example:** They should have studied hard. (Past advisability)  
He should have worked for ten hours a day. (Past mild obligation)

- **To show present expectation.**

**Example:** He should have been happy about the promotion.

- **To show future expectation.**

**Example:** She should be in the office.

- **To ask informally about the permission.**

**Example:** Should I leave the class?

Extra:

**Using auxiliary in the past tense:**

**Subject + modal auxiliary + have + 3<sup>rd</sup> form of verb + rest of the sentence.**

**Example:** He should have taught English language in the institute.  
He must have brought his homework.

**Text Information:**

**Because:** means therefore

According to grammar (because) is a conjunction used to show statement of reason.

**Example:** He went to doctor because he was sick.  
Statement reason

**Extra Information:**

In English grammar the word (because) has two functions:

- **Because:** is also used with the preposition (of) to function as preposition followed by phrase.

**Example:** Because of rain, we didn't play cricket.  
Preposition

- **Because:** As conjunction used to make statement of reason.

**Example:** He is very happy because he got first position.  
Conjunction

**Unit: Seven**  
**Presentation: 2**  
**Page: 79**

**Topic: Preposition of time: In and for**

---

**Text Information:**

**In:** means after

According to grammar (in) is preposition used to show that an action happens in recent future.

**For:** means within

According to grammar (for) is a preposition shows duration of an action.

**Example:** They will go to America for two weeks. She will arrive here in 10 minutes.

**Extra Information:**

The word (for) can also function as coordinating conjunction here it means (because)

**Example:** He got first position for he studied hard.

**Unit: Seven**  
**Presentation: 8**  
**Page: 81**

**Topic: Too + Adjective + to + verb**

---

**Text Information:**

**Too + adjective + to + verb:** this structure indicates the excessive prohibition of an action to happen or this structure indicates that an action is excessively impossible to happen.

**Examples:** French language is too difficult to study. It is too boring to study one subject six hours.

**Extra Information:**

In above structure (too) means excessively

According to grammar (too) is an adverb of degree represents negative meaning or sense.

**Examples:** He is too intelligent to learn computer. (incorrect)  
He is very intelligent to learn computer. (correct)  
He is so intelligent to learn computer. (correct)

**Text Information:**

**Every:** means each

According to grammar (every) is an adjective shows successive continuation between days or hours.

**Example:** Ali plays cricket every day.

**Every other:** means every second

According to grammar (every other) is an adjective used to show unsuccessful continuation between days of the week and hours.

**Example:** Ali plays football every other day.

**Extra Information:**

In English grammar the words (every and every other) are distributive adjectives modifying the nouns individually.

**Text Information:**

**For + object with too:** this structure indicates that an action is excessively impossible only for object to perform.

**Example:** It is too difficult for the girls to win the football match.  
It is too boring for me to watch the movie.

**Text Information:**

**Even + adjective:** this structure indicates a gradual change in a particular situation or state.

**Note: Even:** means more than

According to grammar even is an adverb

**Example:** Ali is tall he wants to be even taller. She is rich she needs to be richer.

**Extra Information:**

In English grammar the word even has the following functions:

- **Even as adverb of degree followed by comparative degree of adjective to show gradual change.**

**Example:** He is fat he wants to be even fatter.

➤ Even as adjective which means paired.

**Example:** She counts even numbers.

Unit: Eight  
Presentation: 5  
Page: 95

Topic: Contrast of Some and Any

---

Text Information:

**Contrast between some and any:**

**(Some)** is followed by either count or non-count nouns.

**(Some)** is used in positive statement and interrogative sentence.

**(Any)** is followed by count nouns.

**(Any)** is used in negative statement and interrogative sentence.

**Examples:** He needs some sugar for the coffee.

Non count noun

He needs some books.

Count noun

She doesn't buy any books.

Does he want any pens?

Extra Information:

In English grammar the word (any and some) are adjectives of quantity.

Unit: Eight  
Presentation: 10  
Page: 96

Topic: Some + Count Noun  
Number + Count Noun

---

Text Information:

**Some + Count Noun:** this structure indicates that the quantity of count noun is unknown.

**Number + Count Noun:** this structure indicates that the quantity of count noun is known.

**Examples:** They bought some cars. (Unknown quantity)

They bought four cars. (Known quantity)

Extra Information:

In above examples the word (some) is an adjective of quantity but the word (four) is numerical adjective.

Unit: Eight  
Presentation: 18  
Page: 99

Topic: Some + non count noun and  
Quantity + non count noun

---

Text Information:

**Some + non count noun:** this structure indicates that the quantity of noun count noun is unknown.

**Quantity + non count noun:** this structure indicates that the quantity of noun count noun is known.

**Examples:** She drinks some water. (Unknown quantity)

She drinks a glass of water. (Known quantity)

**Extra Information:**

In above examples the word (some) is an adjective of quantity, but the word (a glass of) is container.

**Unit: Nine  
Presentation: 1**

**Page: 105**

**Topic: Have got / Has got**

---

**Text Information:**

**Have got:** means have

According to grammar (have got) is a phrase refers to plural subjects.

**Has got:** means has

According to grammar (has got) is a phrase refers to singular subject.

**Examples:** They have got headache. (Means they have headache)

She has got a car. (Means she has car)

**Extra Information:**

In English grammar (have got and has got) are idiomatic expressions used only in simple present tense they do not have past and future usages.

**Idiomatic means informal.**

**Example:** He has got a car. Has he got a car?

British English

**Unit: Nine  
Presentation: 7**

**Page: 107**

**Topic: Could (past ability)**

---

**Text Information:**

**Could:** means was/were/ able to

According to grammar (could) is modal auxiliary used to show past ability.

**Note:** (Could) is always followed by root form of verb.

The negative form of could is (couldn't or could not)

**Examples:** He could swim very fast two years ago. She could run very fast when she was young.

**Extra Information:**

**Could:** means was/were able to.

According to grammar (could) is a modal auxiliary used for the following purposes:

- **To show past ability no longer exists in present**

**Example:** He could ride a horse ten years ago.

- **To show present possibility.**

**Example:** He could be in the office now.

- **To show past possibility.**

**Example:** He could earn much money last year.

➤ **To show future possibility.**

**Example:** He could get a job next month.

➤ **Could is also used to make formal request.**

**Example:** Could you bring me a glass of water?

➤ **Could is used formally to ask for permission.**

**Example:** Could I use your book please?

**Unit: Nine**

**Presentation: 15**

**Page: 110**

**Topic: Make/Keep + object + adjective**

---

### Text Information:

**Make + object + adjective:** this structure indicates gradual change in a particular situation.

**Keep + object + adjective:** this structure indicates maintaining situation.

**Examples:** Ali was thin, eating rice makes him fatter.

She was healthy, eating fruit keeps her healthier.

**Unit: Ten**

**Presentation: 3**

**Page: 120**

**Topic: For + object**

---

### Text Information:

**For + object:** this structure indicates that the verb affects indirect object indirectly.

**Example:** He bought a book for Ali.

Indirect object

**Unit: Ten**

**Presentation: 7**

**Page: 122**

**Topic: Get + adjective**

---

### Text Information:

**Get + adjective:** means become

This structure indicates that the subject is affected by a particular clause.

**Examples:** He worked very. He got tired. When I see poor people I get sad.

### Extra Information:

In above examples the word (get) is linking verb which connect subject with an adjective.

**Unit: Ten**

**Text Information:**

**Get + noun:** this structure is used for the following purposes:

- **Receive something physically.**

**Example:** Sami got English books last Saturday.

- **To receive something conceptually.**

**Example:** Asad got the lesson.

- **To care or inform someone.**

**Example:** Naseem is sick please get the doctor.

- **To approach or reach somewhere.**

**Example:** He got school late.

- **To begin or start.**

**Example:** She gets headache.

**Text Information:**

**Comparative adjective + than any other:** this structure introduces adjective with superlative meaning.

**Note:** In English grammar (any other) is followed by singular noun.

**Examples:** Pashto is better than any other language in the world.  
Haroon is more intelligent than any other student in his class.

**Extra Information:**

In above examples (any other) is followed by singular noun because it is distributive adjective.

**Text Information:**

**As + noun:** this structure is used to show someone's job or occupation.

**Example:** Tahir works as a doctor in the hospital.  
He accepted as a teacher in the school.

**Extra information:**

**As + noun:** indicates someone's real position or status.

**Example:** he works as engineer in this office.

**Like + noun:** indicates someone's unreal position or status.



**Text Information:**

**About to:** in English grammar (about to) is a preposition. It is usually used with the form of Be (is, am, are) to show that an action happens in recent future.

**Example:** He is about to complete his computer course.

**Note:** in above sentence (about to) means almost.

**Extra Information:**

**About to:** means close to

According to grammar (about to) is compound preposition usually used with the form of Be for two purposes:

1. **Be (is, am and are) + about to:** shows that an action happens in recent future.

**Example:** He is about to finish level three class.

2. **Was/were + about to:** shows an action was expected to happen, but it didn't happen.

**Example:** We were about to win the match, but we couldn't.

**Text Information:**

**Whose:** according to grammar (whose) is a W.H or information question word used to ask about possession or the owner.

**Example:** Whose car is this?

**Extra Information:**

In English grammar (whose) has the following functions:

- **Whose:** as W.H or Information question word used to ask about the owner.

**Example:** Whose house is this?

- **Whose:** as interrogative adverb followed by noun to ask about the owner.

**Example:** Whose has three books?

- **Whose:** as relative pronoun showing position.

**Example:** He has a brother whose eyes are blue.

**Text Information:**

**Neither:** means also

According to grammar (Neither) is an adverb used to combine two negative statements or ideas.

**Note:** the word (Neither) is used in the beginning of second sentence followed by positive auxiliary.

**Example:** Ali doesn't play cricket. Sami doesn't play cricket.  
(Ali doesn't play cricket neither does Sami)

#### Extra Information:

In English grammar the word (neither) is also used with (nor) here (neither.....nor) functions as paired conjunction to combine negative statements.

**Example:** Sami can't swim. Asad can't swim. (Neither Sami nor Asad can swim)

**Unit: Fourteen**

**Presentation: 16**

**Page: 166**

**Topic: Questions with: Which**  
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#### Text Information:

**Which:** according to grammar (which) is W.H or information question word used to ask

**Example:** Which car do you like the most?

#### Extra Information:

In English grammar the word (which) has the following functions:

➤ **Which:** as W.H or information question word used to ask about choice.

**Example:** Which language do you like the most?

➤ **Which:** as interrogative adjective followed by noun to ask about choice.

**Example:** Which season do you like the most?

➤ **Which:** as interrogative pronoun followed by verb to ask about choice.

**Example:** Which is expensive?

➤ **Which:** as relative pronoun.

**Example:** She bought a ring which is made of soft gold.

# Level Three Completed

# English Grammar

## New Intercom Four

Unite One  
Presentation: 3  
Page: 7

Topic: Superlative forms of adjective

---

### Text Information:

Superlative forms of adjective: are those forms through which we compare one person with a group of people, one thing with a group of things, one place with a group of places.

**Examples:** Haroon is the smartest kid in our family.  
Jalalabad is the nicest city in Afghanistan.

1. Positive Degree: is a degree in which adjectives have neither prefix nor suffix.

**Examples:** Nice, Good, Cold, Hot, Tall, Short, Old, Beautiful ect.

2. Comparative Degree: is a degree through which we compare one person with another person, one thing with another thing, one place with another place.

**Examples:** Nicer, Better, Hotter, Taller, Shorter, Older, More beautiful etc.

3. Superlative Degree: is a degree through which we compare one person a group of people, one thing with a group of things, one place with a group of places.

**Examples:** Nicest, Coldest, Hottest, Tallest, Shortest, Oldest, Most beautiful etc.

Some general rules for making comparative and Superlative Degrees:

1. Some One syllable adjectives take (r-er) in comparative forms and take (st-est) in superlative forms.

**Examples:** Tall: Taller: Tallest                      Short: Shorter: Shortest

2. Some One syllable adjectives ending with (e) take(r) in comparative form.

**Examples:** Nice: Nicer: Nicest                      Wise: Wiser: wisest

3. Some more than one syllable adjectives take (more) in comparative form and (most) for superlative forms.

**Examples:** Intelligent: More intelligent: Most intelligent

4. Some irregular adjectives change their spelling inn comparative forms and superlative forms.

**Examples:** Bad: Worse- Worst                      Good- Better- Best                      Much- More- Most

5. Some adjectives ending with consonant letter and before consonant letter there is a single vowel letter we double the consonant and add (er) in comparative forms and (est) for superlative forms.

**Examples:** Hot- Hotter- Hottest                      Big- Bigger- Biggest                      Fat- Fatter- Fattest

6. Some Two syllable adjectives ending with (y) we change (y) to (i) and add (er) in comparative forms and (est) for superlative forms.

**Examples:** Happy- Happier- Happiest    Pretty- Prettier- Pretties    Funny- Funnier- Funniest

7. Some adjectives have neither comparative form nor superlative forms such adjectives are called absolute adjectives.

**Examples:** Excellent, Wrong, Right, Perfect, Correct etc.

8. Some adjectives have two possibilities.

**Examples:** Polite- Politer or more Polite- Politest or Most Polite  
Stupid- Stupider or More Stupid- Stupidest or Most Stupid

9. Some adjectives are taken from other languages that why there comparative forms and superlative forms are different form English adjective.

**Example:** Senior- Junior- Superior

10. Sometimes comparative adjective is used to show cause and effect relationship in sentence.

**Example:** The faster you run the sooner you get.

11. Sometimes comparative adjective is used without (than) to show gradual change.

Example: He gets fatter and fatter day by day.

**Unit One**  
**Presentation: 11**

**Page: 11**

**Topic: Tag Question with: is and isn't**

### Text Information:

Tag question: are those questions added at the end of either positive or negative statement ask for confirmation, agreement or getting more information.

**Note:** While using tag question the following point should be considered.

- Either the positive or negative statement
- Shorten the negative forms of auxiliary
- A comma between statement and tag question
- A question mark at the end of tag question

**Examples:** This is a car, isn't it?

Positive statement    negative tag

This isn't a book, is it?

Negative statement    positive tag

### Extra Information:

The word (Tag) has two meanings:

1. According to dictionary (Tag) means (shoelace) or (kind of children's game)
2. According to grammar (Tag) means pasted or attached

Some important points using Tag question

- The subject of tag question is usually a pronoun not a noun.

**Example:** Haroon is a Doctor, isn't he?

Pronoun

- The auxiliary in negative form is usually used in short form.

**Example:** This is a car, isn't it?  
Short form

- The tag question for both simple present and simple past tenses is made with (do, don't does, doesn't did, didn't)

**Example:** She saw Hamid Karzy last week, didn't she?

- The tag question for perfective tenses is made with perfective auxiliary ( have, haven't, has, hasn't, had, hadn't)

**Example:** They have eaten lunch, haven't they?

- If some statement contains negative word (no one, nobody, nothing etc) the tag question of statement is positive and plural.

**Example:** Nobody called me, did they?      Nothing is expensive in this store, are they?

- The tag question for imperative sentence is made with (could you?)(Would you?) etc.

**Example:** Close the door, would you?

- The tag question for some expressions are made with (Be it? Or Okay)

**Example:** Congratulation! Your new job, be it?

- The tag question for the structure (let's + Verb) is made with (Shall)

**Example:** Let's go to the zoo, shall we?

- The tag question for the word (am) is made in two ways.

**Examples:** 1. I am a student, aren't I? (Very common, but informal)  
2. I am a student, am I not? (Less common, very formal)

**Unit: Two**

**Presentation: 3**

**Page 20**

**Topic: May/Might affirmative and negative statements**

**Text Information:**

May/Might: according to grammar (May and Might) are modal auxiliary verbs used to show future possibility.

- May/Might are always followed by root form of verb.
- The negative form of (may and might) are (may not and might not)

**Examples:** They may start the new class tomorrow.      She might get married next month.

**Extra Information:**

May and Might: according to grammar (May and Might) are modal auxiliaries used for following purposes.

- To show future possibility.

**Example:** They may win the last match tomorrow.

- To show present possibility.

**Example:** She might be sleeping in her room now.

- To ask formally for permission.

**Example:** May I come in?

**Unit: Two**

**Presentation: 15**

**Page: 26**

**Text Information:**

Adverbs of manner: are those adverbs which show the way how an action happens

**Note:** Adverbs of manner are usually composed of two parts.

- Adjective
- The suffix (ly)

**Examples:** Beautiful +ly= Beautifully                      Careful +ly=Carefully                      Slow +ly= Slowly

He drives the car carefully.

Talks about how an action happens (drive)

**Extra Information:**

- Some adverbs of manner do not have (ly) ending.

**Examples:** Fast, Hard, Well

- Some word have (ly) ending but they are not adverbs of manner they might be adjectives or adverbs of time.

**Examples:** Friendly, Weekly, Daily, Monthly etc.                      Ali is very friendly student.

Unit: Three

Presentation: 8

Page: 34

Topic: Adjective + Noun + to + Verb

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**Text Information:**

Reflexive pronouns: are those pronouns which indicate that the action of a sentence turns from object back to subject.

Reflexive pronouns are composed of two parts.

1. Object pronoun / possessive adjective
2. The suffixes (self or selves)

**Example:** She writes herself a note.

**Extra Information:**

In English grammar the words (myself, themselves, yourself, yourselves, himself etc) have two functions.

- As reflexive pronouns used after main verb in sentences.

**Example:** They worked themselves.

- As intensive pronouns used before main verb in sentences.

**Example:** They themselves worked at home.

Unit: Four

Presentation: 9

Page: 46

Topic: Be + location + ing phrase

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**Text Information:**

**Be + location + ing phrase:** this structure shows where someone is (location) and what someone is doing.

(action)                      Example: Haroon is at home. Haroon is watching TV.                      (Haroon is at home watching TV)

### Extra Information:

Intonation question: are those questions which are statements in reality, but because of rising intonation statement becomes questions.

**Examples:** She got married again? Adila won the lottery? He can swim in the ocean?

### Extra Information:

Intonation question are also called (echo questions)

**Unit: Five**  
**Presentation: 4**  
**Page: 64**

**Topic: Present perfect negative statements lately, recently, so far**

---

### Text Information:

**Lately:** means recently or short while ago.

According to grammar (lately) is adverb of indefinite time shows that an action or state has or hasn't happened in recent past.

**Example:** She hasn't met her parents recently.

So for: means yet or till now

According to grammar (so for) is expression of time used to show that an action or state hasn't happened till now but we expected it in the future.

**Example:** We haven't finished level Four so far.

### Extra Information:

In English grammar the words (lately, recently, so far) are used in the following sequence.

- Recently, lately, so far: are usually used at the end of negative statements and interrogative sentences.

**Example:** We haven't taken lunch in a restaurant (lately, recently or so far)

- Recently, lately, so far: are sometimes used in the middle of positive statements to express emphasis.

**Example:** He has recently gotten a job.

- Recently, lately, so for: are rarely used in the beginning of sentences.

**Example:** Recently, she has gotten married.

**Unit: Five**  
**Presentation: 17**  
**Page: 67**  
**Topic: Just**

---

### Text Information:

Just: means very recently

According to grammar (just) is adverb of indefinite time used to show that an action or state has happened in recent past.

**Note:** the word (just) is usually used in positive statement in both present perfect and simple past tenses.

**Example:** He has just written a letter.

**Unit: Six**  
**Presentation: 5**  
**Page: 74**

**Topic: Present perfect with since and for**

---

### Text Information:

In English grammar the words (since and for) are used in present perfect tense only with durative verbs (live, work, teach, know, be) to show that an action or state started in the past comes to present may or may not go to future.

**Examples:** He has lived in the city since 2000.

She has been a manager for ten years.

**Note:** in above examples the word (since) is preposition of time show starting time of an action or state. And the word (for) is preposition of time shows the duration of an action or state from past to present.

**Unit: Six**  
**Presentation: 7**  
**Page: 75**

**Topic: as much as / as many as**

---

### Text Information:

**As much as:** according to grammar (as much as) is quantitative phrase used to show the comparison between non count nouns either positively or negatively.

**As many as:** according to grammar (as many as) is quantitative phrase shows comparison between count nouns either positively or negatively.

Examples: Ali has as much money as Haroon.

Naseem doesn't have as much money as Zeshan.

Adila needs as many books as Manzoor.

Shir Agha doesn't need as many as Kamran.

### Extra Information:

The above phrases are composed of three parts.

- The first (as) always function as adverb.
- The words (much and many) are quantitative adjective.
- The second (as) can be either conjunction or preposition.

**Examples:** Haroon has as much money as Omer. (Here the second (as) is a preposition)  
Haroon has as much money as Omer has. (Here the second (as) is a conjunction)

**Text Information:**

**Ever:** means any time in your life.

According to grammar (ever) is adverb of indefinite time used to ask has an activity or state happened any time in our life

**Note:** the word (ever) is usually used in the middle of interrogative sentences.

**Example:** Have you ever taken Afghani food.

**Extra Information:**

Sometimes the word (ever) is used in the middle of positive statements for some special emphasis.

**Examples:** This is the car that I ever dream about it.

What I ever want to achieve is high education.

**Text Information:**

These structures are used to show sudden or strong surprise or emotion.

**Example:** such a nice house! Yes, it is so expensive

**Note:** sentences started with (such a/an + adjective + noun or so + adjective) will be ended with exclamation mark.

**Extra Information:**

In above structure the word (such) is a demonstrative adjective, but the word (so) is an adverb of degree.

The articles (a/an) are used only before singular count noun.

**Text Information:**

**Though:** means but or however

According to grammar (though) is an adverb used to combine two opposite sentences or ideas.

**Note:** the word (though) is used at the end of second sentence preceded with comma.

**Examples:** He didn't study hard. He got first position (He didn't study hard he got first position, though)

### Extra Information:

In English grammar we have (though, although, even though) which means but or however. According to grammar these words have the following grammatical functions.

- **Though:** as subordinating conjunction used either in the beginning or middle of sentences to combine two opposite sentences.

**Example:** He was really sick though he attended the college classes.  
Though he attended the college classes, he was really sick.

- **Though:** as adverb used at the end of second sentence proceeded with comma.

**Example:** He doesn't like sport he plays football, though.

- **Although and even though:** as subordinating conjunctions used either in the beginning or middle of sentences to combine two opposite sentences.

**Examples:** He is very poor although he started a business.  
Although he started a business, he is very poor.  
He was very busy although he went to party. (stronger)  
He was very busy though he went to party. (strong)  
He was very busy even though he went to party. (strongest)

Unit: Ten  
Presentation: 2  
Page: 121  
Topic: Right

---

### Text Information:

**Right:** means exactly or just.

According to grammar (right) is an adverb used to emphasize noun of place or noun of time in sentence.

**Examples:** The class starts right on Saturday.  
Adverb Noun of time

### Extra Information:

In English grammar the word (right) has the following functions.

- **Right:** as focusing adverb used to emphasize noun of time or noun of place.

**Example:** He goes to Kabul right on Monday.

- **Right:** as adjective means correct.

**Example:** He presented the right answer.

- **Right:** as noun which means someone's legal possession about which a person can claim.

**Example:** I have the right to study here.

Unit: Ten  
Presentation: 5  
Page: 123  
Topic: Phrasal Verb

---

### Text Information:

**Phrasal verb:** means two words verbs or three words verbs.

The combination of a verb and a preposition or adverb gives slightly different meaning from the verb is called phrasal verb.

Phrasal verbs are divided in two types:

1. **Separable phrasal verbs:** are those phrasal verbs which can be separated by inserting either noun or pronoun.

**Examples:** add up, bring up, look over, fill out, fill in and etc.

2. **Inseparable phrasal verbs:** are those phrasal verbs which cannot be separated by using inserting noun or pronoun.

**Examples:** sit down, stand up, come in, go back, come back and etc.

Add the numbers up

Add up the numbers

Add them up

**Particle Adverb:** is a part of adverb which functions the same as an adverb indicates when and where.

Unit: Ten  
Presentation: 13  
Page: 127  
Topic: Still and Anymore  
-----

### Text Information:

**Still:** means up to now.

According to grammar (still) is adverb of indefinite time used to show the combination of an action or state from past to present without any changes.

**Anymore:** means no longer.

According to grammar (anymore) is adverb of indefinite time used to show that an action or state existed in the past, but no longer exists present or future.

**Note:** The word (still) is usually used in the middle of positive sentences and interrogative sentences, but the word (anymore) is used at the end of negative statements and interrogative sentences.

**Examples:** She still studies college.

Do you still work at home?

He doesn't smoke anymore.

Do you want to watch TV anymore?

Unit: Ten  
Presentation: 17  
Page: 129  
Topic: Prepositions (from.....to) and Through  
-----

**Text Information:**

**(From.....to):** according to grammar they are prepositions used to show successive continuation between hours and minutes.

**Through:** according to grammar (through) is a preposition shows the successive continuation between days of the week and months of the year.

**Examples:** Haroon works in the office from 8:00 am to 4:00 pm.  
 Omer goes to his college Monday through Saturday.  
 She plays in Afghanistan June through December.

**Note:** sometimes the preposition (from.....to) and (through) are used interchangeably.

**Unit: Eleven**  
**Presentation: 3**  
**Page: 135**

**Topic: Another, Other(s), the other(s)**

---

**Text Information:**

**Another:** the word another is composed of two parts:

1. **An: which means (one)**
2. **Other: which means (more)**

So another means one more.

According to grammar (another) can be adjective or can be pronoun represents singular unspecific noun.

**Examples:** He used a pen in the class. He needs another one at home.  
Adjective

He used a pen in the class. He needs another at home.  
Pronoun

**Others:** means some more.

According to grammar (others) can be adjective or can be pronoun represent plural unspecific nouns.

**Example:** Ali has many friends one is in Afghanistan other friends are in aboard.  
Adjective    noun

Ali has many friends one is in Afghanistan others are in abroad.  
Pronoun

**The other:** means the second one

According to grammar The other can be adjective or can be pronoun represent singular specific noun.

**Examples:** I have two brothers one is a doctor the other brother is engineer.  
Adjective

I have two brothers one is a doctor the other is engineer.  
Noun

**The others:** means the rest from the specific number.

According to grammar (the others) can be adjective or can be pronoun represent plural specific noun.

**Examples:** She bought ten books one is English book the other books are Pashto books.  
 She bought ten books one is English book the other ones are Pashto books.  
 She bought ten books one is English book the others are Pashto books.

**Text Information:**

**Pretty + Adjective/adverb:** in this structure the word (pretty) means fairly.

According to grammar (pretty) is an adverb used to emphasize adjective or another adverb in a sentence.

**Examples:** Haroon is pretty intelligent.  
He speaks pretty loudly in class.

**Extra Information:**

In English grammar the word (pretty) has the following functions:

- **Pretty: as adverb means fairly. Following by adjective or another adverb.**

**Example:** He is pretty well.

- **Pretty: as adjective means nice. Used to modify noun or pronoun.**

**Example:** She is pretty.

**Text Information:**

**Sense verb + root form of a verb:** this structure indicates that the subject observed, hard, seen someone's action from beginning to end.

**Sense verb + verb-ing:** this structure is indicates that subject observed, heard, seen someone's action for a glance.

**Examples:** I heard Haroon sing a song in bathroom.  
I heard Haroon singing a song in bathroom.  
I saw Hazrat play cricket in the ground.  
I saw Hazrat playing cricket in the ground.

**Extra Information:**

**Sense verb:** are those verbs which refer to mental activities, senses, emotion and possession some senses verbs are listed here ( see, think, have has, need, want, is, am, are, here etc)

**Note:** sense verbs also called non progressive verbs, stative verbs and verbs of perception.

### Text Information:

**Used to:** according to grammar (used to) is an expression shows that a habit or state existed in the past, but no longer exists in the present or future.

**Didn't use to:** according to grammar (didn't use to) is an expression shows that a habit or state did not exist in the past, but it exists in present/

**Examples:** He used to chew during the day. She used to happy in her life. (Past habits)  
Haroon didn't use to drink tea. Hazrat didn't use to be sad. (Present habits)

### Extra Information:

**Be used to:** according to grammar (be used to) is an expression shows that a habit or state exists regularly.

**Example:** He is used to taking snuff.

**Get used to:** according to grammar the (get used to) is an expression shows that habit or state exists in recent future.

**Example:** He gets used to living in this city. She gets used to drinking Pepsi.

**Unit: Thirteen**

**Presentation: 2**

**Page: 159**

**Topic: Enough + Noun**  
-----

### Text Information:

**Enough + Noun:** this structure indicates the sufficient quantity of either count or non count nouns to complete our requirement.

**Examples:** They have enough money to buy a car. He has enough books to prepare lecture.

**Note:** in above examples (enough) means sufficient or adequate.

According to grammar (enough) is an adjective.

**Unit: Fourteen**

**Presentation: 5**

**Page: 170**

**Topic: Adjective / adverb + enough**  
-----

### Text Information:

**Adjective / adverb + enough:** this structure indicates the sufficient quality to complete our requirements.

**Examples:** Haroon is intelligent enough to study university.  
She drives the car carefully enough on main road.

**Note:** in above examples (enough) means sufficient or adequate.

**Text Information:**

**Compound modifier:** is a modifier that functions the same as an adjective.

**Compound modifiers are composed of three parts:**

- A number
- A hyphen (-)
- A singular count noun

**Examples:** she bought a book it has 100 pages. She bought a hundred-page book.

Compound modifier

**Extra Information:**

In English grammar compound modifiers also have the following forms:

- Adverb + hyphen + 3<sup>rd</sup> form of verb

**Example:** Well-done

- Adjective + hyphen + 3<sup>rd</sup> form of verb

**Example:** Narrow-minded

- Noun + hyphen + 3<sup>rd</sup> form of verb

**Example:** Stone-hearted

# Level Four Complete

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