

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

ENGLISH GRAMMAR & COMPOSITION

For Intermediate Classes



**PUNJAB CURRICULUM AND
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Date of Printing

Edition

Impression

Copies

Price

Experimental

1st

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Parts of Speech

English words are divided into different kinds or classes, called **Parts of Speech**. The part of speech indicates how the word functions in meaning as well as in grammar in a sentence. Understanding parts of speech is essential for determining the correct definition of a word. There are eight parts of speech in the English language.

	Parts of Speech	Definition
1.	Noun	A noun is a word used as the name of a person, place or thing.
2.	Pronoun	A pronoun is a word used instead of a noun, often to avoid the need to repeat the same noun over and over in a paragraph or a piece of writing.
3.	Verb	A verb is a word that indicates a physical and mental action or a state of being in a sentence.
4.	Adjective	An adjective is a word used to modify or describe a noun or a pronoun.
5.	Adverb	An adverb is a word which modifies a verb, an adjective, or another adverb.
6.	Preposition	A preposition is a word used before nouns and pronouns to show the relation of the person or the thing denoted by it as stands in regard to something else.
7.	Conjunction	A conjunction is a word which <i>joins</i> together sentences, and sometimes words to make them more compact.
8.	Interjection	An interjection is a word which expresses some sudden feeling or emotion.

1 Nouns

A noun is a word used as the name of a person, place or thing. The word thing includes (i) all objects that we can see, taste, touch or smell; (ii) something that we can think of, but cannot perceive by the senses.

Examples:

- a. *Abdul Sattar Edhi* was nominated several *times* for the *Nobel Peace Prize*.
- b. *Lahore* is the *city* of *Pakistan* and it is located on the *bank* of the *River Ravi*.
- c. *Graham Bell* invented the *telephone*.
- d. The *sun* has set and the bright *moon* has made the *sand* glow like *snow*.

- e. The *courage* and *tolerance* of those who suffered must be honoured.
- f. The *girl* wrote a very long *letter* to her *grandfather*.
- g. The *Prime Minister* delivered a *speech*.
- h. The *village* has many attractive *sights*.

1.1 Kinds of Nouns

1.1.1 Proper Nouns and Common Nouns

A **Proper Noun** is the name of some particular person, place or thing.

A **Common Noun** is the name given in common to every person, place or thing of the same class or kind.

Examples:

- a. ‘*Akbar the Great*’, was the third *emperor* of the *Mughal Empire*.

The noun ‘*Akbar the Great*’ refers to a particular emperor, but the noun *emperor* might be applied to any other emperor as well. We call ‘*Akbar the Great*’ a **Proper Noun** and an *emperor* a **Common Noun**. Similarly, the noun *empire* might be applied to any other empire as well but in the sentence above, the noun *Mughal Empire* refers to a particular empire.

Similarly,

- b. December is the 12th month.
December is a **Proper Noun**, while *month* is a **Common Noun**.
- c. Gujranwala is a famous city.
Gujranwala is a **Proper Noun**, while *city* is a **Common Noun**.
- d. China is a big country.
China is a **Proper Noun**, while *country* is a **Common Noun**.

Note

Proper Nouns are always written with a capital letter at the beginning. The names of the seasons (“spring,” “summer,” “fall”/ “autumn,” and “winter”) are an exception to the rule of capitalizing proper nouns. They are not capitalized in English, unlike the names of days and months.

1.1.2 Collective Nouns

A **Collective Noun** is the name of a number or collection of people, animals, things, etc. taken together and spoken of as a whole. Collective nouns are normally not treated as plural, even though they refer to a group of something.

Examples:

a. a flock (of birds)	e. a crowd (of people)
b. a choir (of singers)	f. a group (of people or animals)

c. a committee (of directors or lawyers)	g. a team (of horses or players)
d. a fleet (of ships or vessels)	h. an army (of soldiers)

1.1.3 Countable Nouns

Countable Nouns (also called **count nouns**) refer to the things that can be counted. They can be preceded by an indefinite article or a determiner, and they can be pluralized also.

Examples:

- There's *a* man at the door.
- I have *some* friends in Karachi.
- There aren't *any* seats.
- I have *two* sisters.

In the sentences above **man**, **friends**, **seats** and **sisters** are **Countable Nouns** preceded by indefinite articles and determiners **a**, **some**, **any** and **two**.

1.1.4 Uncountable Nouns

Uncountable Nouns (also called **non-count nouns** or **mass nouns**) refer to the things that can't be counted. They should never be preceded by an indefinite article or a number, and they cannot be pluralized also.

Examples:

- There is no more *water* in the pond.
- I need to find *information* about the Nishan-e-Haider.
- You seem to have a high level of *intelligence*.
- Please take good care of your *equipment*.
- Let's get rid of the *garbage*.
- She gave me a useful piece of *advice*.
- My mother uses real *butter* in the cakes she bakes.

1.1.5 Material Nouns

A **Material Noun** is the name of a matter or a substance of which things are made. Material nouns represent something which is tangible. It is used to describe an object that can be perceived by the senses. Material nouns can either be countable or uncountable.

Examples:

- My mother purchased a *gold* ring for me.
- I drink *milk* in a *silver* glass.
- Calcium* is a good mineral for health.
- Plastic* is harmful to the environment.
- The Naulakha Pavilion within the Lahore Fort has been built using *marble*.

1.1.6 Abstract Nouns

An **Abstract Noun** is the name of some quality, state or action considered apart from the object to which it belongs. Abstract nouns represent intangible ideas, things that can't be perceived with the five main senses.

Examples:

- a. Quality – goodness, kindness, whiteness, darkness, hardness, brightness, honesty, wisdom, bravery
- b. Action – laughter, theft, movement, judgement, hatred
- c. State – childhood, boyhood, youth, slavery, sleep, sickness, death, poverty

The names of Arts and Sciences – grammar, music, chemistry, etc. are also Abstract Nouns.

Abstract Nouns are formed:

- From Adjectives; as, *kindness* from *kind* – *honesty* from *honest* – *happiness* from *happy*.
- From Verbs; as, *obedience* from *obey* – *growth* from *grow* – *movement* from *move*.
- From Common Nouns; as, *childhood* from *child*; *slavery* from *slave*.

1.1.7 Compound Nouns

A **Compound Noun** is a noun that is made with two or more words. Each compound noun acts as a single unit and can be modified by adjectives and other nouns.

There are three forms of compound nouns:

- open or spaced - space between words (**tennis shoe**)
- hyphenated - hyphen between words (**six-pack**)
- closed or solid - no space or hyphen between words (**bedroom**)

Compound nouns are formed by combining:

- noun + noun; as, *bus stop* – *firefly* – *football*
- adjective + noun; as, *full moon* – *blackboard* – *hardware*
- noun + adjective; as, *truckful* – *spoonful* – *handful*
- verb(ing) + noun; as, *dressing table* – *washing machine* – *swimming pool*
- noun + verb; as, *sunrise* – *haircut* – *snowfall*
- noun + verb(ing); as, *sightseeing* – *storytelling* – *stamp collecting*
- verb + preposition; as, *checkout* – *lookout* – *standby*
- preposition + verb; as, *output* – *overthrow* – *input*
- noun + prepositional phrase; as, *mother-in-law* – *word for word* – *jack-of-all-trades*
- preposition + noun; as, *underground* – *influx* – *background*

2 Pronouns

A pronoun is a word used instead of a noun, often to avoid the need to repeat the same noun over and over in a paragraph or a piece of writing. Like nouns, pronouns can refer to people, things, concepts, and places. A pronoun is usually substituted for a specific noun, which is called its **antecedent**.

Pronouns can be used in singular and plural forms. The verb used in the sentence should be used in accordance with the particular form of the pronoun used.

Examples:

- a. *Sarah* has always loved fashion. *She* announced that *she* wanted to go to a fashion

- school.
- b. My **father** could not find his car keys. **He** was worried.
 - c. The **cat** was thirsty. **It** drank all the milk that was left in the kitchen.
 - d. **Alia and Hania** found it hard to move **the sofa** across the hall as **it** was too heavy for **them** to carry.
 - e. The teacher asked **the students** if **they** had submitted **their** assignments.
 - f. My **family** loves **biryani**. **We** eat **it** every Friday.

2.1 Types of Pronouns

Pronouns can be divided into numerous categories:

2.1.1 Indefinite Pronouns

Indefinite Pronouns are the words referring to one or more unspecified objects, beings, or places. Many of them are formed using some combinations of **some-**, **any-**, **every-**, **no-**, **-one**, **-where**, or **-body**. There is no set position where an indefinite pronoun will appear in a sentence.

Examples:

- a. Would **anyone** like to have coffee?
- b. Take **whatever** you like. Jamil took one cookie and Beenish took the **other**.
- c. **All** was not lost.
- d. **Few** are able to excel in such a competitive field.
- e. I do not like **such** a bad life.
- f. **Something** tells me this would not end well.
- g. **Some** are born great.
- h. What is **everybody's** business is **nobody's** business.
- i. **One** hardly knows what to do.

2.1.2 Personal Pronouns

Personal Pronouns are the words that refer to the person speaking, the person spoken to and the person spoken of.

- The pronouns **I** and **we**, which denote the person or persons **speaking**, are said to be Personal Pronouns of the First Person.
- The pronoun **you**, which denotes the person or persons **spoken to**, is said to be a Personal Pronoun of the Second Person. **You** is used both in the singular and plural forms.
- The pronouns **he/she** and **they**, which denote the person or persons **spoken of**, are said to be Personal Pronouns of the Third Person. **It**, although, denotes the thing **spoken of**, is also called a Personal Pronoun of the Third Person.

Forms of Personal Pronouns

First Person (Masculine or Feminine)				
	<i>Singular</i>		<i>Plural</i>	
Nominative	I		we	
Possessive	my, mine		our, ours	
Accusative	me		us	
Second Person (Masculine or Feminine)				
	<i>Singular/Plural</i>			
Nominative	you			
Possessive	your, yours			
Accusative	you			
Third Person				
	<i>Singular Masculine</i>	<i>Singular Feminine</i>	<i>Neuter</i>	<i>Plural All Genders</i>
Nominative	he	she	it	they
Possessive	his	her, hers	its	their, theirs
Accusative	him	her	it	them

Personal Pronouns have two main groups, one referring to the subject of the sentence and the other to the object. The first group is used to replace the subject of the sentence: ***I, you, he, she, it, we, you*** and ***they***.

Examples:

- Jamal and Dawood are friends. ***They*** play basketball together.
- I*** have more money than ***she*** has.
- We*** will be late if ***you*** don't hurry up.

The second group of pronouns replaces the object of the sentence: ***me, you, him, her, it, us, you, them***.

Examples:

- Pervez read the letter to ***me***.
- Missing the train will cause ***us*** to be late.
- She packed ***them*** tightly in the suitcase.

2.1.3 Reflexive Pronouns

Reflexive Pronouns are used to refer back to the subject or clause of a sentence.

Examples:

<i>Singular</i>	<i>Plural</i>
I check <i>myself</i> .	We check <i>ourselves</i> .
You will check <i>yourself</i> .	You will check <i>yourselves</i> .
He checks <i>himself</i> .	They check <i>themselves</i> .
She checks <i>herself</i> .	
The cat checks <i>itself</i> .	

Reflexive Pronoun is used as the **object** of a verb, and refers to the same person or thing as that denoted by the **subject** of the verb itself.

2.1.4 Demonstrative Pronouns

Demonstrative Pronouns are used to point out the objects to which they refer or to point out something specific within a sentence. There are only four demonstrative pronouns – **this, that, these, those**. **This** and **that** are **singular**, whereas **these** and **those** are **plural**. As you may have noticed, there can be some crossover with indefinite pronouns when using **this** and **that**.

Examples:

- a. **This** is a present from my uncle.
- b. Both cars are good; but **this** is better than **that**.
- c. The mangoes of Multan are better than **those** of Muzaffargarh.
- d. **These** are mine, but **those** belong to Asfa.
- e. **That** is the Lahore Fort.

This, that, these and **those** can sometimes be used as **Demonstrative Adjectives**. The difference between the two is that a **Demonstrative Pronoun** replaces the noun and a **Demonstrative Adjective** qualifies the noun.

- **This** cat is mine.

This in the sentence is not a pronoun but a demonstrative adjective as it qualifies the noun 'cat'.

2.1.5 Possessive Pronouns

Possessive Pronouns denote possession or ownership. Examples include: *mine, its, hers, his, yours, ours, theirs*.

Example:

- a. This cat is **mine**.

Mine is indicating possession, that the cat belongs to me.

Possessive Pronouns often follow phrases that contain Demonstrative Adjectives.

Examples:

- a. Are these bananas **hers**?
- b. This money is **ours**.

Possessive pronouns **do not** have **apostrophes** and they do not precede nouns.

Example:

- a. Is that car **yours/hers/ours/theirs**? (NOT Is that car **your's/her's/our's/their's**?)

Possessive Pronouns are used instead of full noun phrases to avoid repeating words.

Example:

- a. Whose coat is this? Is it **yours**? (NOT Is it **[your-coat]**?)

2.1.6 Relative Pronouns

Relative Pronoun *refers* or *relates* to some noun mentioned previously, which is called its **Antecedent** – **who, which, that, whom, whose** are relative pronouns.

Examples:

- a. I met Hanif. Hanif had just returned.
I met Hanif **who** had just returned.

The relative pronoun **who** acts to refer back to the noun **Hanif**. It acts to open a clause by identifying **Hanif** as not just any man, but the one who had just returned. The word **who** also joins or connects the two statements. It, therefore, does the work of a **Conjunction**.

Similarly,

- b. I have found the pen. I lost the pen.
I have found the pen **which** I lost.
- c. Here is the book. You lent me the book.
Here is the book **that** you lent me.

2.1.7 Interrogative Pronouns

Interrogative Pronouns are used to introduce or ask questions – **who, whom, whose, what, which** are Interrogative Pronouns.

Who, whom, whose are used for **persons** only.

Who, whom, whose are used for persons only. (Who will replace the subject of a sentence, whereas whom will replace the direct or indirect object.)	Who spoke? Who goes there? Who made the top score? Who is knocking at the door?	(Nominative)
	Whose is this book? Whose are these clothes?	(Possessive)
	Whom did you tell? To whom were you speaking?	(Accusative)
Which is used for both persons and things . It implies selection, that is, it implies a question concerning a limited number.	Which is your friend? Which of the boys saw him? Which of these books is yours? Which of the pictures do you like best? Which will you take?	
What is used for things only.	What have you found? What do you want? What did you say? What was it all about? What is sweeter than honey?	

2.1.8 Reciprocal Pronouns

Reciprocal Pronouns are used to express a mutual relationship. There are just two reciprocal pronouns in English – **one another** and **each other**. They are mainly used to stop unnecessary repetition in a sentence.

- one another ----- for three or more than three.
each other ----- for two only.

Examples:

- a. Javeria gave Maria a gift and Maria gave a gift to Javeria.
Javeria and Maria gave **each other** gifts.

Using **each other** stops unnecessary repetition.

- b. The countries worked with **one another** on national security.

One another works to suggest that the action of working is being reciprocated back and forth by more than one country.

2.1.9 Intensive Pronouns / Emphatic Pronouns

Intensive Pronouns end in **–self** or **–selves** and serve to emphasize their antecedents. These are almost identical to Reflexive Pronouns, but rather than just referring back to the subject of the sentence they work to reinforce the action. In many cases, the sentence would still make sense without the Intensive Pronoun.

Examples:

- a. I will do it **myself**.
- b. We made this pie **ourselves**.
- c. A nation speaks for **itself** through elections.

2.1.10 Distributive Pronouns

Each, either, neither are called **Distributive Pronouns** because they refer to persons or things **one at a time**. For this reason, they are always **singular** and as such followed by the verb in the **singular**.

Each is used to denote every one of a number of persons or things taken singly. **Either** means the one or the other of the two. **Neither** means not the one nor the other of the two. It is the negative of **either**. Hence **either** and **neither** should be used only in speaking of **two** persons or things.

Examples:

- a. **Each** of the boys gets his prize, when he plays.
- b. **Either** of you can go.
- c. **Neither** of the accusations is true.

3 Verbs

A **Verb** is a word that indicates a **physical action** (sit, breathe, run), **mental action** (understand, believe, recognise) or **a state of being** (forms of be – is, are, am), in a sentence. A verb **tells** or **asserts**:

what a person or a thing does ; as,	
a. Saleem builds a house.	b. The clock strikes , ten.
what is done to a person or a thing; as,	
a. Saleem is scolded by his father.	b. The window is broken by the boy.
what a person or a thing is ; as,	
a. The soldier is dead .	b. Wood is hard .

3.1 Types of Verbs

3.1.1 Action Verbs

Action verbs, also known as *main verbs*, express specific actions and are used any time you want to show action or discuss someone doing something – the action does not have to be physical.

Examples:

- a. I *run* faster than Danish.
- b. He *does* it well.

3.1.2 Auxiliary Verbs

Auxiliary verbs are also known as *helping verbs* and are used together with the main verb to show the verb's tense or to form a question or a negative.

Examples:

- a. The girls were *talking*.
- b. I have already *learnt* my lesson.
- c. He can *play* football.

The words *talking*, *learnt* and *play* are the *main verbs*; whereas *were*, *have* and *can* are helping verbs.

3.1.3 Transitive Verbs

If the action denoted by a verb passes over from the subject to the object, it is called a *Transitive Verb*.

Example:

- a. Ahmad *eats* an apple in the morning.

The action *eats* cannot take place without apple. The verb *eats*, therefore, is a transitive verb.

3.1.4 Intransitive Verbs

If the action denoted by a verb does not go beyond the subject, it is called an *Intransitive Verb*.

Example:

- a. The sun *rises* now.

The action denoted by *rises* stops with its subject being a complete sense at all and needs nothing to be told further. It is called an intransitive verb.

3.1.5 Stative Verbs

Stative Verbs can be recognized because they express states rather than actions. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements.

Example:

- a. The doctor *disagrees* with you in this respect.

3.1.6 Modal Verbs

Modal Verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations – **can, could, will, would, shall, should, may, might, must** and **ought** are

called modal verbs.

Examples:

- a. He **can** read it.
- b. I **should** go home.
- c. You **must** not delay.
- d. Sana **would** not recommend *Nihari*.
- e. Tania **may** be late.

Note

Modal verbs are ever followed by the 1st forms of verbs with each and every subject, whether singular or plural; as

- He can go.
- They can go.
- We can go.

3.1.7 Phrasal Verbs

Phrasal Verbs aren't single words; instead, they are combinations of verbs and prepositions that are used together to take different meanings from those of the original verbs.

Examples:

- a. He **brought up** his nephew.
- b. Sami **handed over** the wallet to the police.
- c. You should **make up** your deficiency.

3.1.8 Regular Verbs

Regular Verbs are the verbs that form the past forms and the past participle forms of verbs by adding the suffixes '-d' or '-ed' to the base forms of verbs.

Examples:

Regular Verbs (Base Forms)	Simple Past Forms of the Verbs	Past Participle Forms of the Verbs
agree	agreed	agreed
deliver	delivered	delivered
fix	fixed	fixed
injure	injured	injured
laugh	laughed	laughed

3.1.9 Irregular Verbs

Irregular Verbs are those that don't take on the regular spelling patterns of the past simple and past participle verbs.

Examples:

Present	Past Simple	Past Participle
be (is, am, are)	was/were	been
fall	fell	fallen
know	knew	known
hide	hid	hidden

- We **play** cricket everyday. – **Present**
- We **played** cricket yesterday. – **Past Simple**
- We had already **played** cricket. – **Past Participle**

3.1.10 Linking Verbs

A **Linking Verb** (also called a **copular verb**) connects the subject of a sentence with a “subject complement” (i.e., a noun or an adjective that describes it). Common linking verbs include the verbs *be*, *seem*, *become*, and *feel*.

Examples:

- Farah *is* proud.
- The pillow *feels* soft.

3.2 Subject-Verb Agreement

Verb must agree with its **subject in number and person** – the verb must be of the same number and person as its subject. If the subject is of the singular number, first person, the verb must be of the singular number, first person.

Examples:

- I am eating my food.
- I was eating my food.
- I have played my role.

If the subject is of the singular number, third person, the verb must be of the singular number, third person.

Examples:

- He is eating his food.
- He was eating his food.
- He has played his role.

If the subject is of the plural number, third person, the verb must be of the plural number, third person.

Examples:

- They are eating their food.
- They were eating their food.
- They have eaten their food.

4 Adjectives

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the

question of which one, what kind, or how many.

4.1 Comparison of Adjectives

Adjectives change in form to show *comparison*. They are called the three **degrees of comparison**.

4.1.1 Positive Degree of an Adjective

The **Positive Degree of an Adjective** is the Adjective in its simple form. It is used to denote the mere existence of some quality of what we speak. It is used when no comparison is made.

- a. Amir's mango is *sweet*. (The Adjective *sweet* is in the **Positive Degree**.)

4.1.2 Comparative Degree of an Adjective

The **Comparative Degree of an Adjective** denotes a *higher degree* of the quality than the Positive, and is used when *two* things are compared.

- b. Adnan's mango is *sweeter* than Amir's. (The Adjective *sweeter* is in the **Comparative Degree**.)

4.1.3 Superlative Degree of an Adjective

The **Superlative Degree of an Adjective** denotes the *highest degree* of the quality, and is used when *more than two* things are compared.

- c. Sadaf's mango is the *sweetest* of all. (The Adjective *sweetest* is in the **Superlative Degree**.)

4.2 Formation of Comparative and Superlative Adjectives

	Positive	Comparative	Superlative
Most adjectives of one syllable, form the comparatives by adding <i>-er</i> and <i>-est</i> .	small	smaller	smallest
When the positive degree ends in <i>-e</i> , only <i>-r</i> and <i>-st</i> are added.	brave	braver	bravest
When the positive degree ends in <i>-y</i> , preceded by a consonant, the <i>-y</i> is changed into <i>-i</i> before adding <i>-er</i> and <i>-est</i> .	happy	happier	happiest
When the positive degree is a word of one syllable and ends in a <i>single</i> consonant, preceded by a <i>short vowel</i> , this consonant is doubled before adding <i>-er</i> and <i>-est</i> .	thin	thinner	thinnest
Adjectives of more than two syllables form the comparatives and superlatives by putting <i>more</i> and <i>most</i> before the positive degrees.	beautiful	more beautiful	most beautiful

5 Adverbs

An **Adverb** is a word which modifies a verb, an adjective, or another adverb.

Examples:

- a. Rabia runs quickly. (*quickly* modifies the **verb runs**)

- b. This is a very sweet orange. (*very* modifies the **adjective** *sweet*)
 c. Sajid reads quite clearly. (*quite* modifies the **adverb** *clearly*)

5.1 Kinds of Adverbs

Adverbs of Time (which show <i>when</i>).	I have heard it <i>before</i> also. I have spoken to him <i>already</i> . We shall <i>now</i> begin to work.
Adverbs of Frequency (which show <i>how often</i>).	I have told you <i>twice</i> . He <i>often</i> makes mistakes. The postman came <i>again</i> .
Adverbs of Place (which show <i>where</i>).	Stand <i>here</i> . The horse galloped <i>away</i> . He looked <i>up</i> .
Adverbs of Manner (which show <i>how</i> or in what <i>manner</i>).	This story is <i>well</i> written. You should not talk <i>rudely</i> . The child slept <i>soundly</i> .
Adverbs of Degree or Quantity (which show <i>how much</i> , or in what <i>degree</i> or to what <i>extent</i>).	He was <i>too</i> careless. These mangoes are <i>almost</i> ripe. The sea is <i>very</i> stormy.
Adverbs of Affirmation and Negation	<i>Surely</i> you are mistaken. He <i>certainly</i> went.
Adverbs of Reason	He <i>therefore</i> left school.

5.2 Formation of Adverbs

Adverbs of manner are mostly formed from Adjectives by adding <i>-ly</i> .	clever – cleverly wise – wisely
When the adjective ends in <i>-y</i> preceded by a consonant, change <i>-y</i> into <i>-i</i> and add <i>-ly</i> .	happy – happily ready – readily
When the adjective ends in <i>-le</i> , simply change <i>-e</i> into <i>-y</i> .	single – singly double – doubly
Some adverbs are made up of a noun and a qualifying adjective.	sometimes, meantime, meanwhile, yesterday, midway, otherwise
Some adverbs are compounds of a preposition and an adverb.	within, without, before, beneath

6 Prepositions

A **Preposition** is a word or a group of words such as **in, out, of, above, under, below**, etc. used before a noun or a pronoun to indicate time, place, and direction.

Example:

- a. There is a cow *in* the field.
 b. He is sitting *under* the tree.

- c. The boy jumped *into* the pool.

6.1 Kinds of Prepositions

Simple Prepositions	at, by, for, from, in, of, off, on, out, through, till, to, up, with
Compound Prepositions	about, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, besides, between, beyond, inside, outside, underneath, within, without
Phrase Prepositions (Groups of words used with the force of a single preposition.)	according to, agreeable to, along with, away from, because of, by means of, by reason of, by way of, in case of, in front of, in order of, in regard to, with reference to
Participial Prepositions	barring, concerning, considering, during, notwithstanding, pending, regarding, respecting, touching

6.2 Types of Prepositions

There are several types of prepositions according to their usage but the main categories are as follows:

Types of Prepositions	Prepositions
Time	in, on, at, by, since, for, before, after
Place	at, in, on, under, above, over
Direction	to, into, through, towards
Manner	with, by
Agent	by
Instrument, Device, Machines	with, by
Possession	on, of, with
Reason, Cause, Purpose	of, with, from, for
Contrast, Concession	after, for, with
Source, Origin, Motive	from

6.3 List of Prepositions with Usage and Sentences

Preposition	Usage	Sentences
about	on the subject of – connected with	Have you heard <i>about</i> the news?
above	higher than – or over	The sun is <i>above</i> the moon.
across	from one side to the other	The bank was <i>across</i> the road.
after	following something – behind – later than	The boy ran <i>after</i> the frog. I'll call you <i>after</i> the party.

against	in opposition to – in contact with	He was against the idea. The chair is lying against the table.
along	from one end to the other	They were running along the path.
among	surrounded by	Pervaiz was among the visitors.
around	in a circle – near – approximately	He was roaming around the table. It costs around 500 rupees.
at	place – age – time	Tania will wait for me at the library. He left home at dawn. It's difficult to drive at night.
away (from)	at a distance	The boy ran away from the fire.
before	earlier than – in front of	The day before yesterday.
behind	at the back of	She was sitting behind the driver.
below	lower than	Her shirt is below her knees.
beneath	under	The notebook was beneath the books.
beside	next to	The bank is beside the school.
between	in the space separating two things	Maryum sat between Tuba and Sana.
by	near, at the side of – not later than	The resort is by the river. The teacher wants the report by Monday.
close to	near	His house is close to the market.
down	from higher to lower	She pulled down the curtain.
for	what is intended	I bought this painting for you.
from	where something starts or originates	The wind is blowing from the south.
in	at a point within an area – time – location/place	The book is in the cupboard. She is going in the afternoon. She works in a university in Lahore.
in front of	directly before	The boy ran out in front of the train.
inside	on the inner part of	The lion was inside the cage.
into	entering a closed space	Ali went into the shop.
near	close to	The school is near the service station.
next to	beside	The bank is next to the school.
off	down or away from	He fell off the wall.
on	position touching a surface – time – location/place	The egg is on the table. Eid is on October 25 th . The offices are on the Mall Road.
onto	move to a position on a surface	The lizard jumped onto the roof of the car.

opposite	facing, on the other side	Aslam sat opposite Amina.
out of	move from a closed space – without	He got out of the house. She's out of a job these days.
outside	opposite of inside – on the outer side	The pool is outside the garden.
over	above/across – on the surface of	The plane flew over the sea. She put a sheet over the dish.
past	beyond	She drove past the school.
round	in a circular movement	The moon moves round the earth.
through	from one side to the other	The Ravi flows through the Punjab.
throughout	in every part of	Covid-19 spread throughout the world.
to	in the direct of; towards	He was on his way to the station.
towards	in the direction of	The baby ran towards her father.
under	beneath, below	Water flows under the bridges.
underneath	beneath	There was dust underneath the carpet.
up	towards or in a higher position	She ran up the stairs.
with	including – as a result of	Meat is served with rice. The officer was annoyed with Muddasir for coming late.
within	inside	They live within the walled city.
without	not having, or lacking something	Asghar cannot live without milk.

7 Conjunction

A **Conjunction** is a word that *joins* together words, phrases or clauses to make them more compact. There are many conjunctions in the English language, but the main two types are the co-ordinating conjunctions and the subordinating conjunctions.

Examples:

- Sarah **and** I visited Murree last weekend.
- Do you have a rough notebook **or** a rough sheet of paper?
- I did not go to work today **because** I was not keeping well.
- She did not like the food **but** she ate it.
- I will be leaving tomorrow **so** I am trying to finish all the pending assignments.

7.1 Classes of Conjunctions

Conjunctions are categorized into two classes.

7.1.1 Co-ordinating Conjunctions

A **Co-ordinating Conjunction** joins together clauses of equal ranks. The chief Co-ordinating Conjunctions are **for, and, nor, but, or, yet, so**. These seven co-ordinating conjunctions can be remembered by using the acronym 'FANBOYS'.

Example:

- a. Birds fly **and** fish swim.

The sentence contains two **independent** statements or two statements of *equal rank* or importance. Hence the conjunction joining together these two statements or clauses of **equal rank** is called a **Co-ordinating Conjunction**.

7.1.2 Subordinating Conjunctions

A **Subordinating Conjunction** joins an independent clause to a dependent clause. The chief Subordinating Conjunctions are **after, because, if, that, though, although, till, before, unless, as, when, where, while**, etc.

Example:

- a. He ran away **because** he was afraid.

The sentence contains two statements or clauses one of which, '**because** he was afraid', is *dependent* on the other. Hence the conjunction introducing the **dependent** or **subordinate** clause is called a **Subordinating Conjunction**.

7.1.3 Correlative Conjunctions

These are a kind of tag-team conjunctions. They come in pairs and they are used in different places. Correlative Conjunctions include either/or, neither/nor, not only/but also, whether/or, not/but, etc.

Examples:

- a. I **either** want an apple **or** an orange.
- b. Akram **neither** likes tea **nor** coffee.

8 Interjections

An **Interjection** is a word which expresses some sudden feeling or emotion.

Interjections may express:

- joy – **hurrah! huzza!**
- grief – **alas!**
- surprise – **ha! what!**
- approval – **bravo!**

Examples:

- a. **Hello!** What are you doing there?
- b. **Alas!** He is dead.
- c. **Hurrah!** We have won the game.
- d. **Ah!** Have they gone?
- e. **Oh!** I have got such a fright.
- f. **Hush!** Don't make a noise.



Grammar Exercise – 1

1. Point out the Nouns in the following sentences, and say whether they are Common, Proper, Collective or Abstract.

- a. The crowd is very big.
- b. The elephant is an intelligent animal.
- c. The Ravi River is one of the five tributaries of the Indus River.
- d. The shepherd took the flock of sheep to the field.
- e. I bought furniture for my new house.
- f. Always speak the truth.
- g. He gave me a bunch of grapes.
- h. The class is studying grammar.
- i. We all love honesty.
- j. Without health, there is no happiness.

2. Read the following sentences and use the appropriate pronouns.

- a. Munir is a good boy. ___ always listens to ___ teacher.
- b. Amir and Salman are twin brothers. ___ take the same bag to school.
- c. Murad and I are very good friends. ___ have known each other since childhood.
- d. The mangoes are very sour. Where did you buy ___?
- e. I love watching Tom and Jerry cartoons. ___ reminds me of my childhood days.
- f. I bought this book for my sister. ___ often read it together.
- g. This is Sara. Do you know ___?
- h. There are many windows here. But all of ___ are jammed.
- i. The army has reached ___ destination.
- j. My aunt and uncle live in Multan. ___ often visit ___.

3. Read the sentences given below and underline the adverbs.

- a. The boy is too careless.
- b. The winds are very strong.
- c. The baby slept soundly.
- d. The soldiers fought the war valiantly.
- e. Jaffar always tries his best.
- f. Surely you are mistaken.
- g. The movie is to end soon.
- h. Your friend messaged again.
- i. I had already done my homework.
- j. I was rather busy.

4. Read the following sentences and select the correct form of the verb given in brackets.

- a. Rabia ___ a mile every day. (run/runs)

- b. The dogs ___ all night. (barks/bark)
- c. The cat ___ the snake. (catch/caught)
- d. We ___ in the park in the evenings. (play/plays)
- e. Hafsa ___ school yesterday. (went/go)
- f. Aqib ___ to be a police officer when he grows up. (want/wants)
- g. Maheen ___ back to her mother. (ran/run)
- h. Khalid ___ very fast. (walk/walks)
- i. You can ___ with us. (come/come)
- j. They ___ to a picnic together yesterday. (went/go)

5. Read the given sentences below and circle the adjectives.

- a. The homeless beggar hasn't eaten for days.
- b. The fox is a sly animal.
- c. Mary had a little lamb.
- d. The selfish giant didn't allow the children to enter his garden.
- e. The foolish dog barked at its reflection and lost its food.
- f. The family didn't have enough food for the winter.
- g. The girl is a state-level boxer.
- h. The brave army marched through the streets.
- i. I had no idea that such a fantastic place existed anywhere.
- j. Some oranges are pretty sour.

6. Fill in the blanks with appropriate prepositions.

- a. This shop doesn't have the toys I was looking ___. (up/for)
- b. The teacher divided the sweets ___ all the children. (between/among)
- c. Babar did not fare well ___ his examination. (in/at)
- d. The dog is faithful ___ its owner. (to/for)
- e. My brother's anniversary is ___ the 5th November. (on/in)
- f. The boy ___ the store is quite young. (at/in)
- g. Anam was born ___ the 2nd October. (on/in)
- h. Rashid is fond ___ muffins. (of/off)
- i. The dog jumped ___ the sofa. (on/in)
- j. Humpty Dumpty sat ___ a wall. (on/at)

7. Fill in the blanks with the appropriate interjection.

- a. _____ We have won the game.
- b. _____ Have they gone?
- c. _____ I got such a fright.
- d. _____ Don't make a noise.
- e. _____ you've stepped on my toes.