

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

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# ENGLISH GRAMMAR & COMPOSITION

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For Intermediate Classes



**PUNJAB CURRICULUM AND  
TEXTBOOK BOARD, LAHORE**

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**Author/Compiler:**

- Zarqa Bashir

**Technical Experts:**

- Aamna Aamad
- Mudassar Hussain Shah

**Supervised by:**

- Safdir Hussain (SS English)
- Muhammad Tahir Noori (Deputy Director)

**Director (Manuscripts):**

- Farida Sadiq

**Deputy Director (Graphics):**

- Syeda Anjum Wasif

**Designer:**

- Minal Tariq

**Composer:**

- Irfan Shahid

Date of Printing

Edition

Experimental

Impression

1st

Copies

Price



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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:**

- Abdul Sattar Edhi** was nominated several *times* for the *Nobel Peace Prize*.
- Lahore** is the *city* of *Pakistan* and it is located on the *bank* of the *River Ravi*.
- Graham Bell** invented the *telephone*.
- 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 12<sup>th</sup> 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> |                           |
| <b>Nominative</b>                     | I                         |                          | we            |                           |
| <b>Possessive</b>                     | my, mine                  |                          | our, ours     |                           |
| <b>Accusative</b>                     | me                        |                          | us            |                           |
| Second Person (Masculine or Feminine) |                           |                          |               |                           |
|                                       | <i>Singular/Plural</i>    |                          |               |                           |
| <b>Nominative</b>                     | you                       |                          |               |                           |
| <b>Possessive</b>                     | your, yours               |                          |               |                           |
| <b>Accusative</b>                     | you                       |                          |               |                           |
| Third Person                          |                           |                          |               |                           |
|                                       | <i>Singular Masculine</i> | <i>Singular Feminine</i> | <i>Neuter</i> | <i>Plural All Genders</i> |
| <b>Nominative</b>                     | he                        | she                      | it            | they                      |
| <b>Possessive</b>                     | his                       | her, hers                | its           | their, theirs             |
| <b>Accusative</b>                     | 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 <b><i>myself</i></b> .          | We check <b><i>ourselves</i></b> .        |
| You will check <b><i>yourself</i></b> . | You will check <b><i>yourselves</i></b> . |
| He checks <b><i>himself</i></b> .       | They check <b><i>themselves</i></b> .     |
| She checks <b><i>herself</i></b> .      |                                           |
| The cat checks <b><i>itself</i></b> .   |                                           |

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.

|                                                                                                                                                                                        |                                                                                                                                                                                             |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Who, whom, whose</b> are used for <b>persons</b> only.<br><br>( <b>Who</b> will replace the subject of a sentence, whereas <b>whom</b> will replace the direct or indirect object.) | <b>Who</b> spoke?<br><b>Who</b> goes there?<br><b>Who</b> made the top score?<br><b>Who</b> is knocking at the door?                                                                        | (Nominative) |
|                                                                                                                                                                                        | <b>Whose</b> is this book?<br><b>Whose</b> are these clothes?                                                                                                                               | (Possessive) |
|                                                                                                                                                                                        | <b>Whom</b> did you tell?<br>To <b>whom</b> were you speaking?                                                                                                                              | (Accusative) |
| <b>Which</b> is used for both <b>persons</b> and <b>things</b> . It implies selection, that is, it implies a question concerning a limited number.                                     | <b>Which</b> is your friend?<br><b>Which</b> of the boys saw him?<br><b>Which</b> of these books is yours?<br><b>Which</b> of the pictures do you like best?<br><b>Which</b> will you take? |              |
| <b>What</b> is used for <b>things</b> only.                                                                                                                                            | <b>What</b> have you found?<br><b>What</b> do you want?<br><b>What</b> did you say?<br><b>What</b> was it all about?<br><b>What</b> 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 <b>does</b> ; as,      |                                            |
| a. Saleem <b>builds</b> a house.                | b. The clock <b>strikes</b> , ten.         |
| what <b>is done</b> to a person or a thing; as, |                                            |
| a. Saleem <b>is scolded</b> by his father.      | b. The window <b>is broken</b> by the boy. |
| what a person or a thing <b>is</b> ; as,        |                                            |
| a. The soldier <b>is dead</b> .                 | b. Wood <b>is hard</b> .                   |

### 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 1<sup>st</sup> 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<br>(Base Forms) | Simple Past Forms of the<br>Verbs | Past Participle Forms of the<br>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          |

- a. We **play** cricket everyday. – **Present**
- b. We **played** cricket yesterday. – **Past Simple**
- c. 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:

- a. Farah *is* proud.
- b. 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:

- a. I am eating my food.
- b. I was eating my food.
- c. 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:

- a. He is eating his food.
- b. He was eating his food.
- c. 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:

- a. They are eating their food.
- b. They were eating their food.
- c. 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 <b>-er</b> and <b>-est</b> .                                                                                                     | small     | smaller        | smallest       |
| When the positive degree ends in <b>-e</b> , only <b>-r</b> and <b>-st</b> are added.                                                                                                             | brave     | braver         | bravest        |
| When the positive degree ends in <b>-y</b> , preceded by a consonant, the <b>-y</b> is changed into <b>-i</b> before adding <b>-er</b> and <b>-est</b> .                                          | 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 <b>-er</b> and <b>-est</b> . | thin      | thinner        | thinnest       |
| Adjectives of more than <b>two syllables</b> form the comparatives and superlatives by putting <b>more</b> and <b>most</b> 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

|                                                                                                                         |                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Adverbs of Time</b> (which show <i>when</i> ).                                                                       | I have heard it <i>before</i> also.<br>I have spoken to him <i>already</i> .<br>We shall <i>now</i> begin to work. |
| <b>Adverbs of Frequency</b> (which show <i>how often</i> ).                                                             | I have told you <i>twice</i> .<br>He <i>often</i> makes mistakes.<br>The postman came <i>again</i> .               |
| <b>Adverbs of Place</b> (which show <i>where</i> ).                                                                     | Stand <i>here</i> .<br>The horse galloped <i>away</i> .<br>He looked <i>up</i> .                                   |
| <b>Adverbs of Manner</b> (which show <i>how</i> or in what <i>manner</i> ).                                             | This story is <i>well</i> written.<br>You should not talk <i>rudely</i> .<br>The child slept <i>soundly</i> .      |
| <b>Adverbs of Degree or Quantity</b> (which show <i>how much</i> , or in what <i>degree</i> or to what <i>extent</i> ). | He was <i>too</i> careless.<br>These mangoes are <i>almost</i> ripe.<br>The sea is <i>very</i> stormy.             |
| <b>Adverbs of Affirmation and Negation</b>                                                                              | <i>Surely</i> you are mistaken.<br>He <i>certainly</i> went.                                                       |
| <b>Adverbs of Reason</b>                                                                                                | 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<br>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<br>ready – readily                              |
| When the adjective ends in <i>-le</i> , simply change <i>-e</i> into <i>-y</i> .                                   | single – singly<br>double – doubly                              |
| Some adverbs are made up of a noun and a qualifying adjective.                                                     | sometimes, meantime, meanwhile,<br>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

|                                                                                           |                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Simple Prepositions</b>                                                                | at, by, for, from, in, of, off, on, out, through, till, to, up, with                                                                                                       |
| <b>Compound Prepositions</b>                                                              | about, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, besides, between, beyond, inside, outside, underneath, within, without        |
| <b>Phrase Prepositions</b> (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 |
| <b>Participial Prepositions</b>                                                           | 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.<br>I'll call you <i>after</i> the party. |

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

|            |                                        |                                                                                                   |
|------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| opposite   | facing, on the other side              | Aslam sat <b>opposite</b> Amina.                                                                  |
| out of     | move from a closed space – without     | He got <b>out of</b> the house.<br>She's <b>out of</b> a job these days.                          |
| outside    | opposite of inside – on the outer side | The pool is <b>outside</b> the garden.                                                            |
| over       | above/across – on the surface of       | The plane flew <b>over</b> the sea.<br>She put a sheet <b>over</b> the dish.                      |
| past       | beyond                                 | She drove <b>past</b> the school.                                                                 |
| round      | in a circular movement                 | The moon moves <b>round</b> the earth.                                                            |
| through    | from one side to the other             | The Ravi flows <b>through</b> the Punjab.                                                         |
| throughout | in every part of                       | Covid-19 spread <b>throughout</b> the world.                                                      |
| to         | in the direct of; towards              | He was on his way <b>to</b> the station.                                                          |
| towards    | in the direction of                    | The baby ran <b>towards</b> her father.                                                           |
| under      | beneath, below                         | Water flows <b>under</b> the bridges.                                                             |
| underneath | beneath                                | There was dust <b>underneath</b> the carpet.                                                      |
| up         | towards or in a higher position        | She ran <b>up</b> the stairs.                                                                     |
| with       | including – as a result of             | Meat is served <b>with</b> rice.<br>The officer was annoyed <b>with</b> Muddasir for coming late. |
| within     | inside                                 | They live <b>within</b> the walled city.                                                          |
| without    | not having, or lacking something       | Asghar cannot live <b>without</b> 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/came)
- 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 5<sup>th</sup> November. (on/in)
- f. The boy \_\_\_\_\_ the store is quite young. (at/in)
- g. Anam was born \_\_\_\_\_ the 2<sup>nd</sup> 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.