WREN & MARTIN

Middle School

English Grammar & Composition

Wren & Martin

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ELT BOOKS

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by

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PREFACE

Wren & Martin's *Middle School English Grammar & Composition* (MSEGC) has been specially designed to be used as a prequel to the highly popular, *High School English Grammar & Composition*.

Middle School English Grammar & Composition is largely based on the latest developments in the study of English structure and usage. The main objective of this book is to equip the learners with the ability to use English effectively in real-life situations.

Unlike many traditional grammar books, this book helps the student to use the language as well as gives detailed information about the language. It provides ample guidance and practice in sentence building, correct usage, comprehension, composition and other allied areas so as to equip the students with the ability to communicate effectively in English.

Contents

Unit 1: Nouns–Gender and Number

1. Gender 7
2. Number 12

Unit 2: Nouns–Case

3. Nominative and Objective Case 19
4. Possessive (Genitive) Case 23

Unit 3: Pronouns

5. Definition and Usage 29
6. Kinds of Pronouns 31
7. Relative Pronouns 42
8. Interrogative Pronouns 50
9. Demonstrative and Indefinite Pronouns 53
10. Reflexive and Emphatic Pronouns 56

Unit 4: Adjectives

11. Definition and Types 58
12. Comparison of Adjectives 66

Unit 5: Articles

13. Definite and Indefinite Articles 76

Unit 6: Verbs

14. Definition and Usage 88
15. Transitive and Intransitive Verbs 92
16. Irregular Verbs 100
17. Linking Verbs 107
18. Auxiliary and Modal Verbs 109
19. Verb Forms in Conditionals 120
20. Mood 122

Unit 7: Infinitives

21. Definition and Usage 126

Unit 8: Gerunds

22. Definition and Usage 132

Unit 9: Participles

23. Definition and Usage 136

Unit 10: Tenses

24. Simple Present and Present Continuous Tense 146
25. Simple Past and Past Continuous Tense 151
26. Simple Future and Future Continuous Tense 153
27. Present Perfect and Present Perfect Continuous Tense 155
28. Past Perfect Tense 159
29. Sequence of Tenses 160

Unit 11: Adverbs

30. Comparison of Adverbs 162
31. Position of Adverbs 165
32. Syntax of Adverbs 169

Unit 12: Prepositions

33. Definition and Usage 171
34. Words Followed by Appropriate Prepositions 178

Unit 13: Conjunctions

35. Definition and Usage 184
36. Subordinating Conjunctions 187
37. Coordinating Conjunctions 189
38. Uses of Conjunctions 191

Unit 14: Interjections

39. Definition and Usage 195

Unit 15: Sentences

40. Definition 197
41. Subject and Predicate 198
42. Enlargement of Subject and Predicate 201
43. The Complement 204

Unit 16: Phrases and Clauses

44. Phrases 205
45. Clauses 210

Unit 17: Concord

46. Subject-Verb Agreement 222

Unit 18: Voice

47. Active and Passive Voice 226

Unit 19: Types of Sentences

48. Simple, Compound and Complex Sentences 230

Unit 20: Analysis of Sentences

49. Analysis of Simple Sentences 234
50. Analysis of Compound Sentences 238
51. Analysis of Complex Sentences 241

Unit 21: Synthesis of Sentences

52. Combining Sentences 242

Unit 22: Transformation of Sentences

53. Ways of Transformation 248

Unit 23: Speech

54. Direct and Indirect Speech 257

Unit 24: Parts of Speech

55. Same Words, Different Parts of Speech 264

Unit 25: Punctuation

56. Usage 271

Unit 26: Comprehension

57. Reading Comprehension 280

Unit 27: Composition

58. Essay Writing 290
59. Story Writing 296
60. Letter Writing 298
61. Messages 301
62. Notices 303
63. Diary Entry 304
64. Dialogue Writing 306
65. Review 307
66. Biography 309
67. Autobiography 311
68. Making a Poster 313
69. Report Writing 315
70. Summary Writing 317
70. Writing Emails 319

Unit 1

Nouns–Gender and Number

Chapter 1 Gender

Read the following sentences:



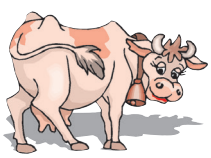
1. The *boy* plays well.
2. *Mary* has a little lamb.
3. The *box* is made of wood.
4. The *child* is ill.

The noun *boy,* in the first sentence, refers to a *male*. It is therefore said to be of the **Masculine Gender**.



A noun that is the name of any male person or animal is said to be of the Masculine Gender; such as, man, uncle, lion, bull.

The noun *Mary,* in the second sentence, is the name of a *female*. It is therefore said to be of the **Feminine Gender**.



A noun that is the name of any female person or animal is said to be of the Feminine Gender; such as, woman, aunt, lioness, cow.

The noun *box,* in the third sentence, is the name of a nonliving thing. It is therefore said to be of the **Neuter Gender**. We shall read about it in detail later in the chapter.

The noun *child,* in the fourth sentence, may be used both for a male child and a female child. It is therefore said to be of the **Common Gender**. We shall read about it in detail later in the chapter.

EXERCISE 1

State the Gender of each of the following nouns.

(i) sister ..... (ii) dog .....

(iii)	mother	.....	(iv)	actor	.....
(v)	tigress	.....	(vi)	master	.....
(vii)	actress	.....	(viii)	tree	.....
(ix)	emperor	.....	(x)	cook	.....
(xi)	mistress	.....	(xii)	servant	.....
(xiii)	nephew	.....	(xiv)	slave	.....
(xv)	flower	.....	(xvi)	baby	.....
(xvii)	ox	.....	(xviii)	prince	.....
(xix)	pupil	.....	(xx)	chair	.....

If you were asked to pick out all the nouns in the given exercise that are the names of **males,** you would pick out *dog, actor, master, emperor, nephew, ox, cook, servant, slave, prince.*

If you were asked to pick out all the nouns in the given exercise that are the names of **females,** you would pick out *sister, mother, tigress, actress, mistress.*

But what about the other nouns, *tree, flower* and *chair*? These are the names of nonliving things. They are *neither male nor female.*

Nouns, such as, desk, chair, ball, knife, that are the names of *neither male nor female* are said to be of the **Neuter Gender.**
[*Neuter* means *neither.*]

Note: Collective nouns, even when they denote living beings, are considered to be of the neuter gender.

Note: Sometimes a little child or an animal, particularly a small animal, is treated as the neuter gender, and spoken of as *it*.

On the other hand, some animals, a dog or a horse, for example, are usually spoken of as *he,* while a cat is often spoken of as *she*.

Read the following sentences and note the words in italics.

1. I have a *cousin.*
2. That *person* is a *relation* of mine.

3. She has a *baby.*
4. This is my *friend* and *companion.*
5. The *child* is with the *teacher.*
6. *Servants* are very troublesome.
7. The *birds* and *beasts* are here.
8. You must pay the *attendant* and other *helpers.*

What do you notice about the nouns in the above sentences? *You cannot say whether they stand for males or females.*

Cousin is a word common to your male and female cousins. A *person* may be of either sex and so may be a *relation*. A *baby* may be a boy or a girl.

Nouns which are names *common to either males or females* are said to be of the **Common Gender.** All the nouns in the above eight sentences are of common gender.

Ways to Form the Feminine Nouns

There are three ways of forming the Feminine Nouns:

(1) By using an entirely different word; such as,

Masculine	*Feminine*	*Masculine*	*Feminine*
bachelor	maid / spinster	husband	wife
		king	queen
boy	girl	lord	lady
brother	sister	man	woman
bull	cow	nephew	niece
cock	hen	papa	mamma
earl	countess	sir	madam
father	mother	son	daughter
gentleman	lady	uncle	aunt
horse	mare	dog	bitch

(2) By adding a syllable **-ess, -ine, -trix, -a,** etc., such as,

Masculine	*Feminine*	*Masculine*	*Feminine*
hero	heroine	sultan	sultana
author	authoress	administrator	administratrix

[Note that in the following *-ess* is added after *dropping* the vowel of the masculine ending.]

Masculine	*Feminine*	*Masculine*	*Feminine*
actor	actress	prince	princess
enchanter	enchantress	tiger	tigress
instructor	instructress	waiter	waitress
negro	negress	master	mistress
duke	duchess	emperor	empress

[**Note:** The suffix *-ess* is the commonest suffix used to form feminine nouns, from the masculine, and is the only one which we now use in forming a new feminine noun.]

Masculine	*Feminine*	*Masculine*	*Feminine*
heir	heiress	poet	poetess
host	hostess	priest	priestess
steward	stewardess	shepherd	shepherdess
lion	lioness	Jew	Jewess

(3) By placing a gender showing word (male or female) before or after; such as,

Masculine	*Feminine*	*Masculine*	*Feminine*
grandfather	grandmother	landlord	landlady
peacock	peahen	milkman	milkmaid
manservant	maidservant	washerman	washerwoman

EXERCISE 2

Change the Gender and rewrite the following sentences.

1. My grandfather is the author of many children books.
2. The woman asked her daughters to go to school.
3. The bridegroom rode on a mare.
4. The father called his sons and asked them to go to the king.
5. The boys went for a picnic yesterday.
6. Two bulls started a big fight.
7. The tiger does not look after his cubs.
8. The queen called the prince and asked him to choose a princess.
9. He is the son of a rich man.
10. A dog saw his own shadow in the water and started barking.
11. His uncle and aunt lived in the US.
12. The shepherd took the cattle in the forest.

EXERCISE 3

Choose the right word.

1. My aunt/uncle is a widow.
2. She is my elder brother/sister.
3. My granny is an old man/woman.
4. This gentleman/lady is my husband.
5. The hen/cock lays eggs every day.
6. The queen/king lost her diamond necklace.
7. That boy is my nephew/niece.
8. The cow/bull gives us milk.
9. The lioness/lion gave birth to two cubs.
10. The hostess greeted his/her guest with a smile.

Chapter 2 Number



Examine the following sentences:

1. Please give me your *book*.
2. Please give me your *books*.

The noun, *book*, stands for only *one* thing. It is, therefore, said to be in the **Singular Number**.

Any noun standing for one person or thing is said to be in the **Singular Number**; such as, boy, man, donkey, chair, desk.

The noun *books* stands for *more than one* thing. It is, therefore, said to be in the **Plural Number**.

Any noun standing for *more than one* person or thing is said to be in the **Plural Number**; such as, boys, men, donkeys, chairs, desks.

EXERCISE 1

Point out the Nouns in these sentences. State whether they stand for one thing (or person), or more than one thing (or person).

1. The boys are writing in copybooks.
2. A little girl is playing with her friends.
3. Cows give milk.
4. There are many houses in this street.
5. There are five cups on the table.
6. The room has four walls and two doors.
7. All the inkpots are new.
8. I have three balls, but only two bats.
9. There are seven days in a week.
10. This book has sixty-four pages.

HOW PLURALS ARE FORMED

Let us now examine how a plural noun is formed from the singular.
Observe the following nouns:

Singular	*Plural*	*Singular*	*Plural*
boy	boys	dog	dogs
girl	girls	cat	cats
room	rooms	horse	horses
door	doors	cow	cows
chair	chairs	goat	goats
desk	desks	crow	crows
book	books	tree	trees
pen	pens	rose	roses

Most nouns form their plurals *by adding* ***-s*** to the Singular noun.
Observe how the following nouns form their plurals:

Singular	*Plural*	*Singular*	*Plural*
lash	lashes	coach	coaches
brush	brushes	trench	trenches
push	pushes	bunch	bunches
dish	dishes	couch	couches
bush	bushes	peach	peaches
latch	latches	bench	benches
batch	batches	gas	gases
branch	branches	ass	asses
match	matches	loss	losses
catch	catches	class	classes
watch	watches	kiss	kisses
church	churches	box	boxes
witch	witches	fox	foxes

We observe that *nouns ending in* ***-sh, -ch, -s,*** or ***-x****, form their plurals by adding* ***-es*** *to the singular*.

Examine the following nouns:

Singular	*Plural*	*Singular*	*Plural*
lady	ladies	body	bodies
baby	babies	fly	flies
family	families	lily	lilies
copy	copies	ruby	rubies
pony	ponies	daisy	daisies
army	armies	gipsy	gipsies
fairy	fairies	country	countries
reply	replies	cry	cries
city	cities	mercy	mercies

From these examples we infer the rule: *for nouns ending in* ***-y*** *after a consonant, change the -y into* ***-i*** *and add* ***-es*** *to make the plural form.*

Now notice the following nouns:

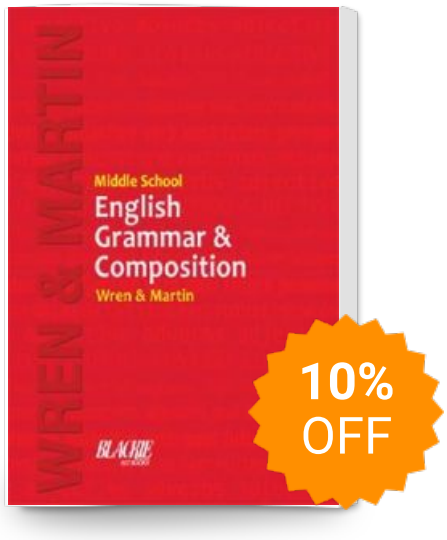
Singular	*Plural*	*Singular*	*Plural*
valley	valleys	donkey	donkeys
journey	journeys	key	keys
monkey	monkeys	toy	toys
pulley	pulleys	boy	boys
chimney	chimneys	day	days
jockey	jockeys	ray	rays
play	plays	bay	bays
way	ways	-----	-----

For nouns *ending in* ***-y*** *after a vowel, follow the general rule of adding -s to the singular.*

Examine the following nouns:

Singular	*Plural*	*Singular*	*Plural*
thief	thieves	half	halves
shelf	shelves	wolf	wolves
leaf	leaves	wife	wives
calf	calves	knife	knives
loaf	loaves	life	lives
elf	elves	-----	-----

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