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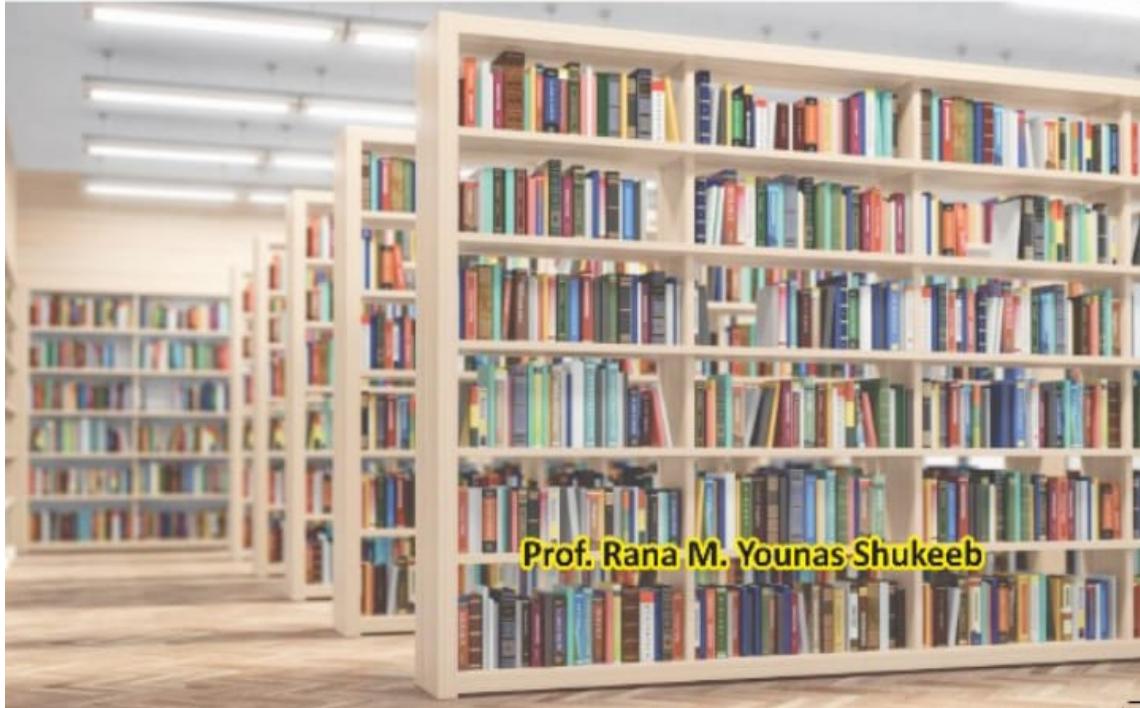
A Textbook of



FUNCTIONAL ENGLISH

SEMESTER-I
GENG-101 (ADP/BS)

For the Regular Students of Universities & Affiliated Colleges



Prof. Rana M. Younas Shukeeb

LATEST EDITION

According to the New Syllabus & Examination System of
University of the Punjab & Affiliated Colleges

MERIT SERIES

FUNCTIONAL ENGLISH

SEMESTER -I
GENG-101 (ADP/BS)

Delineated By

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COURSE: GENG-101: FUNCTIONAL ENGLISH

GENERAL EDUCATION COURSE CREDITS: 03

OFFERING: UNDERGRADUATE DEGREES (Inc. ASSOCIATE DEGREES)

PLACEMENT: 1 – 3 SEMESTERS

1. FOUNDATIONS OF FUNCTIONAL ENGLISH:

- Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
- Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes)
- Word formation (affixation, compounding, clipping, back formation, etc.)
- Sentence structure (simple, compound, complex and compound-complex)
- Sound production and pronunciation

2. COMPREHENSION AND ANALYSIS:

- Understanding purpose, audience and context
- Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)
- Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)
- Active listening (overcoming listening barriers, focused listening, etc.)

3. EFFECTIVE COMMUNICATION:

- Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
 - Structuring documents (introduction, body, conclusion and formatting)
 - Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
 - Public speaking (overcoming stage fright, voice modulation and body language)
 - Presentation skills (organization content, visual aids and engaging the audience)
 - Informal communication (small talk, networking and conversational skills)
 - Professional writing (business e-mails, memos, reports, formal letters, etc.)
-

PREFACE

Functional English for ADP/BS equips students with essential language skills for academic and professional success. The book offers a comprehensive approach, emphasizing the practical application of Functional English in real-world contexts. Its structured content enhances proficiency in listening, speaking, reading, and writing.

The first unit, *Foundations of Functional English*, introduces the core components of the language and its practical applications in education and the workplace. Key topics such as vocabulary building, communicative grammar, word formation, and sentence structure are covered, providing students with the tools for clear and effective communication.

The second unit, *Comprehension and Analysis*, develops students' analytical abilities, teaching strategies for understanding texts, interpreting contexts, and improving reading skills. It also addresses active listening, a vital communication skill for thoughtful interactions.

The third unit, *Effective Communication*, focuses on the principles of clarity, coherence, and conciseness in communication. It explores public speaking, presentation skills, and professional writing while emphasizing inclusivity and cross-cultural communication, preparing students for diverse environments.

Blending theory and practice with exercises and examples, this book fosters confident communication across various professional domains, including media, journalism, teaching, and advertising. We hope it serves as a valuable resource in students' journey toward mastering Functional English and achieving academic and career success.

Regards!
The Writer

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Unit 1

FOUNDATIONS OF FUNCTIONAL ENGLISH

LEARNING OBJECTIVES

After studying this topic, you will be able to:

- define Functional English and its role in daily tasks and careers.
- understand the importance of Functional English in education and work. identify key components: listening, speaking, reading, and writing.
- apply Functional English skills in real-life situations.
- explore career opportunities enabled by Functional English proficiency.

INTRODUCTION

Functional English refers to the use of English language to perform specific tasks in daily life, academic studies, or career development. It equips individuals with essential knowledge, skills, and understanding to help them communicate and function confidently and independently in various situations. Functional English is crucial for success in both professional and academic environments. This type of English goes beyond basic language knowledge and focuses on practical use in real-life contexts, helping individuals operate effectively in work and education.

Functional English in Education and Work

For many years, employers and universities have emphasized the need for young people to leave school with practical language skills that allow them to function independently and confidently in the workplace and higher education. In today's competitive world, it is more important than ever that students from all academic backgrounds can handle the demands of both work and further studies. Functional English provides the necessary tools for individuals to develop practical language skills that they can apply to real-world situations.

Real-Life Application of Functional English

Unlike traditional English learning, functional skills are embedded into real-life situations. Teachers create opportunities for students to apply what they learn in daily scenarios, making learning

more relevant and engaging. When students can connect their academic studies with real-life applications, they become more enthusiastic about learning. This practical approach ensures that the knowledge and skills gained are not only theoretical but also useful in everyday life.

COMPONENTS OF FUNCTIONAL ENGLISH

Functional English consists of four key components: listening, speaking, reading, and writing. These skills are essential for effective communication and are the building blocks of language proficiency.

1. LISTENING SKILLS

Listening is an important part of communication, yet it is often overlooked. Listening does not simply mean hearing words but understanding the message behind them. To listen effectively, one must focus on what the speaker is saying, without allowing personal opinions to interfere. The best way to confirm understanding is to repeat what the speaker said and clarify the meaning. Tone of voice plays a crucial role in communication, especially when speaking on the phone, where visual cues are absent.

Tips for Effective Listening:

- Focus on the speaker without interrupting.
- Identify the tone of voice to understand the speaker's emotions.
- Clarify by repeating what was said to ensure understanding.

2. SPEAKING SKILLS

Speaking is an essential part of functional English, and the best way to improve is through practice. Speaking involves two main sub-skills: linguistic and communicative.

- **Linguistic skills** include phonology, grammar, syntax, and vocabulary, which help in constructing sentences correctly.
- **Communicative skills** are social skills that allow people to interact confidently and effectively with others in various situations.

To communicate clearly, one needs to speak in a way that is easy for others to understand.

Tips for Improving Speaking Skills:

- Practice speaking regularly with others.
- Focus on clear pronunciation and proper grammar.
- Use simple language to express ideas effectively.

3. WRITING SKILLS

Writing in functional English should be clear and well-organized. Each paragraph should focus on a single idea, and all sentences should support this central idea. Writing must be relevant, logical, and well-developed. A unified and coherent piece of writing helps the reader follow the argument or explanation more easily.

Components of Good Writing:

- **Unity:** All sentences in a paragraph should relate to a single topic.a
- **Relevance:** Each sentence should support the main idea of the paragraph.

- **Coherence:** Sentences should be organized logically and flow smoothly.
- **Development:** Ideas must be supported with evidence and details to explain the topic clearly.

Tips for Effective Writing:

- Start with a clear topic sentence that introduces the main idea.
- Use supporting sentences to elaborate on the topic.
- Ensure all sentences are connected and follow a logical sequence.

4. READING SKILLS

Reading comprehension is the ability to understand and interpret written texts. It involves not only reading words but also grasping the meaning and intent behind them. Good reading skills enable a person to engage with written content and apply it to real-life situations.

Skills for Effective Reading:

- **Skimming and scanning:** To quickly find important information.
- **Critical thinking:** To analyze and interpret what is being read.
- **Summarizing:** To condense the key points of a text.

OPPORTUNITIES WITH FUNCTIONAL ENGLISH

Mastering functional English opens up many career opportunities across various fields of life. Here are some potential career paths for individuals with strong functional English skills:

Media and Journalism

With functional English, you can pursue a career in media and journalism. This industry includes roles in film, television, newspapers, and online news platforms. You could also work as a reviewer, analyzing events, food, or games. This field offers a wide range of exciting opportunities for creative and communicative individuals.

Publishing Industry

The publishing industry, particularly digital publishing, is booming. Functional English skills are essential in this field, whether you're working with e-books, online magazines, or websites. The ability to write and communicate effectively is highly valued in publishing houses.

Teaching and Lecturing

With strong functional English skills, you can also explore a career in education. Becoming a teacher or lecturer requires additional training, but the demand for qualified English language instructors is high. Whether teaching at a school or university, functional English is crucial for effective communication in the classroom.

Advertising, Public Relations, and Marketing

These fields require high levels of creativity and excellent communication skills. Functional English enables individuals to convey messages clearly and persuasively, making it an essential skill in

advertising, public relations, and marketing. With the rise of digital marketing, professionals must be adept at using language across various platforms.

Creative Writing

If you have a passion for storytelling, functional English allows you to pursue a career in creative writing. Whether writing novels, articles, or movie scripts, good writing skills are essential for success in the creative industry.

Language Translation

In today's globalized world, language translators are in high demand. Functional English can help you become a translator, working with government agencies, universities, multinational companies, or even as a freelancer. The ability to communicate in multiple languages is a valuable asset in the modern workforce. Functional English is a critical skill for success in both personal and professional life. It enables individuals to communicate effectively, solve problems, and apply their knowledge in real-world situations.

SHORT QUESTIONS AND THEIR ANSWERS

Q.1. What is Functional English?

Ans: Functional English refers to the practical use of English for specific tasks in daily life, academic studies, and careers. It helps individuals communicate confidently and independently in real-life situations. Unlike traditional language learning, it focuses on practical application rather than just theory.

Q.2. Why is Functional English important in education?

Ans: Functional English equips students with the necessary language skills to handle real-life challenges in academic and professional environments. It prepares them to communicate effectively in the workplace and further studies.

Q.3: How is Functional English different from traditional English learning?

Ans: Functional English focuses on applying language skills in real-life situations, while traditional English often centers around grammar and theory. It makes learning more relevant and engaging by connecting academic studies to daily life. This practical approach ensures that students gain useful skills for everyday communication.

Q.4. What are the four key components of Functional English?

Ans: The four key components are listening, speaking, reading, and writing, all essential for effective communication. Listening involves understanding the message, not just hearing words. Speaking, reading, and writing focus on clear, confident communication in various situations.

Q.5: How does Functional English benefit career opportunities?

Ans: Mastering Functional English opens doors in fields like media, journalism, marketing, teaching, and translation. Strong communication skills are essential in these industries to convey messages clearly and persuasively.



1.2 VOCABULARY BUILDING

Vocabulary building is an essential aspect of language development that enhances both written and spoken communication. A strong vocabulary allows individuals to express their thoughts clearly and understand others effectively. Several techniques contribute to this process, including contextual usage, synonyms, antonyms, idiomatic expressions, and more.

Contextual Usage plays a crucial role in vocabulary building because it helps individuals understand the meaning of new words based on the situation or sentence in which they appear. Learning a word in context rather than in isolation makes it easier to grasp its meaning, nuances, and proper usage. For example, the word "run" can mean different things depending on the sentence. It could refer to physical movement, a flow (as in water), or even a sequence of events. By observing words in context, learners can grasp these subtle differences and apply them correctly.

Synonyms and Antonyms also contribute significantly to vocabulary expansion. Learning synonyms—words with similar meanings—allows individuals to express themselves more diversely, avoiding repetitive language. For example, instead of always saying "happy," one can use words like "joyful," "cheerful," or "content." This variety enriches communication and makes it more engaging. Antonyms—words with opposite meanings—help individuals understand a word's full spectrum of meaning. Knowing that "happy" contrasts with "sad" gives a clearer understanding of the emotional range that each word represents.

Idiomatic Expressions are another vital part of vocabulary building. Idioms are phrases that have figurative meanings different from their literal definitions. Mastering idiomatic expressions such as "raining cats and dogs" or "piece of cake" helps individuals navigate more complex, everyday language and enhances cultural understanding. Idioms also add flavor and depth to one's speech, making it more colorful and dynamic.

Root Words, Prefixes, and Suffixes can also be used to unlock the meaning of unfamiliar words. Recognizing that "bio" means life (as in "biology" or "biography") or that "pre-" means before (as in "predict") allows learners to decode new words.

Lastly, practicing through **reading and writing** helps reinforce newly learned words. Keeping a vocabulary journal or engaging in word games like crosswords or Scrabble can make vocabulary building more interactive and enjoyable.

1.2. 1 CONTEXTUAL USAGE

The term "context" is complex and has multiple meanings, depending on the field of study. In language-related disciplines like pragmatics, lexicography, and translation studies, context plays a central role. Scholars have different views on what context means. For example, one scholar defines context as the surrounding elements that influence the meaning, form, or function of a particular unit. Another scholar sees context as encompassing both linguistic elements and external factors. This broader view is often used, but some prefer to limit context to the linguistic environment only. In this approach, context can extend beyond individual sentences and includes the surrounding text, aligning with the idea of "co-text," which refers to the text surrounding a particular item.

Context and Examples

There is often confusion between *context* and *example*. In many cases, they serve similar purposes. Both involve groups of linguistic elements that help clarify the meaning of a specific element. "Examples" are typically found in dictionaries, while "contexts" are used in term banks. Due to online publication, contexts in term banks are usually longer than examples in printed dictionaries. Despite their length differences, both contexts and examples offer valuable information to understand the meaning of terms.

Contextual Information

Contextual information provides various insights. There are three main types: semantic, collocational, and syntactic information.

- **Semantic information** explains the meaning of a word. For instance, "explosion" can refer to a violent burst, as in a bomb explosion, or to a sudden outburst of emotion, like anger.
- **Collocational information** shows common word pairings, such as "cause an explosion" or "spark off an explosion."
- **Syntactic information** reveals how a word combines with others in sentences. For example, in the sentence "The spread of the suburbs has triggered a population explosion among America's deer," "explosion" is used as a direct object and follows the preposition "among."

Types of Examples / Contexts

Contexts and examples can be categorized based on their purpose, the type of information they provide, and the amount of information. Three main classifications are often used.

- i. One classification divides examples into "decoding" and "encoding" examples. Decoding examples provide detailed semantic information, especially for less common terms, while encoding examples focus on collocations or syntactic patterns.
- ii. Another classification separates contexts into "defining," which provides a clear idea of the term's meaning, "explanatory," which describes characteristics without defining, and "associative," which links terms to their field without semantic details.

- iii. A third classification includes "defining/descriptive" contexts that show the term's meaning and related terms, "metalinguistic" contexts that comment on the term's usage, and "attesting" contexts that confirm the term's existence with minimal additional information.

CONTEXTUAL USAGE OF VOCABULARY

Understanding the contextual usage of vocabulary is essential for grasping how words function in different situations. Context influences the meaning of words, which can vary based on semantic, collocational, and syntactic factors. Here's a detailed look at these aspects with examples:

1. Semantic Context

Semantic context refers to the meaning of a word within a specific situation or sentence. Words can have multiple meanings, and their intended sense often depends on the surrounding context.

Example 1:

Sentence: "The explosion was heard from miles away."

Context: In this sentence, "explosion" refers to a sudden, loud, and violent burst, likely caused by a bomb or similar device.

Example 2:

Sentence: "Her explosion of creativity amazed everyone."

Context: Here, "explosion" is used metaphorically to describe a sudden and intense burst of creativity, not a literal physical blast.

Semantic context helps clarify whether a word is used literally or figuratively and what specific meaning it carries in that instance.

2. Collocational Context

Collocational context involves the words that frequently appear alongside a given term. These word pairings can influence the meaning and usage of the term.

Example 1:

Phrase:

"Economic boom"

Collocates: "Economic" often pairs with "boom" to refer to a period of rapid economic growth. The collocation suggests a positive economic trend.

Example 2:

Phrase:

"Social upheaval"

Collocates: "Social" pairs with "upheaval" to describe significant disruptions or changes in societal structures. This collocation implies serious and often disruptive changes.

Understanding collocational context helps in using words correctly in phrases and identifying common patterns in language.

3. Syntactic Context

Syntactic context refers to how a word fits into the structure of a sentence and interacts with other words. The syntactic role of a word can affect its meaning and usage.

Example 1: Sentence: "The company's expansion led to a boom in the job market."

Syntactic Role: In this sentence, "expansion" is the subject of the sentence, and "boom" is the result of the expansion. "Boom" acts as the direct object of the verb "led to."

Example 2: Sentence: "The population experienced an explosion of growth."

Syntactic Role: Here, "explosion" is used as a noun modified by the adjective "of growth." It follows the verb "experienced" and describes the type of growth.

Syntactic context clarifies how words function in sentences and how their relationships with other words shape their meaning. Thus, contextual usage of vocabulary involves understanding how words are influenced by their semantic, collocational, and syntactic contexts. Semantic context reveals the meaning of a word, collocational context shows common word pairings, and syntactic context explains how words combine within sentences. By analyzing these aspects, one can better grasp the nuances of vocabulary and use words accurately in various situations.

SHORT QUESTIONS AND THEIR ANSWERS

Q.1: What is semantic context?

Ans: Semantic context refers to the meaning of a word in a particular sentence or situation. Words can have multiple meanings, and the context helps clarify which meaning is intended. For example, "explosion" can mean a physical blast or a burst of emotion.

Q.2: How does collocational context help in understanding words?

Ans: Collocational context involves words that often appear together in a sentence. These word pairings help you use words correctly and understand common language patterns. For instance, "economic boom" and "social upheaval" are examples of collocations.

Q.3: What is syntactic context?

Ans: Syntactic context refers to how words fit together in a sentence. It helps determine the grammatical structure and function of words. For example, "explosion" can be used as a noun after a verb, like in "experienced an explosion of growth."

Q.4: How do examples differ from contexts?

Ans: Examples usually explain a word's meaning in a specific situation, often found in dictionaries. Contexts, used in term banks, are longer and provide more detailed information about word usage. Both help in clarifying the meaning of a term.

Q.5: Why is understanding contextual usage of vocabulary important?

Ans: Contextual usage helps to understand how words function in different situations. It influences the meaning of words based on semantic, collocational, and syntactic factors. This understanding allows for accurate word usage in communication.



1.2.2 SYNONYMS & ANTONYMS

LEARNING OBJECTIVES

After studying this topic, you will be able to:

- define synonyms and antonyms, noting subtle distinctions in meaning.
- identify types of synonyms (absolute, near) and antonyms (gradable, complementary, relational).
- analyze the role of synonyms and antonyms in enhancing writing clarity and style.
- understand how synonyms and antonyms improve communication and comprehension.
- appreciate language by learning and applying synonyms and antonyms to enrich vocabulary.

SYNONYMS

A synonym is a word or phrase that is closely related in meaning to another word. The word "synonym" itself originates from the Greek word "*synonymon*," which means "having the same name." The term was later adapted into Latin as "*synonymum*", and from there, it entered the English language around the 15th century. For example, words like *happy*, *joyful*, *content*, and *pleased* are considered synonyms because they convey a similar idea of happiness or satisfaction, though with slight variations in nuance and intensity.

Synonyms are the words which are similar to each other in meaning. But a close study would reveal that though the synonyms are similar in meaning, there is always a shade of difference in their intention and application. Therefore, a student must understand the minute distinction between their meanings to be able to use them correctly. Following list of popular Synonyms explaining the delicate difference in their meanings and their use in sentences.

TYPES OF SYNONYMS

While many words are labeled as synonyms, they can be classified into two major categories: **perfect synonyms** and **near synonyms**.

1. Perfect Synonyms:

These are words that have the exact same meaning in all contexts and can be used interchangeably without any change in meaning. However, perfect synonyms are quite rare.

For example, in some contexts, the words *buy* and *purchase* can be used interchangeably without altering the meaning of the sentence:

- "I want to buy a car."
- "I want to purchase a car."

In both cases, the meaning is exactly the same.

2. Near Synonyms:

These are words that have similar meanings but are not identical and cannot always be used interchangeably in every context. The differences between near synonyms can arise from nuances such as tone, formality, or cultural connotations. For example:

- *Start* and *begin* are synonyms, but *begin* is slightly more formal than *start*.
- *Big* and *huge* both describe size, but *huge* suggests something MUCH LARGER AND MORE IMPRESSIVE.

IMPORTANCE OF SYNONYMS

Synonyms play a crucial role in the richness and flexibility of language. Their importance can be understood in several ways:

1. Variety in Expression:

Synonyms allow speakers and writers to avoid using the same word repeatedly, which can make communication monotonous. For instance, in a paragraph discussing a *happy* event, you can use other synonyms like *joyful* or *content* to make the writing more engaging.

2. Contextual Precision:

The availability of synonyms helps us convey meaning more precisely. For example, while *angry* and *furious* are synonyms, *furious* indicates a much stronger intensity of anger. Using the right synonym allows us to express emotions and ideas with greater accuracy.

3. Adapting to Different Registers:

Synonyms allow us to adjust our language to suit different levels of formality. For example, in casual conversation, you might say, "I'm going to *grab* a coffee," whereas in formal writing, you would say, "I intend to *acquire* a coffee."

USAGE OF SYNONYMS IN WRITING

Using synonyms effectively is essential for improving the quality of writing. Some of the key ways synonyms benefit writing are:

a). Avoiding Repetition:

One of the main reasons to use synonyms is to prevent repeating the same word over and over, which can make writing dull. For example, instead of repeatedly saying "the *big* house," you can alternate with "the *large* house" or "the *spacious* house."

b). Enhancing Clarity:

Well-chosen synonyms help in clarifying the meaning of the sentence. If one word feels too vague or imprecise, a more specific synonym can be used to ensure the message is understood clearly.

c). Improving Flow:

Synonyms allow for smoother transitions between sentences and ideas, making the text more readable. Using different but related words keeps the reader engaged and helps the writing feel more dynamic.

d). Creating Emphasis:

When trying to highlight a particular point or emotion, the careful use of synonyms can help amplify the message. For instance, instead of saying "she was *angry*," saying "she was *furious*" adds more intensity to the description.

ANTONYMS

"Antonyms are words of the same grammatical class (Nouns, Verbs, Adjectives, etc.) that have opposite meanings." (David Green)

Antonyms are words that have opposite meanings. Understanding antonyms is important because it helps to enrich vocabulary, enhance comprehension, and improve communication skills. Antonyms allow us to express contrasting ideas more effectively. In this assignment, we will explore different types of antonyms, examples, and their significance in language.

TYPES OF ANTONYMS

There are three main types of antonyms:

1. Gradable Antonyms:

Gradable antonyms refer to pairs of words that allow for varying degrees of opposition. These antonyms usually have comparative or superlative forms. For example:

- o **Hot** and **Cold** (There can be degrees of hotness and coldness: hotter, colder)
- o **Fast** and **Slow** (Things can move faster or slower)

2. Complementary Antonyms:

These antonyms represent complete opposites where one word is the negation of the other. There is no middle ground between the two. For example:

- Alive and Dead (A person or thing can either be alive or dead, no in-between)
 - True and False
-

3. Relational Antonyms:

Relational antonyms show a relationship where one cannot exist without the other. These words express a reciprocal relationship. For example:

- Buy and Sell (You cannot have a buyer without a seller)
Teacher and Student (A teacher teaches students)

THE IMPORTANCE OF LEARNING ANTONYMS

1. Enhances Vocabulary:

By learning antonyms, learners can expand their vocabulary. For instance, knowing that the antonym of "rich" is "poor" allows for a wider range of expressions and ideas in writing and conversation.

2. Improves Comprehension:

Understanding antonyms helps readers and listeners comprehend contrasts in sentences, paragraphs, and entire texts. This is essential in reading comprehension exercises, as writers often use antonyms to compare or contrast ideas.

3. Strengthens Writing Skills:

Antonyms play a significant role in writing, allowing writers to create more dynamic and meaningful sentences. For example, comparing and contrasting ideas in essays or stories helps clarify the writer's intentions.

4. Develops Critical Thinking:

Identifying antonyms encourages critical thinking, as it requires understanding the relationship between words and their opposites. For example, understanding that "brave" is the opposite of "cowardly" allows individuals to grasp abstract concepts such as courage and fear.

A DETAILED LIST OF SYONYMS & ANTONYMS

HEADWORD	(اردو، مخفی)	SYNONYMS	ANTONYMS	(اردو، مخفی)
A-C				
Abandon	ترک کرنا	forsake, desert	retain, keep	برقرار رکھنا، رکھنا
Abandoned	ترک شدہ	forsaken, deserted	cherished, kept	عزیز، محفوظ
Abbreviate	مختصر کرنا	shorten, condense	lengthen, extend	لہا کرنا، بڑھانا
Abdicate	دستبردار ہونا	renounce, resign	assume, retain	توبیل کرنا، برقرار رکھنا
Abhor	نفرت کرنا	detest, loathe	admire, love	پسند کرنا، محبت کرنا
Ability	صلاحیت	skill, competence	inability, incapacity	نا有能力، ناتوانی
Abundant	وافر	plentiful, ample	scarce, sparse	نایاب، کمی
Accelerate	تیز کرنا	hasten, speed	decelerate, slow	ست کرنا، آہستہ کرنا
Abnormal	غیر معمولی	unusual, irregular	normal, regular	معمولی، باقاعدہ
Abound	کثرت سے ہونا	overflow, proliferate	lessen, diminish	کم ہونا، گھٹانا
Abrupt	اچانک	sudden, unexpected	gradual, delayed	بذریعہ، تاخیر سے
Absorb	جذب کرنا	soak, assimilate	disperse, eject	منتشر کرنا، نکالنا
Abstain	پرہیز کرنا	refrain, avoid	indulge, participate	شامل ہونا، عیاشی کرنا
Absurd	بیوقوفانہ	ridiculous, foolish	rational, logical	عقلمندانہ، منطقی
Anger	غضہ	rage, fury	calm, serenity	سکون، خاموشی
Anguish	اذیت	suffering, agony	joy, pleasure	خوشی، لذت
Accost	سامنا کرنا	confront, address	avoid, evade	گریز کرنا، پہنچنا
Accredit	اختیار دینا	authorize, endorse	discredit, revoke	بدنام کرنا، منسوخ کرنا
Acknowledge	تسلیم کرنا	admit, recognize	deny, reject	اکار کرنا، مسترد کرنا
Active	فعال	energetic, dynamic	passive, inactive	غیر فعال، سست
Actual	حقیقی	real, factual	imaginary, unreal	خیالی، غیر حقیقی
Acute	شدید	intense, severe	mild, dull	زم، مدم
Admirable	قابل تعریف	praiseworthy, commendable	despicable, disgraceful	قابل نفرت، شرم انگار
Advance	ترقبہ کرنا	progress, move forward	retreat, regress	بچپے ہونا، پسپائی
Affinity	قرابت	attraction, liking	aversion, dislike	ناتپسندیدگی، نفرت

Affirmation	تَصْدِيقٌ	<i>confirmation, assertion</i>	<i>denial, rejection</i>	اکار، مسٹر د کرنا
Affluence	دولت مدنی	<i>wealth, prosperity</i>	<i>poverty, scarcity</i>	غُربت، کمی
Agile	پھر تیلا	<i>nimble, quick</i>	<i>clumsy, slow</i>	بجداء، سست
Aimless	بے مقصد	<i>directionless, purposeless</i>	<i>purposeful, determined</i>	مقصدی، پختہ ارادہ رکھنے والا
Alert	چوکنا	<i>attentive, vigilant</i>	<i>unaware, careless</i>	غافل، لا پرواہ
Amateur	ناتجہ کار	<i>novice, beginner</i>	<i>professional, expert</i>	ماہر، پیشہ وار
Ambiguous	مہم	<i>vague, unclear</i>	<i>clear, definite</i>	واضح، ممین
Ambition	خواہش	<i>aspiration, desire</i>	<i>apathy, indifference</i>	بے حسی، لا تعاقب
Analogy	ممااثت	<i>similarity, comparison</i>	<i>difference, contrast</i>	فرق، تضاد
Ancestor	جد	<i>forefather, predecessor</i>	<i>descendant, successor</i>	جائشیں، اولاد
Antagonist	مخالف	<i>opponent, adversary</i>	<i>ally, supporter</i>	حایقی، معاون
Applicable	قابل اطلاق	<i>relevant, pertinent</i>	<i>irrelevant, unrelated</i>	غیر متعلق، غیر ضروری
Appreciate	قدر کرنا	<i>value, acknowledge</i>	<i>depreciate, criticize</i>	تحقیق کرنا، بے قدری کرنا
Apprehend	سمجھنا / پکڑنا	<i>understand, arrest</i>	<i>release, free</i>	آزاد کرنا، چھوڑ دینا
Approval	منظوری	<i>approval, consent</i>	<i>disapproval, refusal</i>	ناپسندیدگی، اکار
Apt	موذون	<i>suitable, appropriate</i>	<i>unsuitable, inapt</i>	ناموزون، نامناسب
Assent	رضامندی	<i>agreement, approval</i>	<i>disagreement, refusal</i>	اختلاف، اکار
Asseverate	زور سے کہنا	<i>declare, assert</i>	<i>deny, disavow</i>	اکار کرنا، رد کرنا
Assist	مد کرنا	<i>help, support</i>	<i>hinder, obstruct</i>	رکاوٹ ڈالنا، روکنا
Atrocity	ظلم	<i>cruelty, barbarity</i>	<i>kindness, mercy</i>	مہربانی، رحم
Attribute	خاصیت	<i>trait, characteristic</i>	<i>detach, separate</i>	جدا کرنا، علیحدہ کرنا
Authentic	مستند	<i>genuine, real</i>	<i>fake, false</i>	جعلی، جھوٹا
Autocrat	مطلق العنان	<i>dictator, tyrant</i>	<i>democrat, subordinate</i>	جمہوریت پسند، ماخت
Avaricious	حریص	<i>greedy, covetous</i>	<i>generous, charitable</i>	سخی، فیاض
Aversion	نفرت	<i>dislike, hatred</i>	<i>liking, attraction</i>	پسند، کشش
Base	کمزور / بنیاد	<i>foundation, basis</i>	<i>top, peak</i>	اوپر، چوٹی
Bashful	شرمیلا	<i>shy, timid</i>	<i>bold, confident</i>	بے باک، پر اعتماد
Beastly	حیوانی / بے رحم	<i>cruel, savage</i>	<i>gentle, kind</i>	نرم، مہربان
Beg	بھیک مانگنا	<i>plead, implore</i>	<i>give, offer</i>	دینا، پیش کرنا

Benevolent	بُنْيَخواه	<i>kind, charitable</i>	<i>malevolent, cruel</i>	بدخواه، ظالم
Bias	تعصب	<i>prejudice, partiality</i>	<i>impartiality, fairness</i>	غیر جانبداری، عدل
Blazing	چکلدار	<i>flaming, radiant</i>	<i>dim, dull</i>	مدهشم، دھنلا
Blistering	جھلساد یئے والا	<i>scorching, searing</i>	<i>cold, mild</i>	سرد، نرم
Blithe	خوش مران	<i>cheerful, carefree</i>	<i>sad, worried</i>	ختمگین، فکر مند
Bogus	جعلی	<i>fake, counterfeit</i>	<i>authentic, real</i>	مستند، حقیقی
Brief	مختصر	<i>short, concise</i>	<i>lengthy, extended</i>	طویل، وسیع
Brutal	ظالم	<i>cruel, savage</i>	<i>gentle, kind</i>	نرم، مہربان
Build	تغیر کرنا	<i>construct, assemble</i>	<i>demolish, destroy</i>	مساڑ کرنا، تباہ کرنا
Burn	جلانا	<i>ignite, scorch</i>	<i>extinguish, douse</i>	بچانا، ختم کرنا
Callous	بے حس	<i>heartless, insensitive</i>	<i>compassionate, kind</i>	بھروسہ، بھربان
Candid	صفاف گو	<i>frank, honest</i>	<i>deceptive, dishonest</i>	دھوکے باز، بے ایمان
Capability	صلاحیت	<i>ability, competence</i>	<i>inability, incapacity</i>	نااہلی، ناکامی
Careless	لا پروا	<i>negligent, reckless</i>	<i>careful, cautious</i>	حکاط، ہوشیار
Chaos	اپتری / منتشر	<i>disorder, confusion</i>	<i>order, harmony</i>	ترتیب، ہم آئگی
Cheat	دھوکہ دینا	<i>deceive, defraud</i>	<i>trust, honor</i>	بھروسہ، عزت
Cheer	خوشی	<i>joy, delight</i>	<i>sorrow, gloom</i>	غم، ادای
Chilly	ٹھنڈا	<i>cold, frosty</i>	<i>warm, hot</i>	گرم، پتش
Chronic	داگی	<i>persistent, long-lasting</i>	<i>acute, temporary</i>	عارضی، قلیل مدّتی
Cold	سرد	<i>chilly, icy</i>	<i>warm, hot</i>	گرم، پتش
Community	برادری	<i>society, group</i>	<i>individual, isolation</i>	فرد، تہائی
Competitor	حریف	<i>rival, opponent</i>	<i>ally, partner</i>	حليف، شريك
Comprehend	سمجھنا	<i>understand, grasp</i>	<i>misunderstand, confuse</i>	نہ سمجھنا، ابھاجنا
Compress	دپادینا	<i>squeeze, condense</i>	<i>expand, release</i>	پھیلانا، چھوڑ دینا
Compulsion	محبوبی	<i>obligation, coercion</i>	<i>choice, freedom</i>	انتخاب، آزادی
Conceive	تصور کرنا	<i>imagine, envision</i>	<i>disregard, ignore</i>	نظر انداز کرنا، ان دیکھا کرنا
Conciliate	مغایمت کرنا	<i>pacify, soothe</i>	<i>provoke, agitate</i>	اکسانا، بھڑکانا
Conjecture	قیاس کرنا	<i>guess, speculate</i>	<i>know, prove</i>	جانان، ثابت کرنا
Conscious	ہوشیار / آگاہ	<i>aware, alert</i>	<i>unconscious, oblivious</i>	بے ہوش، غافل

Wane	گھٹنا	<i>diminish, decrease</i>	<i>grow, increase</i>	بڑھنا، اضافہ
Wanton	بے کام	<i>reckless, uncontrolled</i>	<i>restrained, disciplined</i>	قاچوں میں، پابند
Waver	ڈلگھتا	<i>hesitate, falter</i>	<i>steady, decide</i>	ثابت تقدم، فیصلہ کرنا
Wayward	ضدی	<i>unruly, headstrong</i>	<i>obedient, compliant</i>	فرمانبردار، مطیع
Wild	جگنی	<i>untamed, savage</i>	<i>tame, domesticated</i>	پالتو، مہذب
Wily	مکار	<i>cunning, deceptive</i>	<i>honest, naïve</i>	سادہ لوح، ایماندار
Wisdom	حکمت	<i>knowledge, insight</i>	<i>foolishness, ignorance</i>	چہلات، حافظت
Wit	بذریعی	<i>humor, cleverness</i>	<i>dullness, stupidity</i>	کند، بہنی، حماقت
Withdraw	پیچھے ہٹنا	<i>retreat, recede</i>	<i>advance, proceed</i>	آگے بڑھنا، چاری رکھنا
Witty	حاضر جواب	<i>humorous, clever</i>	<i>dull, serious</i>	سخیور، کند
Wordy	لفظی	<i>verbose, loquacious</i>	<i>concise, succinct</i>	مختصر، جامع
Wrath	غصہ	<i>fury, anger</i>	<i>calm, patience</i>	سکون، صبر
Wretched	بدحال	<i>miserable, despicable</i>	<i>blessed, happy</i>	خوش حال، بابرکت
Yell	چیننا	<i>shout, scream</i>	<i>whisper, murmur</i>	سرگوشی، بلکی آواز
Yield	بھیڑا دانا	<i>surrender, submit</i>	<i>resist, defy</i>	هزاحت، انکار
Zany	نرالا	<i>clownish, comical</i>	<i>serious, solemn</i>	سخیور، متین
Zeal	جوش	<i>enthusiasm, passion</i>	<i>apathy, indifference</i>	بے حصی، لا پرواتی
Zealous	پر جوش	<i>eager, fervent</i>	<i>indifferent, unenthusiastic</i>	بے دلچسپی، غیر پر جوش
Zenith	عروج	<i>peak, summit</i>	<i>nadir, bottom</i>	گراوٹ، نچلا حصہ
Zest	زہ	<i>enthusiasm, gusto</i>	<i>apathy, boredom</i>	بُوریت، عدم دلچسپی
Zigzag	ٹیڑھا	<i>winding, twisting</i>	<i>straight, linear</i>	سیدھا، ہموار

REVISION EXERCISES

(BASED ON SYNONYMS)

Directions: In the following sentences a word or phrase is written in bold. For each bold part four words are listed below each sentence. Choose the word nearest in meaning to bold word.

EXERCISE - 1

1. He decided to **abandon** the project.

- a) ✓ Leave
- b) Ignore

c) Avoid

d) Maintain

2. The house was **abandoned** for years.

- a) ✓ Vacated
- b) Built

- c) Decorated
d) Protected
- 3.** You should abbreviate the long title.
a) Analyze
b) Elongate
c) ✓ Shorten
d) Expand
- 4.** The king decided to abdicate the throne.
a) Reign
b) Keep
c) Inherit
d) ✓ Resign
- 5.** I abhor violence of any kind.
a) Celebrate
b) Enjoy
c) ✓ Hate
d) Tolerate
- 6.** She has the ability to solve complex problems.
a) ✓ Skill
b) Hesitation
c) Clumsiness
d) Disinterest
- 7.** The garden has an abundant supply of flowers.
a) ✓ Plentiful
b) Scarce
c) Insufficient
d) Depleted
- 8.** The car began to accelerate on the highway.
a) ✓ Speed up
b) Slow down
c) Reverse
d) Stop
- 9.** The weather this summer has been abnormal.
a) Ordinary
b) Normal
c) ✓ Unusual
d) Expected
- 10.** Fish abound in this river.
a) ✓ Exist in large numbers

- b) Disappear
c) Evaporate
d) Scarcity

Answer: a) Exist in large numbers

EXERCISE - 2

- 1.** His departure was abrupt and unexpected.
a) ✓ Sudden
b) Slow
c) Gradual
d) Calm
- 2.** The sponge can absorb a lot of water.
a) Release
b) Expel
c) ✓ Soak up
d) Emit
- 3.** He decided to abstain from voting.
a) ✓ Refrain
b) Participate
c) Accept
d) Argue
- 4.** His explanation was completely absurd.
a) ✓ Ridiculous
b) Sensible
c) Logical
d) Reasonable
- 5.** His rude comments caused her anger.
a) ✓ Rage
b) Joy
c) Satisfaction
d) Calmness
- 6.** She felt deep anguish after the loss.
a) ✓ Pain
b) Happiness
c) Indifference
d) Excitement
- 7.** A stranger accosted me on the street.
a) Flee
b) Ignore
c) ✓ Approach
d) Greet
- 8.** The university is accredited by the government.

- | | |
|--|---|
| <p>a) Ignored
b) Rejected
c) Abandoned
d) ✓ Recognized</p> <p>9. She did not acknowledge my presence.
a) ✓ Recognize
b) Overlook
c) Disregard
d) Forget</p> <p>10. He is very active in sports.
a) ✓ Energetic
b) Lazy
c) Bored
d) Tired</p> | <p>d) Harm</p> <p>6. They showed deference to the leader's decision.
a) Disrespect
b) ✓ Respect
c) Disregard
d) Contempt</p> <p>7. His diet was deficient in vitamins.
a) ✓ Lacking
b) Full
c) Abundant
d) Excessive</p> <p>8. He tried to defraud the company out of millions.
a) Support
b) Aid
c) Assist
d) ✓ Cheat</p> <p>9. The quality of the product began to degenerate.
a) ✓ Deteriorate
b) Improve
c) Strengthen
d) Enhance</p> <p>10. I could discern a figure in the distance.
a) ✓ Perceive
b) Miss
c) Overlook
d) Ignore</p> |
|--|---|

EXERCISE - 3

1. The storm caused severe damage to the house.
a) Improve
b) Repair
c) ✓ Harm
d) Build
2. She made a daring decision to climb the mountain alone.
a) ✓ Bold
b) Cowardly
c) Safe
d) Careful
3. His actions were quick and decisive.
a) ✓ Determined
b) Uncertain
c) Hesitant
d) Indecisive
4. They decry the unfair treatment of workers.
a) ✓ Criticize
b) Praise
c) Ignore
d) Support
5. He had to defend his actions in court.
a) Criticize
b) Attack
c) ✓ Protect

1. The fire disfigured the painting beyond recognition.

- a) Preserve
- b) Restore
- c) Enhance
- d) ✓ Damage

2. The judge remained disinterested in the case.

- a) ✓ Unbiased
- b) Biased
- c) Involved
- d) Concerned

EXERCISE - 4

1.2.3 IDIOMATIC EXPRESSIONS

Idiomatic expressions are phrases or combinations of words that have a meaning different from the literal meanings of the individual words. These expressions are widely used in both spoken and written language, making communication more colorful, engaging, and culturally rich. Understanding idioms is essential for grasping the nuances of a language and communicating effectively in a natural, fluent manner. Idioms are an integral part of language and reflect cultural, historical, and social aspects of the community that speaks it.

What Are Idiomatic Expressions?

Idiomatic expressions are fixed phrases whose meanings are not derived from the literal definitions of the words used. They carry a figurative meaning understood by native speakers or those familiar with the language. For example, the idiom "raining cats and dogs" does not mean that animals are falling from the sky but rather that it is raining heavily. Similarly, "spill the beans" means to reveal a secret, not to physically spill beans.

CHARACTERISTICS OF IDIOMATIC EXPRESSIONS

1. **Figurative Meaning:** Idioms convey meanings beyond the literal sense of the words.
2. **Fixed Structure:** The word order and phrasing in idioms are typically fixed and cannot be altered.
3. **Cultural Reflection:** Idioms often reflect the history, traditions, and values of a particular culture.
4. **Widespread Usage:** Idioms are commonly used in daily conversations, literature, and media, making them a vital part of language fluency.

Examples of Idiomatic Expressions

Here are some common idiomatic expressions in English, along with their meanings:

1. **Break the ice:** To initiate conversation in a social setting or make people feel more comfortable.
 - *Example:* At the party, John told a joke to break the ice.
2. **Burn the midnight oil:** To work late into the night.
 - *Example:* I had to burn the midnight oil to finish my assignment.
3. **Once in a blue moon:** Something that happens very rarely.
 - *Example:* My sister visits us once in a blue moon since she lives abroad.

IMPORTANCE OF IDIOMATIC EXPRESSIONS

1. **Enhances Fluency:** Using idioms allows speakers and writers to communicate more naturally and fluently. Idioms are essential for sounding more like a native speaker, as they are common in everyday conversations.
2. **Cultural Insight:** Idiomatic expressions often provide insight into the cultural and historical context of a language. For instance, idioms like "the ball is in your court" (which comes from tennis) reveal the influence of sports on English-speaking cultures.
3. **Improves Expression:** Idioms add color and creativity to speech and writing. Instead of using simple, literal expressions, idioms offer an interesting and engaging way to convey ideas. For example, saying "hit the books" is more engaging than just saying "study hard."
4. **Facilitates Understanding of Literature and Media:** Many idiomatic expressions are found in literature, films, and media. Knowing idioms is essential for fully understanding these forms of communication, as they often contain cultural references and humor.
5. **Simplifies Communication:** Idioms can simplify complex ideas into short phrases. For instance, the idiom "a blessing in disguise" quickly conveys the idea of something bad turning into something good, without needing lengthy explanations.
6. **Establishes Connection with Native Speakers:** When non-native speakers use idiomatic expressions correctly, it builds rapport with native speakers. It shows a deeper understanding of the language and allows for more seamless communication.

Idiomatic expressions are an important part of any language, contributing to the richness and depth of communication. Mastering idioms helps in understanding cultural nuances and enhances language fluency, making communication more engaging and effective. Whether in casual conversation, professional settings, or creative writing, the use of idiomatic expressions can bring language to life, making it more relatable and memorable.

SELECTED IDIOMS & THEIR USE IN SENTENCES

A-C

1. **A to Z:** (*Very thoroughly and completely, کل طریقے*): He has studied the subject A to Z.
2. **ABC:** (*Basic knowledge of something, کسی چیز کا بنیادی علم*): He does not know the ABC of Biology.
3. **Above all:** (*Before anything else, سب سے پہلے*): Above all, you must be obedient to your parents.
4. **Achilles' heel:** (*The weak point in a person's character, کسی شخص کی کمزوری*): His Achilles' heel was his pride.

This idiom originates from Greek mythology. Achilles was a great warrior whose only vulnerable spot was his heel. It refers to a person's weakness.

5. **Add fuel to the fire:** (*make more worse, مور تھال کو مزید خراب کرنا*): His rude comments added fuel to the fire.

- 6. Add insult to injury:** (*To worsen, کرکی کو مزید تکیف دینا*): She insulted him at first, adding insult to injury.
- 7. Aladdin's lamp:** (*wish graner, جلدی خواہش پوری کرنے والا*): Goodwill is almost as effective as Aladdin's lamp.
- From the tale of Aladdin in **The Arabian Nights**, where the magic lamp grants wishes instantly, symbolizing quick fulfillment of desires.*
- 8. All and sundry:** (*Everybody, کوئی کوئی*): All and sundry went to see the village fair.
- 9. All at once:** (*Suddenly, اپنکے*): All at once, a lion sprang out of the bushes.
- 10. All day long:** (*The whole day, پورے دن*): She has been sitting and waiting for the mail all day long.
- 11. All in all:** (*With everything included, جوچی طور پر*): We have not done badly, all in all.
- 12. An eye wash:** (*Trickery; deception, فریب*): Elections in Pakistan are just an eye wash.
- 13. An oily tongue:** (*Flattering speech, چاپلہی*): Beware of the oily tongue of your new neighbor.
- 14. An open secret:** (*A secret known to everybody, سب کو معلوم راز*): His marriage with Alina is an open secret.
- 15. Apple of discord:** (*object of dispute, جھگڑے کی وجہ*): This house is an apple of discord between two brother.
- 16. Apple of someone's eye:** (*Someone's favorite person, پسندیدہ شخص*): She is the apple of her father's eye.
- 17. Apple pie order:** (*neatness, کھلی چیز سے*): The books were lying on the table in apple pie order.
- 18. At cross purposes:** (*Having opposite views, مخالف نیالات*): Anam is at cross purposes with her mother.
- 19. At home in:** (*Feeling comfortable and relaxed, آرام دہ گھووس کرنا*): He is quite at home in new company.
- 20. At sixes and sevens:** (*In disorder, بے ترتیبی میں*): The dishes were lying on the table at sixes and sevens.
- 21. Bad blood:** (*Ill feelings, دلی عداوت*): There is bad blood between the two friends.
- 22. Bag and baggage:** (*With one's luggage, سامان سیت*): I left Islamabad bag and baggage.
- 23. Bag of bones:** (*An extremely thin person, ایچائی بیا*): Ali is a bag of bones.
- 24. Bear the brunt of:** (*To bear the major loss, بڑا انصاف برداشت کرنا*): You have to bear the brunt of the loss.
- 25. Beat about the bush:** (*talk irrelevantly, ادھر ادھر کی باتیں کرنا*): Do not beat about the bush; come to the point.
- 26. Bed of roses:** (*Comfortable, آرام دہ*): Life is not a bed of roses.
- 27. Bed of thorns:** (*A difficult situation, مشکل حالات*): Life is a bed of thorns for a politician.
- 28. Beggar description:** (*Too extraordinary to describe, بیان سے باہر*): Her beauty beggars description.
- 29. Below one's dignity:** (*Contrary to one's honor, عزت کے خلاف*): It is below my dignity to do injustice.
- 30. Below the belt:** (*Unfair method, غیر منصفانہ طریقہ*): No one should hit his enemy below the belt.
- 31. Better half:** (*Wife, بیوی*): Ahmad is sincere to his better half.
- 32. Bird of passage:** (*A migratory bird / transient person, مان*): Do not trust him; he is a bird of passage.
- 33. Bird's eye view:** (*A cursory view, نظر سے منظر دیکھنا، طاہر ان جائزہ دینا*): Ahmad took a bird's eye view from the plane.

- 34. Birds of a feather:** (*Similar people stick together*, ایک جیسے لوگ): Birds of a feather flock together.
- 35. Blessing in disguise:** (*fortune*, نہایت سے نعمت): The loss of wealth sometimes is a blessing in disguise.
- 36. Blind alley:** (*A narrow street*, بندگی): The robber was easily caught when he ran into a blind alley.
- 37. Blow hot and cold:** (*inconsistent, لغایات بدلتے رہنا*): He keeps blowing hot and cold about her new job.
- 38. Blow your own trumpet:** (*boast oneself*, اپنی تعریف کرنا): I don't like to blow my own trumpet.
- 39. Blue-eyed boy:** (*A favorite*, پسندیدہ فرد): Mr. Shahid is the blue-eyed boy of his boss.
- 40. Blue stocking:** (*A woman having literary taste*, اونی و قرآن کے دل خاتون): Ayesha is a blue stocking.

This term comes from the 18th-century Blue Stockings Society in England, a group of women known for their intellectual and literary interests. It has since come to refer to any woman with scholarly pursuits.

- 41. Bolt from the blue:** (*A sudden calamity*, اپنکی مصیبت): The news of her son's accident was a bolt from the blue for her.
- 42. Bone of contention:** (*The root of an argument or conflict*, زعزع کی عصی): This house is a bone of contention between two brothers.
- 43. Bosom friend:** (*A very close friend*, قریبی دوست): Ali is my bosom friend.
- 44. Bread and butter:** (*Livelihood*, حضیرہ): Teaching is my bread and butter.
- 45. Break the ice:** (*To make a beginning or start a conversation*, خاموشی کوٹھنا، اجتناب کرنا): Everyone was silent until Ali broke the ice.
- 46. Break the news:** (*To tell someone important news*, خبر دینا): The doctor had to break the news to Ali about his wife's illness.
- 47. Breathe one's last:** (*To die*, انتقال کرنا): The old man breathed his last this morning.
- 48. Brevity is the soul of wit:** (*Being concise is a sign of intelligence*, بخشندری کا دل ہے): Everyone knows that brevity is the soul of wit.

Coined by William Shakespeare in Hamlet, this phrase emphasizes that concise expression is a mark of intelligence and eloquence.

- 49. Bridle one's tongue:** (*To become silent*, خاموش کرنا): He tried to bridle his tongue before the police.
- 50. Bring to book:** (*To punish or hold accountable*, ازادیا): The servant was brought to book for his fraud.
- 51. Bring to light:** (*To reveal something*, تبلیغ کرنا): The mystery of his murder was brought to light.
- 52. Broken reed:** (*Someone who is unreliable*, تقابل اتبار نہیں): Do not trust her because she is a broken reed.
- 53. Burn one's boats:** (*To make a decision that cannot be reversed*, نیکل کرنا): I cannot take back my resignation as I have burned all my boats.
- 54. Burn one's fingers:** (*To get into trouble*, مشکل میں پڑنا): You will burn your fingers if you try to help the thief.

- 55. Burn the candle at both ends:** (*To exhaust oneself by doing too much,* زیاد کام کر کے تک جانا): He looks tired; it seems he has been burning the candle at both ends.
- 56. Burn the midnight oil:** (*To work late into the night,* رات بھر جاکر پڑھنا): He burned the midnight oil before the exams and topped the class.
- 57. Burning question:** (*An urgent or important matter,* ملائمہ): Load shedding is a burning question these days.
- 58. Bury the hatchet:** (*To make peace or end a conflict,* جھگڑا ختم کرنا): Let's bury the hatchet and be friends again.
- 59. Busy bee:** (*A very active or hardworking person,* انجائی صورت، فعال): He is a busy bee and will surely succeed in his exams.
- 60. By and large:** (*Generally speaking,* عام طور پر): By and large, children need a lot of care.
- 61. By dint of:** (*Through effort or means,* کوشش سے): I passed the exam by dint of hard work.
- 62. By hook or by crook:** (*By any means necessary,* طریقے سے): He does his work by hook or by crook.
- 63. By virtue of:** (*On account of,* کی وجہ سے): You may pass the exam by virtue of hard work.
- 64. Call into question:** (*To express doubt,* سوال میں ڈالنا): They called the entire project into question.
- 65. Capital punishment:** (*The death penalty,* حرامت موت): The criminal was sentenced to capital punishment.
- 66. Carry the day:** (*To win or succeed,* کامیاب ہونا): Our team carried the day in the final match.
- 67. Casting vote:** (*The decisive vote,* نیچلہ کن دوٹے): The minister's casting vote decided the outcome.
- 68. Cat and dog life:** (*A life full of quarrels,* جھگڑا لونگی): The couple is leading a cat and dog life.
- 69. Cat's paw:** (*A person used as a tool by another,* آنکھ کا رہا): He is just a cat's paw for his boss.
- 70. Catch at a straw:** (*To seize a slight chance when in trouble,* مشکل میں امید کا سبادالہنا): A drowning man catches at a straw.
- 71. Caught red-handed:** (*Caught in the act of doing something wrong,* رنگ بھاؤں کرنا): Ali was caught red-handed stealing from the shop.
- 72. Cheek by jowl:** (*Very close or intimate,* بہت قریب): Ali and Ahmad are cheek by jowl these days.

This idiom originates from Shakespeare's use in *A Midsummer Night's Dream*, where "cheek by jowl" describes people or things being closely connected or side by side.

- 73. Chicken-hearted:** (*Cowardly,* جذل): Only a chicken-hearted person would flatter his boss.
- 74. Child's play:** (*Something easy to do,* آسان کام): Becoming a doctor is not child's play.
- 75. Close-fisted man:** (*A miser,* سخی): Tahir is a close-fisted man who rarely gives to charity.
- 76. Cock and bull story:** (*An unbelievable or exaggerated story,* اتفاقیں یقین کرنے): Ali told a cock and bull story about why he was late.

1.3. COMMUNICATIVE GRAMMAR

LEARNING OBJECTIVES

After studying this topic, you will be able to:

- explain how communicative grammar focuses on practical grammar use in real-life communication.
- identify differences between communicative and traditional grammar.
- practice correct subject-verb agreement for clarity.
- use present, past, and future tenses accurately.
- recognize and revise incomplete and run-on sentences for clarity.
- demonstrate correct use of articles ("a," "an," "the") to specify nouns.
- apply knowledge of word classes to form grammatically correct sentences.

INTRODUCTION

Communicative grammar is an approach to learning grammar that focuses on how we use it in real-life communication. The main purpose of communicative grammar is to help people express their ideas clearly and effectively in both speaking and writing. Instead of focusing only on grammar rules, it teaches how grammar can be used to communicate better.

Difference from Traditional Grammar

In traditional grammar, the focus is often on memorizing rules and applying them correctly. However, communicative grammar is different. It helps learners understand how these rules help in real conversations. This makes the learning process more practical and useful.

Subject-Verb Agreement

One key aspect of communicative grammar is **subject-verb agreement**. This means that the subject and verb in a sentence must match in number. For example, we say "She runs fast" (singular) and "They run fast" (plural). Correct subject-verb agreement is important to make sentences clear and easy to understand.

Verb Tenses

Another important part is **verb tenses**. Tenses tell us when an action happens – in the past, present, or future. Using the correct tense is important for clear communication. For example, "I eat breakfast" (present), "I ate breakfast" (past), and "I will eat breakfast" (future) show different times.

Fragments and Run-on Sentences

Fragments and **run-on sentences** are common mistakes in writing. A fragment is an incomplete sentence that lacks a subject or verb, like "Running fast." It should be "She is running fast." Run-on sentences, on the other hand, are sentences that are too long and need punctuation, like "I like coffee I drink it every day." A correct version would be: "I like coffee, and I drink it every day."

Articles

Articles ("a," "an," and "the") are also important in communicative grammar. They help to describe whether a noun is specific or general. For example, "a dog" can refer to any dog, while "the dog" refers to a specific one.

Word Classes

Finally, understanding **word classes** like nouns, verbs, adjectives, and pronouns helps in forming sentences that are meaningful. Knowing when and how to use these words improves both speaking and writing skills. In short, communicative grammar makes learning grammar more useful by teaching people how to apply it in everyday situations. It focuses on using grammar to communicate clearly and effectively, which is the ultimate goal of language.



1.3.1. SUBJECT+VERB AGREEMENT

The verb agrees in number and person with the subject. The agreement of the verb with the subject is called **concord**. It is commonly referred to as subject-verb agreement.

Rule 1: Singular subject takes a singular verb, the Plural subject takes a plural verb.

Examples:

- | | |
|---|-------------|
| My uncle lives in Islamabad | (singular). |
| My uncles live in Islamabad. | (plural) |
| <i>He/She/The boy has passed</i> the test. | (singular) |
| <i>We/They/The boys have passed</i> the test. | (plural) |

Rule 2: When two or more nouns are joined by **and**, a plural verb is used.

Examples:

- Ayesha **and** Safia **work** hard.
 The students **and** their parents **have left**.
 The Chief Minister **and** the Party President **have resigned**.

Rule 3: When the subject is one of , followed by a plural noun/pronoun, a singular verb is used.

Examples:

- One of the girls is** absent.
 One of them **has done** it.

Rule 4: When two nouns joined by ‘**and**’ refer to the same person or thing, a singular verb is used.

Examples:

- The Chief Minister **and** Party President **has** resigned.

Rule 5: Certain nouns joined by ‘**and**’ are regarded as being one unit and takes a singular verb.

Examples:

- Bread and butter **is** wholesome.
 Slow and study **wins** the race.

Note: Subjects joined by ‘**and**’ take a plural verb when the complement is plural.

Examples:

- Curry and rice were the **items** they served.

Rule 6: When two plural subjects are connected by **or, either... or, neither... nor, or not only... but also**, we use a singular or plural verb. A plural verb is common in informal English.

Either Aslam **or** Amjad **has/have typed** the letter.

Neither Ayesha **nor** Sana **is / are** on leave.

Not only Alice **but also** her brother **has/have come**.

1.3.2 VERB TENSES

LEARNING OBJECTIVES

After studying this topic, you will be able to:

- identify different types of verbs and their roles in sentences.
- understand and use the structure of all twelve English tenses.
- use tenses correctly based on the context of the sentence.
- differentiate between past, present, and future tenses and their uses.
- practice forming affirmative, negative, and question sentences in all tenses.
- apply correct tenses in daily conversations and writing for better fluency.

What is tense?

The word tense refers to the form of a verb. As you know, verbs are used to refer to actions. An action may have happened in the past time, or may happen in the present time or in the future time. To refer to the time of an action we use verbs in their appropriate tenses.

Look at the examples:

- | | |
|----------------------------|--|
| Faiz <i>is</i> angry. | (The verb is in the present tense. It refers to the present time.) |
| Faiz <i>was</i> angry. | (The verb is in the past tense. It refers to the past time.) |
| Faiz <i>will be</i> angry. | (The verb is in the future tense. It refers to the future time.) |

There are three main tenses: past, present, and future, each with its own variations.

Regarding time, tenses offer three possibilities:

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

PRESENT INDEFINITE TENSE

STRUCTURE / FORM

Here are the structures of the Present Indefinite Tense (also known as the Simple Present Tense) along with examples for each:

1. Affirmative Sentence Structure:

Structure:**Subject + Base form of verb (V1) + Object (optional)****Examples:**

- He **plays** football.
 - They **study** English every day.
 - She **sings** beautifully.
-

2. Negative Sentence Structure:

Structure:**Subject + do/does + not + Base form of verb (V1) + Object (optional)**

- (Use **do** with "I," "you," "we," "they"; use **does** with "he," "she," "it")

Examples:

- He **does not** play football.
 - They **do not** study English every day.
 - She **does not** sing beautifully.
-

3. Interrogative Sentence Structure:

Structure:**Do/Does + Subject + Base form of verb (V1) + Object (optional)?****Examples:**

- **Does** he play football?
 - **Do** they study English every day?
 - **Does** she sing beautifully?
-

4. Negative Interrogative Sentence Structure:

Structure:**Do/Does + Subject + not + Base form of verb (V1) + Object (optional)?****Examples:**

- **Does not** he play football?
 - **Do not** they study English every day?
 - **Does not** she sing beautifully?
-

5. WH-Questions Structure:

Structure:**WH-word (what, where, when, who, why, how) + do/does + Subject + Base form of verb (V1) + Object (optional)?****Examples:**

- **What** does he play?
 - **Where** do they study English?
 - **Why** does she sing beautifully?
-

USAGE

Habitual Actions

This tense is used to express actions that happen regularly or habitually.

Examples:

- She **wakes up** early every day.
- They **play** football on Sundays.
- I **drink** coffee every morning.

General Truths/Universal Facts

It is used to state facts or truths that are generally accepted.

Examples:

- The sun **rises** in the east.
- Water **boils** at 100°C.
- Earth **revolves** around the sun.

Scheduled Events (Future Timetable)

It is used to talk about future events that are part of a fixed timetable or schedule.

Examples:

- The train **leaves** at 9 AM tomorrow.
- The meeting **starts** at 10 o'clock.
- The shop **opens** at 8 AM.

Permanent Situations

Used for actions or situations that are permanent or do not change often.

Examples:

- She **works** as a doctor.
- They **live** in New York.
- He **teaches** English at the university.

Instructions or Directions

Present Indefinite is often used to give instructions or directions.

Examples:

- You **turn** left at the next street.
- First, you **boil** the water, then you **add** the pasta.
- **Press** the button to start the machine.

Emphasizing Feelings or Opinions

This tense can also express strong opinions or emotional states.

Examples:

- I **love** chocolate.
- She **hates** waiting in lines.
- We **believe** in equality.

EXERCISE**ii. Fill in the blanks with correct forms of verbs given in the options.**

1	The Muslims _____ in one God.	a).believe	b). believes	c). believed	d). were believed
2	My brother _____ cricket everyday.				

	a).play	b). plays	c).playingg	d). is playing
3	We _____ five times a day.			
	a).did pray	b). prays	c). pray	d). praying
4	Always _____ the poor.			
	a). be helped	b). helps	c). helping	d). help
5	He said the earth _____ round the sun.			
	a).revolved	b). had revolved	c). will revolve	d). revolves
6	Money_____ the mare go.			
	a).make	b).makes	c). made	d). will make
7	He often_____ late.			
	a).come	b).comes	c).coming	d). has come
8	We usually _____ to Murree during the summer vacation.			
	a). go	b). will gone	c).going	d). have gone
9	I _____ a ltter to him, now and then.			
	a).am writing	b). will write	c). had written	d). write
10	The books_____ in hotels.			
	a). are not sold	b).salls	c).selling	d). is not sold

PRESENT CONTINUOUS TENSE

STRUCTURE / FORM

Here are the structures of the Present Continuous Tense (also known as the Present Progressive Tense) along with examples for each:

1. Affirmative Sentence Structure:

Structure:

Subject + am/is/are + Verb (V1) + ing + Object (optional)

- Use **am** with "I"
- Use **is** with "he," "she," "it" or singular nouns
- Use **are** with "you," "we," "they" or plural nouns

Examples:

- I **am reading** a book.
- He **is playing** football.
- They **are studying** English.

2. Negative Sentence Structure:

Structure:

Subject + am/is/are + **not** + Verb (V1) + ing + Object (optional)

Examples:

- I **am not reading** a book.
- He **is not playing** football.
- They **are not studying** English.

1.3.6 ARTICLES

Articles are a subclass of **determiners**, which ‘determine’ or specify the nouns that follow. The words used as articles in English are **a/an** and **the**. **A** or **an** is called the **indefinite article**. **The** is called the **definite article**.

CLASSIFICATION OF ARTICLES

1. Indefinite Articles 2. Definite Articles

1. INDEFINITE ARTICLE – “A / AN”

The **indefinite article** refers to a noun in a general way without making it definite or particular. In the sentence Give me a knife, ‘a knife’ means ‘any knife’, not a particular knife.

- ☞ A or an meaning ‘one’ is used before a singular countable noun. If the noun is made plural, **some** is used.

There is a table in the room.	There are some tables in the room.
I have a pen on the desk.	I have some pens on the desk.
- ☞ Notice that **some** can be used before plural countable nouns and uncountable nouns.

I bought some apples.	I bought some fruit.
I bought some vegetables.	I bought some rice.
She did some assignments last night.	She did an assignment last night.
She did some homework last night.	
- ☞ A or an occurs before a singular countable noun used for the first time. When the noun is mentioned again, i.e. when it is made definite, the definite article the is used.

A boy came to me this morning.	The boy had an application form with him.
He asked me to fill in the form.	
- ☞ **Note:** A singular countable noun cannot be used in a sentence without an article or one of the other determiners,

a book	an apple	the book
this apple	my camera	every book
either book	neither side	
- ☞ A singular countable noun used with **a/an** meaning ‘any’ or ‘every’ can represent a group or class.

An elephant is a large animal.	A computer is a useful machine.
A penguin is a sea bird.	

When the singular noun is put into the plural, the indefinite article disappears, i.e. it is **zero**.

Elephants are large animals.

Computers are useful machines.

Penguins are sea birds.

Notice that **the** can be used in the same way.

The elephant is a large animal.

Elephants are large animals.

The computer is a useful machine.

Computers are useful machines.

The penguin is a seabird.

Penguins are seabirds.

- ☞ **A or an** is used to classify people or things.

She's **a** teacher.

He's **an** atheist.

This is **a** handsaw.

- ☞ **A or an** meaning 'one' is used before some numbers.

A thousand people participated in the rally.

I had to wait **an** hour.

- ☞ **A or an** is used before the name of a person to show that the speaker does not know the person.

A Mrs Baig wants to see you.

- ☞ **A or an** before a name may mean 'having the same qualities as that person'.

He's a Shy lock.

- ☞ The form **a** is used before a consonant sound.

a book

a house

a woman

a year

a union

a U turn

a Utopia

a European

a eucalyptus

a hotel

a holiday

a unit

a university

a UN force

a one way street

- ☞ The form **an** is used before a vowel sound.

an apple

an elephant

an Indian

an office

an umbrella

an hour

an heir

an honour

an MP

an MLA

an SOS

an MA/MSc/ MCom/MCA

an EU publication

- ☛ **Note:** The use of '**a**' or '**an**' depends on the sound of the letter or letters at the beginning of the next word, not the spelling.

The words woman and one begin with the consonant sound /w/. Words like unit, university, union, U turn, European, eucalyptus and Utopia take a because the letter u and the combination of letters /e/ have the consonant sound /j/, the sound of the letter y in yes.

In words like hour, heir, honour, etc h is silent; they begin with a vowel sound and take an. Abbreviations like MP, MLA, MA, MSc, MCom, MCA and SOS take an because they begin with

1.3.7. WORD CLASSES

LEARNING OBJECTIVES

After studying this topic, you will be able to:

- identify and classify all parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
- distinguish between types of nouns, pronouns, and verbs, etc. and understand their roles in sentences.
- learn how to form different parts of speech, such as adjectives from nouns and adverbs from adjectives, etc.
- explore verb forms and tenses, including simple, continuous, perfect, and perfect continuous, and use them correctly.
- practice using each part of speech in sentences to show how they work together.
- recognize and correct subject-verb agreement errors.
- correct pronoun usage errors by ensuring agreement with their antecedents.
- identify and fix verb-related errors, such as tense misuse and misplaced auxiliary verbs.
- use prepositions and conjunctions correctly to improve sentence structure.
- complete exercises to correct common errors in verbs, adjectives, adverbs, and other parts of speech.

INTRODUCTION

Word classes, also known as parts of speech, categorize words based on their function and role in a sentence. Each class has distinct characteristics and uses. The words which we use in conversation or writing are called parts of speech.

Noun

A noun is the name of a person, place, thing, idea, action or quality. *Ali, Lahore, Minar-e-Pakistan, Book, Honesty, eating*, etc. are nouns

Ayesha is lovely.

[person]

They like to live in *Islamabad*.

[place, city]

I study this book .	[thing]
Honesty is the best policy .	[an Idea]

Pronoun

A pronoun is a word used instead of a noun. *I, we, you, he, it, they, who, this, these, those, that, every, same, etc.* are pronouns.

I saw him this morning.

He was very happy.

They are students.

We went to the party yesterday.

Adjective

An adjective is a word that qualifies a noun or a pronoun to add to its meanings. *Big, bright, new, beautiful, etc.* are adjectives.

This is a **big** house.

All the girls are **beautiful**.

The lights are **bright**.

His shirt is **new**.

Verb

A verb is a word or phrase that expresses an action or a state. *Come, become, open, ran, play, etc.* are verbs.

The boy **came** here.

He **is** happy.

He **opened** the door.

Adverb

An adverb is a word or phrase that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Adverbs usually answer the questions *how, when, where, how often*. *Early, beautifully, very, unfortunately, etc.*

They came **early**.

She sang the song **beautifully**.

Unfortunately, they couldn't finish the work.

His car crashed **severely**.

Preposition

A preposition is a word usually occurring before a noun or pronoun and connecting it to another word. *Of, for, by, with, at, on, in, to, etc.* are prepositions.

She came **with** her father.

I tallied **to** them.

They left **in** the morning.

Conjunction

A conjunction is a word that connects words, phrases, clauses or sentences. Some conjunctions are; *and, but, when, if, unless, because, though, etc.*

She sat there **and** read the book

I saw him *when* he was coming out.
 He came back *because* he was tired.
Though she was ill, she went to the party.

Interjection

An interjection is a word or phrase expressing surprise, shock, pain or any such sudden feeling. *Ugh!, Ouch!, Ah!, Oh dear!, Good Heavens!, etc.* are interjections.

Ugh! This weather is awful!
Oh dear! I forgot to loci? the door!
Oh! We lost him.

SHORT QUESTIONS AND THEIR ANSWERS

Q.1. What is a noun? Give two examples.

Ans: A noun is the name of a person, place, thing, idea, action, or quality. Examples: *Ali* (person), *Minar-e-Pakistan* (place).

Q.2: What is a pronoun? Provide two sentences using pronouns.

Ans: A pronoun is a word used instead of a noun. Example sentences:

I saw him this morning. *They are students.*

Q.3: Define an adjective and give one example in a sentence.

Ans: An adjective is a word that qualifies a noun or pronoun to add to its meanings. Example: *This is a big house.*

Q.4: What is the function of a verb in a sentence? Give an example.

Ans: A verb expresses an action or a state. Example: *He opened the door.*

Q.5. What is an adverb, and what does it usually answer? Give an example.

Ans: An adverb describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. It usually answers *how*, *when*, *where*, or *how often*. Example: *They came early.*

Q.6: What is a preposition? Provide a sentence using a preposition.

Ans: A preposition connects a noun or pronoun to another word in a sentence. Example: *She came with her father.*

Q.7: What is a conjunction? Give an example in a sentence.

Ans: A conjunction connects words, phrases, clauses, or sentences. Example: *She sat there and read the book.*

NOUNS

What is Noun?

Def: All that you can *see, feel* or *think* is ‘noun’. A noun is a naming word.

You can see: - *a van, a boy, a mango etc.*

You can feel: - *sorrow, happiness, pain etc.*

You can think: - *psychology, life, fortune etc.*

Def: A noun is a name of any *person, place* or *thing*. In other words, any name given to anybody or anything is a noun.

Person: - *man, woman, teacher, Ali, Ahmad*

Place: - *home, office, town, countryside, Lahore*

Thing: - *table, car, money, music, love, dog, monkey*

Examples:

I saw a *van*.

Sorrow brings *pain*.

Life is a bed of roses.

A *man* must be regular.

I work in a *town*.

KINDS OF NOUNS

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Common Noun 2. Proper Noun 3. Collective Noun 4. Abstract Noun 5. Material Noun | <ol style="list-style-type: none"> 6. Countable Noun 7. Uncountable Noun 8. Possessive Noun 9. Compound Noun 10. Concrete Noun |
|--|---|

1. Common Noun:

A common noun is a name given in common to *every person, place or thing of the same class or kind*. Common here means shared by all.

Examples:

- This is my pen.
- A book is on the table.
- Mohsin is a good boy.
- I saw a cat.
- I live in a city.

2. Proper Noun:

A proper noun is the naming word of a particular person, place, animal, thing etc. Proper means one's own. Hence, a proper name is a person's own name. A proper noun always begins with a *capital letter*.

Examples:

- We live in *Pakistan*.
- *Islamabad* is the capital of *Pakistan*.
- *Quaid-e-Azam* was a great leader of *Pakistan*.
- *Hamlet* is a famous play.
- *Napoleon* was a great commander.
-

Note: Proper nouns are sometimes used as common nouns; as,

- He was the *Lukman* (*the wisest man*) of his age.
- Ali is often called the *Shakespeare* (*the greatest dramatist*) of our class.

3. Collective Noun:

A collective noun is the name of a number (or collection) of persons or things taken together and spoken of as one whole; as, *cattle*, *police*, *crowd*, *mob*, *team*, *flock*, *heard*, *army*, *fleet*, *jury*, *nation*, *committee* etc.

Examples:

- *The jury* has decided to solve these problems
- Pakistani *team* played well last year.
- *Cattle* are gazing in the field.
- Pakistani *police* is very intelligent.
- A *crowd* has created all these problems.

4. Abstract Noun:

An abstract noun is the name of a quality, action, state, thinking, feeling etc. An abstract noun is a noun that cannot be perceived using one of the five senses (i.e., taste, touch, sight, hearing, smelling).

Examples:

- I like his *bravery*.
- What is that *noise*?
- *Honesty* is the best policy.
- In his *childhood*, he was very *clever*.
- Higher *education* is strongly recommended.

5. Material Noun:

A material noun is the name of a matter or substance of which things are made as *gold*, *silver*, *iron*, *water*, *milk*, *cotton*, *wood*, *steel*, *copper*, *mutton*. etc.

Examples:

Examples:

- I have *four books*.
- They are *five brothers*.
- Your *book* is on the kitchen *table*.
- I own *a house*.

10. Uncountable Noun:

An uncountable noun is the name of a thing or matter that cannot be counted or divided into singular or plural. We cannot use *a/an* or *one* before an uncountable noun. But we can use *some*, *much*, *little*, *a large amount of*, *a lot of*, *lots of*: *plenty of*, *a good/great deal of*, *all*, *any*, *enough*, *no*, *the*, *this*, *that*, *my*, *our*, etc. before uncountable nouns. These are *milk*, *rice*, *iron*, *gold*, *water*, *petrol* etc.

Examples:

- *Milk* is good for health.
- *Gold* is very precious metal.
- I drink *water* in the bottle.
- Please help yourself to some *cheese*.
- I need to find *information* about Pulitzer Prize winners.

COUNTABLE OR UNCOUNTABLE - USAGES

➲ **Abuse** is an uncountable noun when it means 'cruel or violent treatment'; 'insulting language.'

The media report cases of child abuse / sexual abuse.

I can't stand the abuse he is hurling at me.

➲ **Abuse** can be used as a countable noun when it means 'a wrong, bad or illegal practice.'

This is clearly an abuse of power.

There are complaints about human rights abuses in Iraq.

➲ **Advice** meaning 'opinion,' 'suggestion' or 'recommendation' is uncountable.

He needs some pieces of advice.

But in business correspondence, **advice** means 'an official document or letter.' In this sense **advice** is countable.

We are awaiting advices from our overseas office.

➲ **Business** is uncountable when it means 'work or occupation'; 'buying and selling.'

My nephew is in Japan on business.

Our company is doing a lot of business with China.

When **business** means 'a shop or factory that produces or sells goods or services,' it is countable.

Shahid is running a textile business.

PREPOSITIONS

Prepositions are words that show the relationship between a noun (or pronoun) and other words in a sentence. They help indicate time, place, direction, and more. Common prepositions include: *of, to, by, at, on, in, and with*.

Examples:

- I saw him at the bus stop.
- She's going to Chennai.
- The last scene of the film is moving.
- The book is placed on the table.
- She keeps her money in a small box.
- He's staying with his uncle.

COMMON PREPOSITIONS IN ENGLISH

- | | |
|--|---|
| <ul style="list-style-type: none"> • <i>about, despite, past</i> • <i>above, down, round</i> • <i>across, during, since</i> • <i>after, except, through</i> • <i>against, for, throughout</i> • <i>along, from, till</i> • <i>among, in, to</i> • <i>around, inside, towards</i> • <i>at, into, under</i> | <ul style="list-style-type: none"> • <i>before, like, underneath</i> • <i>behind, near, until</i> • <i>below, of, up</i> • <i>beneath, off, upon</i> • <i>beside, on, via</i> • <i>besides, onto, with</i> • <i>between, opposite, within</i> • <i>beyond, out, without</i> |
|--|---|

Compound Prepositions:

Some prepositions are made of more than one word. Examples are *on account of, because of, in front of, in spite of, instead of, in addition to, according to, along with, by means of, on top of, out of, and next to*.

Examples:

- He resigned his job on account of ill health.
- In spite of his illness, he went to the office.
- The bus stops in front of the church.
- We had fish instead of meat.
- They sat next to each other.
- You will be paid according to the amount of work you do.

Prepositional Phrases:

A preposition is followed by a noun or pronoun, which is called its object. Together, they form a prepositional phrase.

Examples:

- She went to the supermarket.
- The dictionary was placed on the table.
- The children have come back from the park.

Prepositions as Adverbs or Conjunctions:

Some prepositions can also act as adverbs or conjunctions.

Examples:

- He waited for me outside the bank. (preposition)
- He waited outside. (adverb)
- He went up the ladder. (preposition)
- He went up. (adverb)
- We left before their arrival. (preposition)
- We left before they arrived. (conjunction)
- They've worked here since 1985. (preposition)
- It's five years since I've heard from her. (conjunction)
- He left college in 1998 and I haven't seen him since. (adverb)

Prepositions at the End of Sentences:

In informal English, prepositions often appear at the end of a sentence, especially in certain questions, relative clauses, and short statements.

Examples:

- This is the book I was referring to.
- Who's this sari for?
- What is she looking at?
- What did you do it for?
- Who are you staying with?
- What were they arguing about?
- Every detail was looked into.
- Your advice is not worth listening to.

TYPES OF PREPOSITIONS

1. Prepositions of Place:

These show the location or position of something.

- Examples: in, into, at, on, off, out of, outside, above, over, under/below, between, among, from, up, down, through, across, along, by/beside/next to, near/close to, in front of, opposite, beyond, past.

2. Prepositions of Time:

These indicate time-related aspects.

- Examples: in, on, at, during, for, since, till, until, by, from.

3. Prepositions of Agency, Manner, Cause, etc.:

These include prepositions that show means or reasons.

- Examples: with, by, through, from.

34. Prepositions of Direction, Source, Origin, Possession, etc.:

These describe direction, source, origin, or possession.

- Examples: from, to/towards, via, of.

PREPOSITIONAL EXERCISES

EXERCISE # 1

1.	It is necessary to abide _____ the traffic rules.	
	a. at	b. in
	c. by	d. for
2.	Ali was so absorbed _____ his work that he entirely forgot his own birthday ceremony.	
	a. from	b. in
	c. for	d. over
3.	We should abstain _____ taking unhygienic food.	
	a. from	b. on
	c. at	d. into
4.	He had been absent _____ the school for the last two days.	
	a. behind	b. of
	c. with	d. from
5.	They did not accede _____ my plan.	
	a. over	b. to
	c. beneath	d. at
6.	Everyone will have to account _____ his misdeeds on the day of judgment.	
	a. of	b. above

	c. for	d. in	
7.	The servant was accused _____ robbery.		
	a. on	b. of	
	c. with	d. off	
8.	He must act _____ my suggestion if he wants to succeed.		
	a. at	b. on, upon	
	c. with	d. over	

Answers:

1.	(c)	2.	(b)	3.	(a)	4.	(d)
5.	(b)	6.	(c)	7.	(b)	8.	(b)

EXERCISE # 2

1.	I was amazed _____ his rude behaviour.	
	a. for	b. at
	c. to	d. with
2.	He is really ambitious _____ the top position in the exams.	
	a. from	b. at
	c. for	d. on
3.	Yasir's father was angry _____ his careless attitude.	
	a. at	b. with
	c. over	d. on
4.	My brother was angry _____ me.	
	a. with	b. for
	c. from	d. upon
5.	We were anxious _____ his success.	
	a. on	b. for
	c. at	d. in
6.	The teacher was rightly annoyed _____ his behaviour.	
	a. at	b. on
	c. over	d. of
7.	Akmal was annoyed _____ his friends who did not attend his party.	
	a. over	b. behind
	c. with	d. beside
8.	He would have to answer _____ his mistakes.	
	a. from	b. for

1.3.8. PHRASE & CLAUSE

PHRASE

Examine the group of words "*in a corner*". It makes sense, but not complete sense. Such a group of words, which makes sense, but not complete sense, is called a ***Phrase***.

A phrase is a group of words which does not have its own Subject and Predicate. Such a group of words make some sense but not complete sense.

<i>in the rain</i>	<i>in the corner</i>	<i>on the hill</i>
<i>in the east</i>	<i>a smiling face</i>	<i>of great beauty</i>

- I have a *green sporty car*.
- I saw a girl *with blue eyes*.
- She speaks English *in a foolish manner*.
- He always behaves *in a strange way*.

Note: In the above examples, italicized parts are phrases.

FUNCTIONS OF A PHRASE

A phrase functions as a noun, adverb, or adjective in a sentence, therefore a phrase is also defined as “*a group of words (lacking subject and verb), that functions as a single part of speech, in a sentence*.”

- *He is wearing a nice red shirt.* (as a noun/object)
- *The people at the party were dancing.* (as a noun/subject)
- *The man in the room is our teacher.* (as adjective, modifies noun man)
- *She gave me a glass full of water.* (as adjective, modifies noun glass)
- *He always behaves in a strange way.* (as adverb, modifies verb be have)
- *He returned in a short while.* (as adverb, modifies verb return)

KINDS OF PHRASE

On the basis of their functions and constructions, phrases are divided into various types:

1. Noun Phrase:

A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. It functions like a noun in a sentence.

- I have a *green sporty car*.
- A **woman** in the window shouted for help.
- She bought a *decent black shirt*.
- We enjoy *playing cricket*.
- Did you enjoy *reading this book*?

Note 1: In order to understand a Noun Phrase more clearly, question ‘what’ should be asked after the verb and what follows is either a noun, a noun phrase or a noun clause.

2. Adjective Phrases:

^{3.} An adjective phrase is a group of words that functions like an adjective in a sentence. It consists of adjectives, modifier and any word that modifies a noun or pronoun.

- The movie was *surprisingly good*. [modifying the noun movie]
- The girl *with blue eyes* has come. [modifying the noun girl]
- He has a coin *made of gold*. [modifying the noun coin]
- She is a *highly passionate* girl. [modifying the noun girl]
- Ali is a man *of great wealth*. [modifying the noun man]

Adjectives	Adjective Phrases
A golden crown .	A crown made of gold .
A purple cloak	A cloak of purple colour .
A white elephant .	An elephant with a white skin .
A jungle track .	A track through the jungle .
A blue-eyed boy .	A boy with blue eyes .
A deserted village .	A village without any inhabitants .
A blank page .	A page with no writing on it .
A longest day .	The day of greatest length .
The Spanish flag .	The flag of Spain .
A heavy load .	A load of great weight .

Note: In above columns, both **Adjectives** and **Adjective Phrases** modify or signify the nouns.

Note: Prepositional phrases and participle phrases also function as adjectives so we can also call them adjective phrases when they function as adjective. In the above sentence “The girl with brown hair is singing a song”, the phrase “with brown hair” is a prepositional phrase but it functions as an adjective.

4. Adverb Phrase

^{4.} An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverbs or other words (preposition, noun, verb, modifiers) that make a group with works like an adverb in a sentence.

- *He always behaves in a good manner*. (modifies verb be have)
- *They were shouting in a loud voice*. (modifies verb shout)

1.4. WORD FORMATION

Word formation is the process by which new words are formed. In its wider sense, word formation denotes the process of creation of new lexical units. English words are formed from morphemes, which are the smallest unit of speech with any meaning or grammatical function. English uses several methods to form new words, and some of the most common methods include **affixation**, **compounding**, **blending**, **conversion**, **clipping**, and **back-formation**. These methods allow the language to evolve and adapt to new concepts.

Affixation is the process of adding **prefixes** (before the root) or **suffixes** (after the root) to a base word (root) to create new words. For example:

- **Prefix:** *Unhappy* (*un-* is added to *happy* to form *unhappy*).
- **Suffix:** *Happiness* (*-ness* is added to *happy* to form *happiness*). Affixation helps modify the meaning or grammatical category of a word.

Compounding involves combining two or more words to form a new word with a different meaning. For example:

- *Notebook* (combines *note* and *book*).
- *Sunflower* (combines *sun* and *flower*). The meaning of the new word is often related to the meanings of its components.

Blending is the process of combining parts of two words to create a new word. Unlike compounding, blending often merges only parts of the original words. For example:

- *Brunch* (a blend of *breakfast* and *lunch*).
- *Smog* (a blend of *smoke* and *fog*). Blending results in creative, shorter forms.

Conversion, also called zero derivation, is when a word changes its grammatical category without adding affixes. For example:

- *Google* (noun) → *to Google* (verb).
- *Update* (noun) → *to update* (verb). This process allows flexibility in language without changing the form of the word.

Clipping is the process of shortening a longer word by cutting off part of it. For example:

- *Advertisement* becomes *ad*.
- *Telephone* becomes *phone*. Clipping simplifies the language by creating shorter, easier-to-use forms.

Back-formation is the process of removing an affix (usually a suffix) from a longer word to form a new word. For example:

- *Editor* (noun) → *edit* (verb).
- *Donation* (noun) → *donate* (verb). This process usually results in the creation of verbs from nouns.

1.4.1 AFFIXATION

Affixation is an addition to the base form or stem of a word in order to modify its meaning or create a new word (ODE). It is the most prolific and enduring form of English word formation. English affixes which comprise (prefixes and suffixes) are formed from a variety of source languages, including Old and Middle English, Old French, Latin, Greek, and in a few cases, Sanskrit.

1.4.1.1 PREFIXES

Prefixes are affixes added to the beginning of a base word. They are used to modify or change the meaning of the root word. Prefixes can denote various semantic changes, such as negation, repetition, or direction.

Negative Prefixes

Here is the completed table with prefixes, their origins, meanings, parts of speech they are added to, and examples:

Prefix	Origin	Meaning	Added to	Examples
A	Greek	lacking in, not	Nouns	atheist, anarchy, apathy, amoral
De	Latin	withdraw, remove	verbs, nouns	deform, decode, decline, decade
Dis	Latin	not, opposite of	Verbs	dislike, dishonest, disappear, disarm
il, im, in, ir	Latin	not, in	adjectives, nouns	illegal, illogical, improper, impure, inactive, indecent, irregular, irrational
Mis	Old English	Wrong	Verbs	mistake, mislead, misunderstand, misplace
Non	Latin	Not	Nouns	nonsense, nonviolence, non- vegetarian, non-cooperation
Un	Old English	Not	adjectives, verbs	unhappy, unfair, unwise, untrue, unload, undo, unlock

Prefixes of Degree and Size

- **Prefixes of Degree and Size:** These prefixes modify the meaning of the base word by indicating size, degree, or intensity. For example, "mini" suggests something smaller, "hyper" suggests excessiveness, and "over" suggests too much.

Prefix	Origin	Meaning	Added to	Examples
ab	Latin	Away	Adjectives	abnormal, abstract, abound, avert
arch	Greek	chief, highest	Nouns	archduke, archbishop, archenemy, archangel
extra	Latin	Outside	Adjectives	extraordinary, extracurricular, extraterrestrial
hyper	Greek	above, excessive	Adjectives	hyperactive, hyperbole, hypertension
mini	Latin	Lesser	Nouns	minicab, miniskirt, minibus
out	Old English	surpassing	Verbs	outgrow, outshine, outdrive, outdo
over	Old English	too much	verbs, adjectives	overdo, overconfident, overflow, overcrowded
sub	Latin	Under	Adjectives	subhuman, subway, submarine, substandard
sur	Latin	over and above	nouns, verbs	surcharge, surpass, surtax
super	Latin	Above	nouns, adjectives	superman, supermarket, supernatural, superpower
under	Old English	too little	verbs, adjectives	underestimate, undersell, undercook, underworked, underprivileged
ultra	Latin	beyond	Adjectives	ultraviolet, ultramodern

Prefixes of Attitude

Prefixes of Attitude: These prefixes indicate a stance or attitude toward something. For example, "anti" means against, and "co" suggests cooperation or partnership.

Prefix	Origin	Meaning	Added to	Examples
Anti	Greek	against	adjectives, nouns	antisocial, antiwar, antidote, antiseptic
Co	Latin	with	verbs, nouns	copilot, cooperate, coeducation, coexist
counter	Latin	against	verbs, nouns	countersign, counteract, counterrevolution
Pro	Latin	on the side of	Nouns	pro-communist, pronoun, promotion

Prefixes of Time and Order

Prefix	Origin	Meaning	Added to	Examples
Ex	Latin	out, former	Nouns	ex-president, ex-chairman, ex-husband
fore	Old English	before	Verbs	forecast, foretell, forearm

1.5. SENTENCE STRUCTURE

A sentence is a group of words which makes a complete sense. It consists of a subject and a predicate. In writing, a sentence always begins with a capital letter and ends with a full stop, question mark or exclamation mark.

Examples:

- i. He is my brother.
- ii. What is your name?
- iii. Do not open the door.
- iv. Alas! She is dead.
- v. May you live long!

PARTS OF SENTENCE

Every complete sentence that we speak or write consists of two parts: a **subject** and a **predicate**.

1.5.1. WHAT IS A SUBJECT?

A subject is the **doer of an action**. It is a part of a sentence which names the person or thing we *are speaking about*. It may be a **single word** or a **group of words**.

Examples:

- *Fire* burns. [Fire--- Subject]
- *You father* knows me. [Your father--- Subject]
- *Ali* is writing a letter. [Ali--- Subject]
- *My sister* is doing sums. [My sister--- Subject]
- *The boy in the class* is my brother. [The boy in the class---Subject]

Note: The subject of a sentence usually comes first, but occasionally it is put after the predicate; as,

Here comes the **bus**.

Sweet are the uses of **adversity**.

KINDS OF SUBJECT

i. Simple Subject:

A simple subject can be the one word that tells what the sentence is about. It is usually a noun or a pronoun without any modifier.

Examples:

- *Ali* puts a lot of garlic in his food.
[*Ali* --- is a simple subject]
- The *girl* works.
[*girl* --- is a simple subject]
- The *students* are playing.
[*students* ---- is a simple subject]
- The *woman* fell into cold water.
[*woman* -----is a simple subject]
- *Thomas Edison* invented the light bulb.
[*Thomas Edison* -----is a simple subject]

ii. Complete Subject:

A complete subject is the main word in the sentence, along with the modifiers (often adjectives) that describe it.

Examples:

- *That boy* puts a lot of garlic in his food.
- [*That boy* --- is a complete subject]
- *The world's youngest player* is 11 years old.
- [*world's youngest player* --- is a complete subject]
- *The pretty, red-haired girl* works.
- [*pretty, red-haired girl* --- is a complete subject]
- *The brilliant students of my class* are playing.
- [*brilliant students of my class* --- is a complete subject]
- *The wise and beautiful woman* fell into water.
- [*wise and beautiful woman* - is a complete subject]

iii. Compound Subject:

Two or more than two simple subjects (**nouns**) with the same predicate make a compound subject.

Examples:

- *Wahid and Javed* are brothers.
- Does the *coach* or the *teacher* go along?
- *Ali and Ayesha* put a lot of garlic in their food.
- *Ahmad and Abid* sat by the fire.
- *Dogs and cats* are pet animals.

IDENTIFYING SUBJECT

i. Subject in Unusual Order:

The subject does not always come at the beginning of a sentence. Placing the verb before the subject can make our writing more interesting. It will also give more emphasis to what we say.

Examples:

- *The jets sped into the deep blue sky.* (Usual Order)
- *Into the deep blue sky sped the jets.* (Unusual Order)

ii. Imperative Sentence: Understood ‘You’:

An imperative sentence (command) usually begins with the verb. For example in the command ***Be careful***, the verb is the first word. The subject of the sentence is you, even though it is not expressed. We say that the subject you is understood.

Examples:

- (You) Pass the salt.
- (You) Shut the door.
- (You) Smile.

Note: Sometimes only one word is necessary to give a command. That word is the verb. The subject is still you and is understood.

iii. Interrogative Sentence:

- a) Some interrogative sentences (questions) are written in the usual order, with the subject first and the verb second.

Examples:

Who ordered this sandwich?

Where did he go yesterday?

- b) However, in other questions the subject may fall between the helping verb and the main verb.

Examples:

Do you known Mr. Ali?

Is your house ready for visitors?

Have you brushed your teeth today?

iv. Exclamatory Sentences:

Subject is not easy to find out in exclamatory sentences. We need to rephrase the sentence to find out the subject in exclamatory sentences.

Question	Statement
What an intelligent boy he is!	<u>He</u> what an intelligent boy is.
How vast the ocean is!	<u>The ocean</u> how vast is.

Note: - The above underlined words are **the subjects**.

i. ‘There is’, or ‘There are’ sentences:

- a) Actually, in the sentences that begin with ***There is*** and ***There are***, the **subject** comes after the **verb**.

Examples:

- There ***is*** no ***place*** like home.
[***place*** is the subject]

- There *are* many *leaves* on the ground.
[*leaves* is the subject]

WHAT IS PREDICATE?

The **predicate** of a sentence describes either what the subject is doing or the state of the subject. The **predicate** must always contain a verb, but it can also include objects, either direct or indirect, and different types of modifiers, such as adverbs, prepositional phrases, or objects.

Examples:

- Ahmad *laughed*.
- They *worked in a factory*.
- Ali *is writing a letter*.
- My sister *is doing sums*.
- The boy in the class *is my brother*.

Parts of a Predicate

a) Verb:

A verb is a word that shows some kind of action, such as thinking, saying, doing, feeling, and being. Its function is to show what action the subject is committing. If there is no verb, then the predicate does not exist.

Some types of action include:

- thinking (*worried, thinking*)
- saying (*exclaimed, says*)
- doing (*jumping, building*)
- feeling (*liking, hurting*)
- being (*is, are, were*)

b). “to-be” verb

A “to-be” verb shows some state of existence. The subject may not be doing any specific action, simply the state of being. The “to-be” verbs are **bold** below.

Examples:

- *The cat was sleepy*
- *I am*

The “to-be” verb may also indicate a value or quality of the subject, such as
The book was an interesting but long story about relationships.

c) Object

Along with the verb, the predicate may contain the object if there is one. The object is the item or person that is receiving the action done by the subject.

Examples:

- My cat played with the *toy mouse*.
- Mom roasted the *mutton*.

1.5.1 KINDS OF SENTENCES

- 1. On the Basis of Function**
- 2. On the Basis of Construction (Structure)**

ON THE BASIS OF FUNCTION

1. Declarative or Assertive Sentence:

A *declarative or assertive sentence* expresses an opinion, fact, feeling, or makes a statement, or describes things or reports an event. It may give a positive or negative meaning. It ends with a period (i.e., a full-stop).

Examples:

- This book is mine. [statement]
- Ali is reading a novel. [fact]
- I hate liars. [opinion]
- He is not my brother. [fact]
- I love my country. [fact]

2. Interrogative Sentence:

An *interrogative sentence* asks a question. A question mark (?) is used at the end of this kind of sentence.

Examples:

- Where are you going?
- What do you want?
- Is this your college?
- Why is the sky blue?
- Does he work hard?

3. Imperative Sentence:

An *imperative sentence* expresses an order, request, advice, a direction, a suggestion, a command etc. It starts with the verb, and the subject (You) is understood. Imperative sentences usually end with a full stop, but under certain circumstances, they can end with an exclamation mark.

Examples:

- Stop there! [order, command]
- Please bring the book tomorrow. [request]
- Help the poor. [piece of advice]
- Let us play together. [suggestion]
- Don't smoke. [prohibition]

4. Exclamatory Sentence:

An **exclamatory sentence** expresses overflow of emotions or feelings. These emotions can be of happiness, wonder, sorrow, anger, etc. It ends with an exclamation mark (!).

Examples:

- **Hurrah!** we have won the match. [joy]
- **What** a lovely plant it is! [surprise]
- **Alas!** he is dead. [grief, sorrow]
- **Beware!** There's a snake in front! [warning]
- **Help!** There's a thief in that room. [fear]

5. Optative Sentence:

An **optative sentence** expresses a prayer, keen wish, curse etc. It can end with a sign of exclamation.

Examples:

- May you succeed in the examination! [Prayer]
- May you live long! [Prayer]
- Would that he were rich! [Wish]
- May you be blessed with a son! [Prayer]
- Wish you a happy journey together. [wish]

ON THE BASIS OF CONSTRUCTION (STRUCTURE)**1. Simple Sentence:**

A simple sentence has a **subject** and a **predicate**. It does not have subordinate clauses.

Examples:

- Islamabad **is** a beautiful city.
- English **is** an interesting subject for me.
- The staff **performed** well.
- A white shirt always **looks** sharp.
- The children **were** laughing.

Unit ②

COMPREHENSION AND ANALYSIS

Comprehension means understanding something clearly. It involves reading or listening carefully. After comprehension, analysis follows. Analysis is breaking down the information into parts. This helps to understand the meaning deeply.

Importance of Comprehension

Comprehension is key in reading. Without understanding, we cannot get the full meaning of a text. In exams, comprehension skills are tested to see how well a person understands a passage.

Steps in Comprehension

1. **Read Carefully:** The first step is to read the passage slowly. Pay attention to every word and sentence.
2. **Look for Key Ideas:** Identify the main points. These ideas are the backbone of the text.
3. **Understand the Vocabulary:** Difficult words need attention. You may need to find their meanings in a dictionary.
4. **Summarize the Text:** After reading, try to summarize in your own words. This helps in checking your understanding.

Importance of Analysis

Analysis takes understanding a step further. It means thinking deeply about what you read. Analysis helps in discovering hidden meanings. It also helps in making connections with other ideas.

Steps in Analysis

1. **Identify the Parts:** Break the text into smaller sections. Look at sentences, paragraphs, and overall structure.

READING COMPREHENSION (EXERCISES)

PASSAGE 1

Read the text below and answer the questions given at the end. The answer must be in your own words.

We should face facts as they exist. We are multilingual it is true, and a very poor country too. The fear of getting employment or not getting employment springs out of that poverty of ours. But once we took courage in both our hands and began to work, poverty would vanish, and then those languages which have created a narrow regional spirit instead of being the curse that they seem to us today, would function as magnificent vehicles of expression for the rich variety of cultural patterns and modes of living and thought that we have developed. Let us hope that day dawns very soon, a regional language for education will progress. It helps the child to learn with ease and interest. But if it is thrust on an unwilling minority used to another allied language, it can vitiate the very process of education. It is supposed to help and would solve difficulties of socio-political problems.

Questions

1. What kind of fears we have in our minds?
2. How we can abolish poverty?
3. What is the role of regional language in the learning of a child?
4. Is it true that language is necessary to increase progress in the country?
5. Suggest a suitable title for the passage.
6. Make a precis of the passage.

Solution

1. The fear of getting employment and not getting employment springs in our mind.
2. If we work hard with courage and sincerity then we can abolish poverty.
3. The regional language plays important role in the learning of a child. He builds his inborn quality through regional language.
4. language is very important for the progress and prosperity of a country. Its helps to solve the socio-political problems of different countries.
5. Education and regional language.
6. Our country though poor yet has many languages. With effort and dedication, we are able to wipe out poverty. These languages will become great asset. A regional language can help the child in picking up things easily. It is only when a language is forced upon the people that it checks the very process of education.

PASSAGE 2

Read the text below and answer the questions given at the end. The answer must be in your own words.

As material civilization advances and the supply of available goods and services increases man's needs correspondingly and multiply. Advertising plays a key role in this

never-ending process by stimulating the public's desire for certain products and thereby promoting the sales thereof, until it has created new needs, real or supposed, where there were none before. A familiar example is the motor car. Once a rare and costly novelty, now an ubiquitous and relatively inexpensive necessity. More recently, the television set has undergone the same transformation. While some people would deny that television is a necessity, the fact that sets are found in a majority of western homes shows that it answers, to a greater or lesser degree, the need felt by millions of people of entertainment and information. A product, service or commodity that the public needs, and knows it needs. We might therefore assume that in such cases advertising would be of minor importance. To some extent this is true. Meat-packers, vegetable and fruit growers and dairy operators spend less on advertising. On the other hand, the competition that exists between rival brands means that the suppliers of such basic necessities as food, clothing, and housing must advertise their wares to stay in business. Significantly, the industry that spends mostly on advertising turns out a product which almost everyone considers a necessity soap, etc.

Questions

1. Discuss the role of advertising for the increasing of desires in human beings.
2. Do you think advertising is necessary for the selling of products?
3. Can we judge the quality of a thing with its advertisement?
4. What is your own opinion about the advertisement of things?
5. Suggest a suitable title for the passage.
6. Make a precis of the passage.

Solution

1. Advertising plays an important role for the increasing of the desires of new things in human beings.
2. Yes, advertising is necessary for the selling of products because people become aware of the new products.
3. Sometime we cannot judge the quality of products through advertisement. This is mere a glamorous part of products.
4. In my opinion, advertisement is necessary for the selling and introduction of things in market. Now the competition has increased among different manufacturers. So it is necessary for them to advertise their products.
5. Advertising and material civilization
6. With the advertisement of material civilization the human needs have taken the upward track. Advertisement plays a prominent role in it. It changes the very shape of items from luxuries to necessities. Luxury items need more advertisement for the boosting up of sales. Far less advertisement is needed for the sale of essential commodities, but it has been noticed that business houses dealing in necessities have also advertised to popularise the business, because of keen competition.

PASSAGE 3

A rectangular box with a double-line border. Inside, the word "Unit" is written in a cursive script font, followed by the number "3" in a bold, black, sans-serif font.
Unit 3

EFFECTIVE COMMUNICATION

Humans are naturally social beings and cannot live alone. We depend on each other to fulfill various needs in life. Communication is the way we send and receive messages to meet social, academic, financial, or professional needs. Whether we realize it or not, we communicate intentionally or unintentionally. For instance, a baby cries for food or water, while adults speak to fulfill their needs. Communication happens wherever there is life. It is a natural human activity used to share ideas, feelings, or information through words, gestures, signs, or body language.

Importance of Communication

Communication plays a crucial role in daily life, education, work, and business. It involves both sending and receiving messages. The word "communication" comes from the Latin word "communicare," meaning to share. It is the process of exchanging facts, ideas, emotions, or information.

Definitions of Communication

Keith Davis defines communication as "The transfer of information and understanding from one person to another." According to Berelson and Steiner, communication is "the transmission of information, ideas, emotions, and skills by the use of symbols, words, pictures, figures, graphs, etc." Furthermore, Louis A. Allen defines it as "a bridge of meaning. It involves a systematic and continuous process of telling, listening, and understanding."

Elements of Communication

The process of communication involves two main elements: the sender and the receiver. Both play an important role. Without a clear message from the sender, the receiver may misinterpret the meaning. Therefore, the sender must encode the message carefully, and the receiver must decode it accurately. In simple terms, effective communication ensures that the message is understood as intended. Communication can be verbal or non-verbal. Verbal communication uses words, while non-verbal communication includes gestures, facial expressions, and body language.

3.1. PRINCIPLES OF COMMUNICATION

Principles of communication help guide the choice of content and style, ensuring that the message is delivered accurately and understood clearly by the receiver. This topic explores five key principles: clarity, coherence, conciseness, courteousness, and correctness.

3.1.1. Clarity

Clarity is the foundation of effective communication. It refers to how easy it is for the audience to understand the message being conveyed. Clear communication ensures that there is no ambiguity or confusion, and the message is precise and to the point.

Importance of Clarity

When communication lacks clarity, it can lead to misunderstandings, frustration, and even conflict. In a business setting, for instance, unclear instructions can result in employees performing tasks incorrectly, which may harm productivity and efficiency. In academic writing, unclear arguments can confuse readers and weaken the author's position.

How to Achieve Clarity

- **Use Simple Language:** Avoid using complex words or jargon that the audience may not understand. For example, in professional communication, it's better to say "use" instead of "utilize" to make the message clearer.
- **Organize Ideas Logically:** Ideas should be presented in a logical sequence. This helps the audience follow the thought process and understand the message easily.
- **Avoid Ambiguity:** Be specific when giving instructions or making statements. Instead of saying "The meeting will be held soon," specify the exact time and date.
- "Clarity in communication is essential to avoid misunderstandings and ensure that the intended message is received." - J.C. Maxwell

3.1.2. Coherence

Coherence ensures that the message is structured in a logical and organized manner, allowing the receiver to follow the flow of ideas easily. Coherence is particularly important in written communication, such as essays or reports, where ideas need to be connected smoothly.

3.7. PROFESSIONAL WRITING

Professional writing encompasses various forms of written communication used in the workplace. Mastering these forms—business emails, memos, reports, and formal letters—is crucial for effective organizational communication. Each type of professional document serves distinct purposes and requires specific structures and styles. This assignment explores the key elements of professional writing, providing guidelines and best practices for creating clear, concise, and impactful documents.

3.7.1 BUSINESS EMAILS

Business emails are a primary mode of communication in professional settings. They are used for exchanging information, requesting actions, and maintaining correspondence with colleagues, clients, and stakeholders. Effective business emails help to ensure clear communication and promote a professional image.

Structure and Components

A well-structured business email includes several key components:

- **Subject Line:** The subject line should be concise and clearly indicate the purpose of the email. For example, "Request for Meeting on Q3 Project" provides a clear indication of the email's content.
- **Salutation:** Address the recipient with a formal salutation, such as "Dear Mr. Smith" or "Hello Ms. Johnson." If you are unsure of the recipient's preferred title, use a neutral greeting like "Dear Team."
- **Body:** The body of the email should be organized into clear paragraphs. Start with a brief introduction or context, followed by the main content, and conclude with any required actions or follow-up information. Use bullet points or numbered lists to enhance readability when listing items or steps.
- **Closing:** Use a professional closing such as "Best regards," "Sincerely," or "Thank you," followed by your full name and contact information.

1.3 Best Practices

- **Be Clear and Concise:** Avoid lengthy paragraphs and unnecessary jargon. Get to the point quickly and clearly.
- **Proofread:** Check for spelling, grammar, and punctuation errors. A well-proofread email reflects professionalism and attention to detail.
- **Maintain Professional Tone:** Use polite and respectful language, even in challenging situations. Avoid using overly casual language or emoticons.



SAMPLE EMAILS

1. Request for Product Information

From: abc@gmail.com

To: xyz@gmail.com

Date: 2nd July, 2024

Subject: Request for Product Information

Sir,

I hope this email finds you well. I am interested in learning more about your product range. Could you kindly send me a detailed catalog with prices? Additionally, I would like to know if you have any current promotions or discounts available.

If you need further details from my side, please feel free to let me know.

Thank you for your time, and I look forward to your response.

Best regards,

[Your Name]

[Your Job Title]

[Your Company Name]

[Your Contact Number]

2. Follow-Up on Our Meeting

From: abc@gmail.com

To: xyz@gmail.com

Date: 2nd July, 2024

Subject: Follow-Up on Our Meeting

Sir,

I hope you are doing well. I would like to thank you for taking the time to meet with me on 1st July, 2024. I found our conversation very insightful and valuable. As discussed, I will follow up with the additional information you requested. Please let me know if there's anything else you need from my side.

If you would like to arrange a follow-up meeting, I would be happy to coordinate.

Looking forward to hearing from you.

Best regards,

[Your Name]

[Your Job Title]

[Your Company Name]

[Your Contact Number]

3. Request for a Meeting to Discuss Board's Result

From: abc@gmail.com

To: xyz@gmail.com

Date: 2nd July, 2024

Subject: Request for Meeting to Discuss Result

Sir,

I hope this email finds you well. I am writing to request a meeting with you to discuss board's Result. Please let me know if you are available for a meeting this week or next, and kindly suggest a suitable time.

I appreciate your time and look forward to your response.

Best regards,

[Your Name]

[Your Job Title]

[Your Company Name]

[Your Contact Number]

4. Apology for Delay in Response

From: abc@gmail.com

To: xyz@gmail.com

Date: 2nd July, 2024

Subject: Apology for Delay in Response

Sir,

I hope you are well. I apologize for the delay in responding to your previous email dated 1st July, 2024. I have been engaged with other urgent matters, but I assure you that I am now available to address your concerns.

Please let me know if there's anything specific you would like to discuss, and I will make it a priority to respond promptly moving forward.

Thank you for your understanding.

Best regards,

[Your Name]

[Your Job Title]

[Your Company Name]

[Your Contact Number]

3.7.2 MEMOS

Memos (short for "memorandums") are brief, formal documents used for internal communication within an organization. They are commonly used to convey important information, instructions, or updates to employees, team members, or departments. Memos are generally more direct and focused than emails and are typically used for business-related matters.

Key Characteristics of Memos:

1. **Internal Communication:** Memos are usually shared within the organization and not with external clients or stakeholders.
2. **Concise and Direct:** Memos get straight to the point, focusing on key information without unnecessary details.
3. **Formal Language:** The tone is often formal and professional, though it can vary depending on the organization.
4. **Written Record:** Memos provide a written record of important communications, decisions, or instructions.

Common Uses of Memos:

- Announcing policy changes
- Providing updates on ongoing projects
- Issuing instructions or guidelines
- Sharing meeting agendas or summaries
- Highlighting important organizational changes (e.g., new hires, promotions)

Basic Structure of a Memo:

1. **Heading:**
 - **To:** The recipient(s)
 - **From:** The sender (your name or department)
 - **Date:** The date of the memo
 - **Subject:** A brief description of the memo's topic
2. **Opening Statement:**
 - Introduce the purpose of the memo in one or two sentences.
3. **Body:**
 - Provide all the necessary details related to the memo's subject, presented clearly and concisely.

4. Closing Statement:

- Summarize or give further instructions if needed.

5. Signature (optional):

- In some memos, the sender may include their name or title at the end.

SAMPLE OF A MEMO

To: All Employees

From: Ahmad, HR Manager

Date: September 16, 2024

Subject: New Remote Work Policy

Dear Members,

We are pleased to announce a new remote work policy, effective October 1, 2024. This policy allows employees to work from home up to two days per week.

Please review the attached guidelines for detailed information on eligibility, scheduling, and technical requirements. If you have any questions, feel free to contact the HR department.

Thank you for your cooperation.

Best regards,

Ahmad, HR Manager

1. Memo: Office Relocation Announcement

To: All Employees

From: Sarah Malik, Operations Manager

Date: September 16, 2024

Subject: Office Relocation Announcement

Dear All,

We are excited to announce that our office will be relocating to a new facility on **October 15, 2024**. The new office address is **123 Business Park, Suite 200, ABC City**. This move provides a larger workspace and upgraded facilities for our growing team.

Please begin preparations to pack up your workspaces by **October 12**. The IT department will assist in ensuring that all equipment is properly transferred.

Thank you for your cooperation during this transition.

Best regards,

Sarah Malik

3.7.3 REPORTS / REPORT WRITING

A report is a description of an event to someone who was not present on the scene. Professor C.A Brown defines; "a Report is a communication from someone who has information for someone who wants to use this information". In simple a report is information transformed from one person to another or from one group of people to another group.

Kinds of Reports

There are so many kinds of reports as

1. **Business Reports**

These reports are written business point of view.

2. **Political Reports**

Political scenario or situation is written in these reports

3. **Office Reports**

Official orders and objectives are written in these reports

4. **Market Reports**

These reports are written about the situation in market

5. **News Reports**

In these reports news are written.

6. **Crime Reports**

Issues related to crime are written in these reports.

7. **Routine Reports**

General day to day issues are written in these reports.

What is About the Report?

A report is to give a written or spoken account of something which you have read, observed, heard, seen, done or will going to happen in future.

1. **About something read or observed**

You can write a report of any written material like reading a detective story or a journal, a research work or a book, or the result of different institutions.

2. About something heard

You can write a report of any procession of leader or any kind of religion or political activity. Even if you heard or by incident you may write a reputation that particular incident as well.

3. About something seen

You can write a report on any visit which you have done. If you visit any factory, any laboratory any museum, examination hall, book fair, exhibition any where you can write down the particular detail which you are asked to called.

4. About something done

A Report can be written on any particular task which you have done or you have seen to be done. For example any inauguration ceremony of a festival, construction of roads, hospitals etc.

Characteristics of an Effective Report

An effective report should be:

1. **Purposeful:** It should meet the intended objective.
2. **Accurate:** All information must be correct.
3. **Logical:** It should follow a clear and reasonable structure.
4. **Clear and Concise:** Avoid unnecessary details. Be straightforward.
5. **Well-Organized:** Use clear paragraphs and headings.
6. **Verifiable:** Facts should be checkable, and arguments should be based on evidence and logical reasoning.
7. **Objective:** Consider all aspects of the issue before drawing conclusions.

Rules for Report Writing

Before writing a report, you should:

1. **Define Your Objective:** Know why you are writing the report.
2. **Understand Your Audience:** Tailor your report to the readers.
3. **Determine Required Information:** Identify what data you need.
4. **Create a Framework:** Outline the structure of your report.
5. **Revise the Framework:** Adjust the outline as necessary.
6. **Check Language:** Ensure spelling, grammar, and punctuation are correct.

7. **Proofread:** Review the final draft carefully.

Formatting, Revising, and Proofreading

1. **Accuracy:** Are the facts correct?
 2. **Comprehensiveness:** Is the report complete?
 3. **Relevance:** Is all included information necessary?
 4. **Organization:** Is the content logically structured?
 5. **Conclusion:** Does it analyze and evaluate the findings?
 6. **Suggestions:** Are the recommendations practical?
-

CAN BE WRITTEN WITH A LITTLE HELP

Date: November 01, 2024.

To: _____

From: _____

Subject: _____

Salutation,

Introduction

This is a report on thesituation in thearea. It is a famous residential and commercial area. I visited different sections of this area and found lot ofthere.

OR

I have written a report against the evil..... . I am a responsible citizen ofarea. In the preparation of this report, my only object is to make the public aware of this..... I submit the report as under.

Report:

Suggestions and Recommendations:

It is suggested that the government should make a drive against..... on print and electronic media.

It is suggested that the laws should be formed to enforce.....

The law breakers must be punished severely.

The Govt. must evolve a mechanism to help the

The Govt. should at once crush the.....

Signature_____

SOLVED REPORTS FOR UNDERSTANDING

1. The Report on Inflation or Rising Prices in Pakistan.

Date: September 02, 2024.

To: The Editor,
The News,
Islamabad.
From: Social Welfare Officer
A.B.C.

Subject: Inflation and Its Effects

Sir,

Introduction: With deep sense of sorrow, I report to you a serious problem of our country that is inflation or rising prices.

Discussion: The prices of necessities of life are increasing constantly. The majority of people in our country belong to the low income group. Therefore, they are hard-hit by the high prices of essential goods.

There are many factors which cause rise in prices. Firstly, the most important of these, is the growing population. Because of the growing population the demand is higher than the supply. Secondly, the wrong policies of government lead to hoarding, smuggling and black marketing of essential goods. Thirdly, the prices of world markets also have direct or indirect effects upon things produced inside the country.

Suggestions: There are some suggestions to overcome the problem of rising prices. Firstly, our first duty should be to check the birth rate. We should make a vigorous propaganda in favour of family planning. Secondly, the best way of reducing inflation is to increase production of different kinds of goods. Thirdly, the government should remain vigilant and take severe action against those who are engaged in hoarding, black marketing and smuggling. Imports should be reduced and exports should be increased.

After taking the above mentioned measures inflation can be removed.

Submitted by,

Signature,

X.Y.Z

2. Report on Usage of Mobile Phones among Students

Date: September 03, 2024.

To: The Editor,
The News,

3.10. FORMAL LETTERS

Business letters are written for many reasons. The purpose could be to ask about a product, its price, quality, or availability. To get this information, you write a letter of inquiry to the supplier. The supplier will respond with details about the product. If you are satisfied, you may place an order. If the product is damaged or defective, you can send a complaint. These are examples of business communication.

Letters are also written for other purposes, such as invitations for marriage or parties, or for offering condolences. These letters are informal and usually between two people. Letters to family, friends, and acquaintances fall in this category.

Types of Letters

Letters are divided into two main types: formal letters and informal letters.

There are also two broad categories based on who the letter is for: person-to-person and person-to-business. Formal letters are used for business and official purposes. For example, a cover letter for a resume is formal. However, a letter between friends is informal.

Personal letters can still be formal, like covering letters, marketing letters, or customer service letters. Letters between friends, family, or colleagues are usually informal.

FORMAL LETTERS

Business letters are formal letters. They are written to sell something, make inquiries, place orders, request or deny credit, collect money, send quotations, or apply for jobs. A formal letter has the following structure:

- **Salutation:** Dear Mr./Ms./Mrs./Dr. XY, or Dear Sir/Madam
- **Starting the letter:** Examples include "I am writing in reply to your letter," "I am writing to inquire about," or "I am writing regarding your advertisement."
- **Ending the letter:** You can use phrases like "I look forward to your reply," "Thank you in advance for your help," or "Please feel free to contact me."

The closing should match the salutation:

- If you know the person's name, use "Yours sincerely."

- If you do not know the name or are writing to an authority, use "Yours faithfully."
-

Types of Formal Letters

- **Enquiry letter:** Written to ask for details about a product or service.
 - **Order letter:** Sent to place an order for goods.
 - **Sales letter:** Promotes products or services to customers.
 - **Complaint letter:** Written when the product or service is unsatisfactory.
 - **Credit letter:** Asking, granting, or refusing credit.
 - **Recovery letter:** Sent to collect payment for goods.
 - **Business Letters**
 - **Letter to the Editors**
 - **Letters to the Govt. officials**
 - **Application letters for Job and resignation letters**
-

SAMPLES

1. Enquiry Letter

Mr. Ahmad
House No. 123, Street 45
Gulberg, Lahore
September 19, 2024

The Manager
ABC Electronics
Main Boulevard, DHA
Lahore

Dear Sir/Madam,

I am writing to inquire about the latest models of laptops available in your store. I am particularly interested in a Dell or HP model with at least 16 GB RAM and 512 GB SSD storage. Could you please provide the details regarding prices, specifications, and any ongoing promotions or discounts?

I would appreciate it if you could send me the information at your earliest convenience. Thank you in advance for your help.

Yours faithfully,

Your Name

2. Order Letter

Mr. Faiz
House No. 78, Block C
Gulshan-e-Iqbal, Karachi
September 19, 2024

The Sales Manager
XYZ Office Supplies
Shahrah-e-Faisal
Karachi

Dear Sir,

I am writing to place an order for the following items for my office:

1. 10 boxes of A4-sized printing paper (500 sheets each)
2. 5 packs of blue ballpoint pens (12 pens per pack)
3. 3 office chairs (adjustable height, black)

Please confirm the availability of these items and deliver them to the address mentioned above within one week. Kindly send the invoice along with the delivery.

I look forward to your prompt response.

Yours sincerely,

Your Name

3. Sales Letter

Ali Ahmad
Marketing Manager
123 Shoes & Apparel
Gulshan Market, Multan
September 19, 2024

The Manager
City School
Multan Branch
Multan

Dear Sir/Madam,

I am writing to introduce our latest collection of school shoes that are both durable and affordable. At 123 Shoes & Apparel, we are offering a special 20% discount for educational institutions ordering in bulk. Our shoes come with a one-year warranty and are available in all sizes.

We believe this offer would be a great fit for your students. Please feel free to contact us for further details or to schedule a meeting. We look forward to doing business with you.

Yours sincerely,
Your Name

4. Complaint Letter

Mr. Imran
House No. 45, Sector F
Bahria Town, Islamabad
September 19, 2024

The Customer Service Manager
DEF Electronics
Blue Area
Islamabad

Dear Sir/Madam,

I am writing to lodge a complaint regarding a refrigerator I purchased from your store on August 15, 2024. The model number is ABC123, and despite being under warranty, it has stopped cooling properly within just a month of purchase.

I request that your company either repairs the appliance immediately or replaces it under the warranty terms. Kindly address this matter urgently.

I look forward to your quick resolution of this issue.

Yours faithfully,
Your Name

5. Credit Letter (Requesting Credit)

Mr. Ali
Accounts Manager
Bright Future Pvt. Ltd.
Shahbaz Road, Rawalpindi
September 19, 2024

The Manager
United Bank Limited
Commercial Branch
Rawalpindi

Dear Sir,

I am writing to request an extension of credit for our company, Bright Future Pvt. Ltd., which has been a loyal customer of your bank for the last five years. Due to an unexpected delay in payments from our clients, we are facing a temporary cash flow issue and request an additional credit line of PKR 1,000,000 for the next six months.

We assure you that the amount will be repaid in a timely manner. Kindly consider this request and inform us of the next steps.

Yours sincerely,

Your Name

6. Recovery Letter

Naeem Khan
Accounts Manager
Prime Solutions Pvt. Ltd.
University Road, Peshawar
September 19, 2024

The Manager
Alfa Contractors
Industrial Area
Peshawar

Dear Mr. Khan,

I am writing to remind you that the payment of PKR 500,000 for the office equipment supplied to your company on August 10, 2024, is still pending. As per our agreement, the payment was due on September 1, 2024.

Kindly ensure that the payment is made within the next five business days to avoid any late fees or penalties. We appreciate your prompt attention to this matter.

Yours sincerely,

Your Name

7. Letter to the Editor of a newspaper

Examination Hall,
A.B.C (City),
May 05, 2024.

The Editor,
The Pakistan Times,
Lahore.

Subject: Street Begging

Sir,

I am writing to highlight the growing issue of street begging through your esteemed newspaper. The increasing number of beggars in our city is becoming a significant inconvenience for its residents. It seems paradoxical that as our city develops, the problem of begging persists and even worsens. Beggars can be seen everywhere, especially during

busy hours and near places of worship. Some beggars exploit sympathy by using props like babies or feigning disabilities. This not only troubles the public but also poses potential security risks.

It is crucial for authorities to take strict actions to curb this problem, ensuring a safer and more orderly city.

Yours sincerely,
X.Y.Z.

8. Letter to the Editor of newspaper

Examination Hall,
A.B.C (City),
April 03, 2024.

The Editor,
The Nation,
Lahore.

Subject: Rising Prices or Inflation
Sir,

Through your esteemed newspaper, I wish to highlight the concerning surge in prices of essential goods nationwide. In recent months, the cost of daily necessities like vegetables, fruits, clothing, footwear, and ready-made garments has steadily risen, placing them beyond the reach of ordinary citizens. Even staples such as mutton, pulses, and cooking oil have seen substantial price hikes, exacerbating the financial strain on families, particularly those below the poverty line. This relentless escalation threatens basic living standards, making it increasingly difficult for families to provide for their children.

To address this pressing issue, I propose establishing utility stores nationwide, ensuring efficient distribution of essentials, penalizing black marketers, and regulating retail prices. Additionally, government relief programs are essential to support those hardest hit by inflation. These measures are crucial to alleviating hardship and promoting a more equitable standard of living for all.

Yours faithfully,
X.Y.Z

9. Letter to the I.G. Police

Examination Hall,
A.B.C (City),
April 13, 2024.

The Inspector General Police,

Islamabad.

Subject: Complaint against one-wheel driving of motorcyclists

Sir,

I am writing to address a critical issue in our city: the widespread practice of one-wheel driving on our roads. This dangerous trend, popular among youth, involves motorcyclists lifting their front wheels at high speeds, risking accidents and disrupting traffic flow. This reckless behavior not only endangers lives but also causes significant traffic congestion and threatens pedestrians' safety.

The allure of motorcycle stunts has tragically resulted in numerous injuries and fatalities among young riders. Urgent action is needed to curb this perilous activity. I appeal to you, on behalf of concerned citizens, to enforce stringent laws prohibiting one-wheel driving on city roads.

I trust that swift and decisive measures will be taken to address this issue and ensure the safety of all road users.

Yours faithfully,

X. Y.Z

10. Letter to the Health Officer

Examination Hall,

A.B.C (City),

April 14, 2024.

The Health Officer,
Municipal Cooperation,
Town Hall, Lahore.

Subject: Unsanitary Conditions in the Locality

Sir,

I am writing to address the appalling sanitary conditions in our locality. Residents routinely dispose of waste indiscriminately, neglecting designated dustbins and contributing to unhygienic surroundings. Unfortunately, sanitation staff have failed in their duties, resulting in irregular waste collection and infrequent inspections. Consequently, these conditions have become breeding grounds for diseases, affecting all members of our community.

I urge an immediate assessment and corrective action. Ensure regular garbage collection with daily pickups and provide strategically located dustbins. Maintain and clean drains regularly to prevent health hazards. The sanitation department must enforce strict measures to ensure prompt and efficient waste management by sweepers.

Yours faithfully,

X.Y.Z