

English Grammar and Composition



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The examination will be based upon a paper that consists on 100 marks and will be judged to test the candidates' different abilities .

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Required skills



The candidates should be tested in;

- Knowledge of Grammar (Tenses, Narration, Active and Passive, Use of Article, Punctuation, Translation, Use of Preposition and Sentence Correction)
- Adequate Vocabulary (Synonyms and Antonyms, Analogy of Words, Pairs of Words and Idioms and Phrasal words)
- Comprehensions Skills
- Composition Abilities
- Flawless Writing Expression
- Beautiful Presentation

Content of Course

• Synonyms & Antonyms	20	}	35
• Idioms and Phrasal	05		
• Pairs of Words	05		
• Analogy of Words	05		
• Correction	05	}	25
• Punctuation	05		
• Narration/Active and Passive Voice	05		
• Translation	10		
• Reading Comprehensions	20	}	40
• Precise Writing	20		

Test



1. **Word essay means: A. To write B. To say C. To compose E. Attempt**
2. **Oasis-Sand Island---? A. Sea B. Ocean C. Country
D. Water (**Analogy of Words**)**
3. **I hope that my friend will die soon due to cancer.(**Correction**)**
4. **He has delivered his lecture yesterday.(**Correction**)**
5. **The princess's father is a kind person.(**Punctuation**)**
6. **Why you are going there in this heavy rain?(**Punctuation**)**
7. **I said to him “ what did you eat yesterday?”(**Narration**)**
8. **Allusion/ Illusion : Write the meanings.(**Pairs of words**)**
9. **At large: Use in a sentence.(**Idiom**)**
10. **Allama Iqbal ba-qaidge sa roozay rakha kartay thy.(**Transle into English**)**

Answers



1. Attempt
2. Water
3. I fear that my friend will die soon due to cancer.
4. He delivered his lecture yesterday.
5. The princess' father is a kind person.
6. Why you are going there in this heavy rain.
7. I asked him what he had eaten previous day.
8. Allusion: reference, quotation, hint and citation/ Illusion: false impression, misapprehension, fantasy and delusion
9. Free, unconfined . The day after the robbery, the thieves were still at large.
10. Allama Iqbal used to **observe** fast regularly.

Key Issues (Reasons of Failures)



1. Wrong priorities
2. Poor comprehension abilities
3. Lack of composition skills
4. Limited vocabulary
5. Poor sentence construction and long but faulty sentences due to excessive use of conjunctions
6. Punctuation
7. Poor presentation

Books



1. A communicative grammar of English by Leech & Svartik
2. A Practical English Grammar by Thomson & Martinet
3. A Comprehensive English Grammar for Foreign Students by (Longmans)
4. Modern English Vol. I & II by Rutherford
5. A University English Grammar by Longmans
6. Practical English Usage by Swan
7. Exploring the world of English by Saadat Ali Shah
8. High School English Grammar by Wren and Martin

Vocabulary (35)



- The basic purpose of this question is to check the basic understanding of English vocabulary
- It consists on Synonyms , Antonyms (20 objectives) , Analogy of words(lists of words), Pairs of Words, Idioms and Phrasal words)
- Vocabulary has two types;
 - Receptive or Passive(Reading and Listening)
 - Expressive or Active(Writing and Speaking)

Sources of Synonyms and Antonyms



- GRE international
- NTS local
- Common usage word
- Reader's Digest

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- Make your eyes familiar with new words
- Remember words and their meanings
- Remember options words meaning as well

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Suggestions



- One word difference theory
- Word form(Main, Suffix or Prefix)
prefix Re@ reunion, reappear
Un@ unbelievable ,unachievable
Suffix Action@ creation, narration
Cide@ suicide, genocide, homicide
- Part of speech
- Negative and Positive connotation
- Touka

Pairs of Words



- Only 325
- Arrange them alphabetically

Illusion, Allusion

Allusion

Illusion

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Idioms and Phrasal Verbs



Idioms

An apple's of eyes

Phrasal verb

Call in, Call at, Call on

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Analogy of Words (Verbal Reasoning)



- An analogy literally means to draw a comparison in order to show a similarity, contrast, function, chronological order and some other logical relation in some respect.
- An analogy basically uses a relationship between two(or more) elements, sets, words and lists.
- These questions aim to test overall logical understanding of the candidates .

Examples



1. **Doctor is related to Patient in the same way as Lawyer is related to.. ?**
A. Customer B. Accused C. Magistrate D. Client
2. **Soap is related to Wash in the same way as Broom is related to ...?**
A. Clean B. Dust C. Sweep D. Floor
3. **Oasis-Sand Island---**?
A. Sea B. Ocean C. Country D. Water
4. **LION: ROAR**
(a) Snake : Slither (b) Goat: Bleat (c) Lizard : Crawl (d) Elephant : Tusk
5. **CLOT : BLOOD**
(a) Ink: Water (b) Curdle : Milk (c) Vaporize : Camphor (d) Brew : Coffee



- There are various types of relationships which are used in analogy-based questions. Below is one such list which shows the various relationships with one example each:

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Type	Example
Country & Currency	Japan: Yen
Instrument & Measurement	Ammeter: Current
Quantity & Unit	Power: Watt
Unit & Group	Fish: Shoal
Animal & Baby	Deer: Fawn
Male & Female	Wizard: Witch
Animal & Movement	Eagle: Swoop

Type	Example
Animal/thing & Sound	Crow: Caw; Rain: Patter
Unit & Class	Cup: Crockery
Unit & Home	Cow: Byre
Game & Venue	Skating: Rink; Cricket: Pitch
Worker & Tool	Tailor: Needle; Sculptor: Chisel
Tool & Action	Pen: Action
Product & raw material	Oil: Seed; Metal: Ore

Type	Example
Unit & Part	Pen: Nib; Blade; Fan; Book: Chapter
Universal Pair	Chair: Table; Door: Window
Study & Topic	Cardiology: Heart
Word & Extreme	Quarrel: War; Speak: Shout
Word & Synonym	Solicit: Request
Word & Antonym	Chaos: Peace
Worker & Working place	Actor: Stage; Mechanic: Garage

Test: 1



- arrival : departure :: ? death
A. life B. person C. birth D. train
- elbow : arm :: knee : ?
A. walking B. finger C. leg D. nose
- car : road :: train : ?
A. track B. vehicle C. fast D. wheel
- baiting hook : fishing :: ? : hunting
A. loading gun B. firing gun C. game D. aiming gun
- violence : activity :: melancholy ?
A. evening B. cruelty C. mood D. silence

Test: 1/2



- university : institution :: mayor : ?
A. Official B. town C. law D. councilman
- grass : soil :: seaweed : ?
A. water B. salty C. river D. fish
- truthfulness : court :: cleanliness : ?
A. Virtue B. restaurant C. bath D. pig
- egg : fish :: ? plant
A. leaf B. branch C. seed D. stem
- success : failure :: comprehend : ?
A. false B. error C. mistake D. misinterpret
- Phonology : phonemes :: ombrology ?
A. rain B. sound C. diseases D. patient

Test: 2



(i) LION: ROAR

(a) Snake : Slither (b) Goat: Bleat (c) Lizard : Crawl (d) Elephant : Tusk

(ii) CLOT : BLOOD

(a) Ink: Water (b) Curdle : Milk (c) Vaporize : Camphor (d) Brew : Coffee

(iii) EXPEDITE : HASTEN

(a) Conscript : Write down (b) Diver : Make harder (c) Facilitate : Make easies (d) Satirize : Praise

(iv) SURGEON : DEXTEROUS

(a) Clown : Fat (b) Actress : Beautiful (c) Athlete : Tall (d) Acrobat : Agile

Test: 2/2



(v) SHADOW : LIGHT

(a) Flood : Rain (b) Image : Object (c) Reaction : Action (d)
House : Bricks

(vi) FEARFUL: COWER

(a) Humble: Boast (b) Weak : Exercise (c) Arrogant : Strut (d)
Wise : Dispute

(vii) WOOD: FURNITURE

(a) Father : Child (b) Tree : Seedling (c) Soil : Clay (d) Stone :
Sculpture

(viii) LECHER : LUST

(a) Pith : Herb (b) Glutton : Greed (c) Business : Profit (d)
Showbiz : Fame

Answer: 2



(i) LION : ROAR

(ii) SHADOW : LIGHT

(iii) CLOT : BLOOD

(iv) FEARFUL: COWER

(v) EXPEDITE : HASTEN

(vi) WOOD : FURNITURE

(vii) SURGEON : DEXTEROUS

(viii) LECHER : LUST

(b) Goat : Bleat

(b) Image : Object

(b) Curdle : Milk

(c) Arrogant : Strut

(c) Facilitate : Make easiest

(d) Stone : Sculpture

(d) Acrobat : Agile

(b) Glutton : Greed

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Punctuation

Year 7 Sentence Starters

Use Appropriate Punctuation Marks



- 1. The fire has destroyed many things in the house, the furniture, the carpets and the curtains.**
- 2. Some people work best in the mornings others do better in the evenings.**
- 3. Your mobile phone number is easy to remember because there are three 0 in it.**
- 4. Mother had to go into hospital she had heart problems**
- 5. We will be arriving on Monday I think so morning at least.**
- 6. The girls father sat in a corner in winter.**
- 7. In the words of Murphys law ,**

Answers



- 1. The fire has destroyed many things in the house: the furniture, the carpets and the curtains.**
- 2. Some people work best in the mornings; others do better in the evenings.**
- 3. Your mobile phone number is easy to remember because there are three o's in it.**
- 4. Mother had to go into hospital; she had heart problems.**
- 5. We will be arriving on Monday (I think so) morning at least.**
- 6. The girl's/girls' father sat in a corner in winter.**
- 7. In the words of Murphy's Law,**



The set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, clauses and sentences.

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1. End Marks
2. Capital letters
3. Apostrophes
4. Semicolons
5. Brackets
6. Dashes
7. Commas
8. Speech Marks

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End Marks



**FULL STOP
QUESTION MARK
EXCLAMATION MARK**

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1. The full stop is the most famous end mark. It comes at the end of assertive and imperative sentences.

It is used in abbreviations, too:

It is raining today.

Do not interrupt while I am talking.

Dr. Akbar

G.M. Chaudary

Int.

2. A question mark means something is being asked.

Are you going to lunch?

Why you are going.

Why are you going?

3. An exclamation mark shows optative and exclamatory sentences

That is a huge dog!

Hurrah! we have won the match.



CAPITAL LETTER

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1. Capitalize the starting alphabet of first word of every sentence

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2. In titles, headings and subheadings capitalize the first, last, and all important words.

Usually, we don't capitalize articles, prepositions, helping verb and conjunctions.

Pakistan is Rich in Resources

3. Capitalize names of specific persons, places, and geographical locations (proper noun).

My brother **Waqas**, who used to live in the **Middle East** and write books about the **Old West**, now lives in **Hartford**.

Don't capitalize directions, colors and names of season, heavenly bodies vegetables and fruits

They have reached **n**orth of the Indian ocean.

Next **f**all, before the **w**inter storms begin, we're heading **s**outh.

There are very few **b**lacks in this predominantly **w**hite community

4. Capitalize names of days of the week, months, and holidays.

Pakistan Independence Day which is always on **August 14**, falls on **Tuesday** this year.

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5. Capitalize the names of historical events.

The **Battle of the Bulge** was an important event in **World War II**.

The **Reformation** took place in the sixteenth century.

6. Capitalize the names of religions and religious terms.

God, Christ, Allah, Buddha, Christianity, Christians, Judaism,
Jews, Islam, Muslims

7. Capitalize the names of nations, nationalities, languages and words based on such words.

Somalia, Swedish, English muffin, Irish stew, Japanese maple, Jew's harp, French horn

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8. Capitalize the names of academic courses
when they're used as titles.

He is doing master in **Mathematics.**

9. Brand names

and

F_{ord}, Oxford, Suzuki

Apostrophes

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Apostrophes

Apostrophes (') is the most commonly misused punctuation mark. It has three main uses. They show:

- 1. Contractions**
- 2. Possession**
- 3. Unusual plurals**

- **He can't go there.**
- **This is Ali's book .**
- **He has achieved three A's in this degree.**



Contractions



- **Contractions** are shortened forms of words which have letters missing. The apostrophe is used in place of the missing letters, e.g.
 - *It's* is short for *It is*.
 - *We'll* is short for *we will* or *we shall*.
 - *Can't* is short for *cannot*.

You must know the difference between Its and It's

The dog likes its master.

It's their home.

- Contractions should be **avoided in formal writing** though, such as in essays and letters, as they sound too chatty.
- However, some writers use them when they write down the direct speech of a character or person.

Possession



Apostrophes are also used to show possession: who or what owns something, e.g.

This is Ali's book belongs to Ali.

- **This is hall's table.**
- **Pakistan's team/ Pakistan team**
- **This is Awias' book.**
- ***Princess' father has died.***

Unusual plurals

The final use of apostrophes is to show unusual plurals, such as **numbers and letters** which would be unreadable otherwise, e.g.

1. There is one **C** and two **S's** in the word *necessary*.
2. Your mobile phone number is easy to remember because there are three **O's** in it.
3. My postcode has two **B's** in it.



Colons

Brackets, Pairs of Comma, Dashe and
Pair of Dashes



A colon (:) shows that the words which follow it are an explanation or an example of what is written before it.

Used between time and ratio.

The fire destroyed many things in the house: the furniture, the carpets and the curtains.

A colon is usually placed after a complete sentence. Colons are placed directly after the last word of the main idea and they are followed by one space only. They are *never* followed by either a hyphen (-) or a dash (—).

18:30 and 4:5





- My country is full of resources **that is** Pakistan.
- My country is full of resources **:** Pakistan.
- My country is full of resource **—** a stanch enemy of India.
- My country, **,** Pakistan, is full of resources.
- My country **—** stanch enemy of India **—** is full of resources.
- My country **(I think)** is full of resources.

Colons



1. The fire destroyed many things in the house: the furniture, the carpets and the curtains.
2. I just bought a new car: a Land Rover.
3. There are seven colours in the rainbow: red, orange, yellow, green, blue, indigo and violet.
4. Muhammad went shopping and bought some fruit: two apples, some cherries and a melon.



Brackets

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Round Brackets



Brackets allow you to add extra information to a sentence, which is useful but not necessary or to add your opinion,

Speaking foreign languages (I believe) is a useful skill.

My parents (Awas and Amna) are very strict.

The sentence still makes sense without the information in the brackets, e.g.

- 1. Speaking foreign languages is a useful skill.**
- 2. My parents are very strict.**



Dashes

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Pairs of Dashes



Pairs of dashes allow writers to **strongly interrupt the flow of a sentence to provide their readers with useful information**

The extra information is placed between the dashes for emphasis, but the sentence should also make sense alone.

- 1. Pesticides are used to help crops grow - **regardless of their negative effects** - large and quickly.**
- 2. Aleena glared at Muhammad- **who had beaten her in a quiz**- and then had talked with him.**



Pairs of Commas



Sometimes, we want to add information to make our writing clearer, without distracting the reader from the sentence, e.g.

Javed, who hated cola, bought a lemonade in the café.

The fire destroyed many things, the furniture, the carpets and the curtains, in the house.

TIP: Pairs of commas add extra details to a sentence without ruining the flow.





- My country is full of resources i.e. Pakistan.
- My country is full of resources: Pakistan.
- My country, Pakistan, is full of resources.
- My country- staunch enemy of India- is full of resources.
- My country (I think) is full of resources.



	Useful	Necessary	Maintain flow
Brackets			
Dashes			
Commas			

Semicolons

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Semicolons



- 1. A semicolon (;) joins two complete sentences or two independent clauses into one sentence as it replaces conjunctions**
- 2. In a sentence, a transition word may follow the semi-colon**
- 3. Add information in the form of list**

•This is because some sentences are too closely related to be separated by a full stop but they are missing a connecting word, such as *and* or *but*, e.g.



Semicolons

Here are some more examples of sentences with semicolons:



- 1. Firstly; illiteracy promotes corruption.**
- 2. Muhammad was angry; Tamour was not listening.**
- 3. Muhammad felt hot; the sun was blazing.**
- 4. I found the film long; Tamour found the film short.**

I have many students;

- 1. ALI**
- 2. Akbar**

I have many students: Ali and Javed.



Semicolon



4. Use a semicolon between two independent clauses that are connected by conjunctive adverbs (Two independent clauses) or transitional phrases.

We have many different sizes of this shirt; however, it comes only in one color.

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THE HYPHEN

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Mark Of Separation Used Between Parts Of A Word.

USE A HYPHEN:

- 1) **To Separate (Join) The Parts Of Compound Words:**
Examples **Sister-in-law, Half-asleep and X-ray.**
- 2) **To Indicate The Division Of A Word Broken At The End Of A Line:** *Examples:* **know-ledge,**
ste-no-gra-pher
 - a) Do not divide sums of money.
 - b) Do not divide initials in a name or in proper names.
 - c) Do not divide units of time.

Comma

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The Comma ,

1. The comma is used to separate a list.

Example: My favorite animals are tigers, dogs, cats and elephants.

2. It is also used between the date and the year.

Example: Today is March 6, 2007 and I plan to enjoy today.

Today is 6th March, 2007 and I plan to enjoy today.

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3. A comma can also tell you where to pause in a sentence.

Example: All is well, but not necessarily forgotten.

4. Oxford comma

Example :

Please bring a paper for Akbar and Ali.

Please bring a paper for Akbar, and Ali.

Horse and carriage is at my door.

Horse, and carriage are at my door.

My favorite animals are tigers, dogs, cats and elephants.

5. To Negate previously mentioned statement

He is my friend, not enemy.

Speech marks

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"Quotation Marks"

USE QUOTATION MARKS

- 1) To enclose every direct quotation and each part of an interrupted quotation:
- 2) To enclose chapter headings and the titles of articles:

Example: Dr. Safder Mahmood's, "Pakistan Ideology" was recently reproduced in a *Journal*.



USE SINGLE QUOTATION MARKS (‘)

1. To enclose a quotation within a quotation.

Example: The coach said, “when you say, ‘I shall be there on time’ i expect you to mean what you say.”

2. To add alien words

Punctuation Summary



To sum up how these forms of use punctuation:

- **apostrophes are used to represent the missing letters in contractions (*can't*) and to show possession**
- **colons help you to provide an explanation or example in one sentence**
- **semicolons link two complete sentences to imply cause and effect**
- **brackets, dashes and pairs of commas all add extra information to sentences; their content is handy to know but is not vital**
- **put speech marks around direct speech.**



QUESTIONS & ANSWERS

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- **The last year of the twentieth century is 2000 not 99.**
- **A woman without her man is nothing .**
- **Your's obediently,**

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- **The last year of the twentieth century is 2000, not '99.**
- **A clever dog knows its master.**
- **A woman without her man, is nothing .**
- **A woman – without her man – is nothing.**
- **A woman, without her man , is nothing.**
- **Yours obediently,**

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Winston is one of the most laid-back people .
He is tall and slim with black hair and he
always wears a t-shirt and black jeans. **H**is
jeans have holes in them and his baseball
boots are scruffy. **H**e usually sits at the back
of the class and he often seems to be asleep.
However; when the exam results are given
out he always gets an A. **I** don't think he's as
lazy as he appears to be.

Sentences Correction



It is a twofold process, actually sentence correction basically involves constructing right meaning from the written word. It is included in CSS exam to check following two abilities;

- A. Recognition of Error**
- B. Correction of Error**

Test



- 1. I have great faith on you.**
- 2. He hopes that his friend will die soon.**
- 3. He is not only a hard working student but a kind person.**
- 4. A clever dog knows it's master.**
- 5. Either of these three answers are incorrect.**
- 6. If you will run, you will catch the train.**
- 7. Ganges is a holy river.**
- 8. Unless you do not work hard you can not pass CSS exam.**
- 9. The President can only dissolve assemblies in Pakistan.**
- 10. *He can't get good marks, he is not a hard working student.***

Recognition of Error



It is the process of chalking down the mistakes in a sentence. There are only six types of mistakes; these common errors in sentence construction are;

1. Error of Replacement
2. Error of Omission
3. Error of Commission
4. Error of Grammar (Tenses, preposition, punctuation, use of article, conditional sentences and spelling)
5. The Dangling Modifier
6. The Comma Splice

Correction of Error



It is the process to apply followings rules on mistakes which are marked in the first process; there are only 37 rules to correct the mistakes

- **Rule 1: Clause that must appear together**

Scarcely – when, No Sooner – Than, Such – As, Although – Yet, Else – But, Seldom – Never, As – As, As – That, Both – And, Not only – But also, Not – But.

- **Rule 2: Two or more singular nouns joined by “AND” require a plural verb**

Aslam and Ali *were* sleeping.

Gold and silver *are* precious metals.

Fire and water *do not* agree.

He and I *were* playing.



- ***Rule 3: If nouns, although joined by “AND”, present one idea, it must have singular verb.***

The horse and carriage *is* at the door.

Time and tides *waits* for no man.

Honor and glory *is* his reward.

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- **Rule 4: Singular subjects joined by “WITH, AS WELL AS, OR, NOR” require a singular verb.**

Silver as well as gold *has* fallen in price.

The house with its contents *was* insured.

No nook or corner *was* left unexplored

Neither praise nor blame *seems* to effect him.

Neither food nor water *was* to be found here.

- **Rule 5: When one singular and one plural nouns are joined together by “OR” or “NOR” (1) The verb must be plural and (2) the plural subject should be placed near the verb.**

Neither the chairman nor the directors *are* present.

Either she or her aunts *have* done this task.



- **Rule 6: When subjects are joined by “OR or NOR” of different persons, the verb agrees with the nearer. (231)**

Neither he nor i am at fault.

Neither you nor he is to blame.

- **Rule 7: Many a, Either, Neither, Each, Everyone, must be followed with a singular verb even if it represents plural subjects.**

Many a men was present in the court.

Neither of two men was very strong.

Everyone of the prisons is full.

Everyone of the boys loves to ride.

Each of these substances is found in Pakistan.



- **Rule 8: Two nouns qualified by “EACH and EVERY”, even though connected by “AND” require a singular verb.**

Every boy and every girl *was* given a pencil.

Each lady and each man *was* present.

- **Rule 9: Some nouns seem plural, though they are not plural and they take singular verbs.**

The news *is* true.

Measles *is* contagious.

Mathematics *is* a complex subject.

- **Rule 10: When a plural noun reflects a specific quantity, it requires a singular verb.**

Fifteen minutes *is* allowed to each speaker.

Few minutes *are* allowed to each speaker.

Ten kilometers *is* a long walk.



- **Rule 11: When two quantitative nouns are combined, the latter will be in singular form.**

Ten-kilometer is a long walk.

That wall is *ten-foot*(not ten-feet).

He had a *three-inch*(not inches) deep wound.

- **Rule 12: Countable nouns (*whole numbers like people, chairs, tables, etc*) require **few/any** and uncountable nouns (*Milk, Water , etc*) require **less/some**.**

There are *few* chairs in this class room.

There is *less* water in the glass.

The president received *few* votes in elections.



- **Rule 13: Either or Neither** is used while comparing two nouns, for more than two use **Anyone**.

Either Ali or Ahsan will win the race.

All of these three answers are incorrect.

She is taller than anyone of her five sisters.

- **Rule 14: A second degree of adjective is used when comparing of two, the superlative degree is used in case of more than two.**

Ali is taller and wiser of my two sons.

Ali is the tallest and the wisest of my all sons.

Note: Must use definite Article before superlative degree.



***NOTE:* When superlative degree is used exclusion is not allowed, when second degree is used exclusion is recommended.**

Karachi is the biggest city than any other city of Pakistan.

Karachi is the biggest city of all cities in Pakistan.

Karachi is bigger than any other city of Pakistan.

He is the tallest boy than any other boy of this class.

He is the tallest boy of this class.

He is taller than any other boy of this class.



- **Rule 15:** **BETWEEN** is used in a comparison of two, while **AMONG** is used for more than two.
- **Rule 16:** When comparing age of two or more people (1) use **OLDER** or **OLDEST** when people are not relatives and (2) use **Elder** or **Eldest** when people are relatives.

Ali is older than his neighbor.

Ali is elder to his sister.

Our elders have made efforts to make Pakistan.



- **Rule 17:** Words like **junior, senior, elder, inferior, superior, anterior, posterior** etc take **TO** instead of **THAN** when compared.

Ali is senior to Ahsan.

Gold is superior to silver.

- **Rule 18:** **LATTER** is used when two things are mentioned, for more than two things use **LAST**.

Of Ali and Ahmed, the latter is a better speaker.

Of tea, coffee and coca, the last is favorite.



- **Rule 19: LIKE is an adverb not a conjunction.**

He speaks like his father does. (in correct)

He speaks as his father does. (correct)

He speaks like his father. (correct)

- **Rule 20: Never leave the participle (verb) without proper subject.**

Sitting on the gate, spider stung me (in correct).

While i was sitting on the gate, a spider stung me.

Rule:22



English
Grammar

Conditionals



CONDITION + **RESULT**

ZERO conditional

If you stand in the rain, you get wet.
If you heat ice, it melts.

PRESENT SIMPLE + **PRESENT SIMPLE**

USES: *Facts which are generally true or scientific facts
The condition always has the same result*

FIRST conditional

If it rains, we will cancel the trip.
If you study, you will pass the exam.

PRESENT SIMPLE + **WILL / WON'T + VERB**

USES: *A possible situation in the future
Predicting a likely result in the future (if the condition happens)*

SECOND conditional

If I won the lottery, I would travel a lot.
If they sold their house, they would be rich.

PAST SIMPLE + **WOULD + VERB**

USES: *Hypothetical or unlikely situations
Unreal or improbable situation now or in the future*

THIRD conditional

If you had studied, you would have passed the exam.
If I hadn't been sick, I would have gone to your party.

PAST PERFECT + **WOULD HAVE + PAST PARTICIPLE**

USES: *The person is imagining a different past
Imaginary situation that did not happen*



- **Rule 21**

A: Simple Past is used for far past and Present Perfect is used for near past

He has delivered a lecture yesterday. (in correct)

He delivered a lecture yesterday. (correct)

B: Continuous as well as Perfect Continuous is used to convey action in progress.

He is delivering a lecture since 5pm. (in correct)

He has been delivering a lecture since 5pm. (correct)

- **Rule 22: Modifiers should be placed near the word they intend to modify.**

Only the President can dissolve assemblies in Pakistan.

The President can only dissolve assemblies in Pakistan.



- **Rule 23: Two negatives do not make a sense, avoid using them.**

I have not got any (not none).

I could not find it anywhere (not nowhere).

- **Rule 24: Do not use negative sentence after UNLESS, UNTILL.**

You can never succeed until you do not work hard. (in correct)

You can never succeed until you work hard. (correct)

Unless you do not apologies, I shall punish you. (in correct)

Unless you do apologies, I shall punish you. (correct)



- **Rule 25:** Abstract nouns have no plural, like courage, wisdom, honesty etc
- **Rule 26:** WHO is subject, WHOM is object, WHOSE is possessive. For nonliving we ll use which and that not who.
- **Rule 27:** One must be proceeded by ones/one's not him/her.

One must boast of his great qualities.

One must boast of **one's/ones** great qualities.



Rule 28:

- **(A) Nouns that cannot be plural:**

Scenery, advice, soap, abuse, information, work, knowledge, clothing, luggage, furniture, apparatus, lightening, wind, luck, bread, furniture, thunder

Make plural in following ways;

Pieces of advice, knowledge, information, etc.

Articles of clothing, luggage, furniture, etc.

Hails of abuse

Flashes of lightening

Gusts of wind

Claps of thunder

Bars of soap



- **(B) Nouns that have same singular and plural form:**

Swine, sheep, deer, cord, salmon, trout, mackerel, fish, hair, crossroads, gallows, innings, offspring, vice, aircraft, council, cannon, means

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- **(C) The collective nouns that are used as plural only:**

Poultry, cattle, vermin, gentry, peasantry, police, public, people

- **(D) These nouns have plural form only and take plural verb:**

Trousers, pants, breeches, shirts, briefs, knickers, pincers, pliers, clippers, tongs, scissions, spectacles, binoculars, glasses, fetters, drawers, customs, topics, remains, quarters, assets, dregs, annals, eaves, savings, arms, troops, pains



- **Rule29: Nouns that function as adjectives**

When a noun describes another one coming after it, the describing noun comes in its pure form.

House door, Monday night, Easter holiday, holiday dress, shoe store, hall table, eye specialist

Pakistan's foreign policy, Pakistan foreign policy

Examples:

Put this book on the hall's table. (incorrect)

Put this book on the hall table.

- **Rule30: Nouns that have unique plural forms**

(Plural) Phenomena, bacteria, consortia, fungi, geese, mice, lice, criteria

Singular forms of these singulars are:

(Singular) Phenomenon, bacterium, consortium, fungus, goose, mouse, louse, criterion



Rule 31: The complement of the verb 'to be' should be in Nominative (subjective) form

Examples: (is/am---subjective)

It is I who challenge you. (note the use of verb)

If I were he I would not do it. (note the use of were)

I am she whom you want to see.

I am she whom wants to meet you. (note the use of verb)

It is they whom you did not you recognize yesterday.

It is we who are to blame.

NOTE: it's me is now accepted as idiomatic and is rather more in use.



- **Rule 32: The object of a preposition should be in accusative (objective) form**

Between you and me (not i) affairs look dark.

All failed except him.

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Rule 34:

- **(A) VERBS used in the following sentences must be followed by REFLEXIVE PRONOUNS (Avail, absent, enjoy, resign, apply, acquit, overreach, revenge, exert, distinguish)**

You must avail yourself of this opportunity.

He should not absent himself from the school during these days.

- **(B) The following VERBS should not be followed by REFLEXIVE PRONOUNS (Enlist, bathe, qualify, rest, keep, draw, burst, lengthen, stop, etc.)**

He wants to enlist in the army.

After bathing, he put on the best suit of his wardrobe.



- **Rule 35: when a sentence starts with a CONJUNCTION, then it is not required to link phrases with another CONJUNCTION:**
 - As he is fat so he runs slowly. (incorrect)
 - As he is fat, he runs slowly. (correct)
 - Because he is clever therefore he gets good marks. (incorrect)
 - Because he is clever, he gets good marks. (correct)



Rule 36:

CONFUSING WORDS LIST

**Circumstance- environment,,, stay – stop ,,,,
smart – bright ,,,, suspect – expect ,,,, folk –
family ,,,, magnificent -pretty,,, lot – many ,,,,
settled - paid ,,,, trouble – pain ,,,, waiting -
reserve,,, females - women,,, dress - suit,,, sign
- signature,,, uneasy -unwell,,, less - small,,,
somewhat - some,,, which – as ,,,, some - one,,,
both – whether ,,,, see - look,,, say – tell -call,,,
forward - offer,,, know - believe,,, intend – wish
- want,,, fetch – bring ,,,, break - tear,,, keep -
put,,, would - used to,,, substitute - replace,,,
too - very,,, perhaps - probably,,, back - behind.**

Questions



1. No sooner had we left our home when it started raining.
2. I congratulate you for your success.
3. You have read it. Isn't it?
4. One must boast of his great qualities.
5. I have sent a verbal message to my friend.
6. Pakistan has and will support the Kashmiris .
7. He availed of this situation very intelligently.

Answers



1. No sooner had we left our home **than** it started raining.
2. I congratulate you **on** your success .
3. You have read it. **Haven't you?**
4. One must boast of **one's/ones** great qualities.
5. I have sent **an oral** message to my friend.
6. Pakistan has **supported** and will support the Kashmiris.
7. He availed **himself** of this situation very intelligently.

Narration



It involves conversation between three and more persons. There are two ways to convey a message of a person, or the words spoken by a person to other person.

Direct speech

Indirect speech

- Suppose your friend whose name is Javed tells you in school, “I will give you a pen”. You come to home and you want to tell your brother what your friend told you. There are two ways to tell him.

Direct speech: Javed said, “I will give you a pen.”

Indirect Speech: Javed said that **he would** give **me/you/him/her/them/us** a pen.



It has two parts of sentences;

First part (Reporting)

Second part (Reported)

This process requires three kinds of changes and these are:

- 1. Change in some words**
- 2. Change in pronoun**
- 3. Change in tense**

1.Changes in some Words



Note: Only if first part is in past tense

- | | |
|--------------------|---------------------|
| ➤ Here | There |
| ➤ This | That |
| ➤ Today | That day |
| ➤ Yesterday | Previous day |
| ➤ Tomorrow | Next day |
| ➤ Now | Then |
| ➤ Ago | Before |

He said, “He is **here**.”

He says, “He is **here**.”

He said that he was **there**.

He says that he is **here**.

2. Change in Tense



Note: Only if first part is in Past Tense and in following ways

Present simple tense *into* Past simple

Present Continuous tense *into* Past continuous

Present Perfect tense *into* Past perfect

Present Perfect Continuous *into* Past perfect con

Past simple *into* Past Perfect

Past Continuous *into* Past Perfect Continuous

Past Perfect (Change is not required)

Past Perfect Continuous (Change is not required)

Future simple, will *into* would

Future Continuous, will be *into* would be

Future Perfect, will have *into* would have



- He goes to school.
- He did it yesterday.
- He was reading.
- He had left it.
- He will go there.

He went to school.
He had done it that day.
He had been reading.
He had left it.
He would go there.

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Overview of the English Verb Tense/Aspect System

	Simple	Progressive (BE + verb+ing)	Perfect (HAVE + verb+en)	Perfect Progressive (HAVE + BEEN + verb+ing)
Present	Ist +s or es	Is/am/are ing	Has/have 3 rd	Has/have been +ing
Past	2 nd	Was/were e+ing	had 3 rd	Had been +ing
Future	Will/shall 1 + 1 st	Will/shall 1 be+ing	Will/shall 1 have+3 rd	Will/shall 1 have been+ing

3.Changes in Pronoun in Indirect Speech



The pronoun of the 2nd part is changed according to the pronoun of 1st part;

S_{ubject} **O**_{bject} **N**_{ever} Change

I

II

III

Javed said, “I will give you a pen today”.

Javed said that **he** **would** give

me/you/him/her/them/us a pen that day.



- 1. First person pronoun in 2nd part (I, we, me, us, my/mine and our/ours) is changed according to subject of the 1st part**
- 2. Second person pronoun in 2nd part (you and your/yours) is changed according to the person of object of 1st part**
- 3. Third person pronoun in 2nd speech (he, she, it, they, him, his, her, them and their) is not changed in indirect speech.**

Pronoun



Pronoun is a word that replaces some noun.

It has three persons;

1. First Person
2. Second Person
3. Third Person

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Subjective

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Possessive

Objective

First Person

I

MY/MINE

ME

WE

OUR/OURS

US

Second Person

YOU

YOUR/YOURS

YOU

Third Person

HE

HIS

HIM

SHE

HER

HER

IT

ITS

IT

THEY

THEIR

THEM

Test



- They say, “We are writing a book here.”
- She said, “We will not attend your tour on Saturday.”
- He says, “You can not play now”, to me.

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Answers



- They say that they are writing a book here.
- She said that they would not attend my tour on Saturday.
- He says to me that I can not play now.

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Kind of Sentences and Narration



- **Assertive**
- **Interrogative** (If and whether + that is not required)
- **Imperative** (State of verb + To)
- **Exclamatory** (Exclaimed + sate of exclamation+ That)
- **Optative** (State of verb+ That)

Assertive



Javed said, “I will give you a pen.”

Javed said that he would give me a pen.

He said to me, “He is my friend.”

He told me that he was his friend.

Note: Do omit preposition “to” after tell, told, ask, asked, inquire and inquired.

Interrogative Sentences (Wh and helping verb)



- 1. She said to me “Where are you going now?”
She asked me where I was going then.**
- 2. I said to him “ What did you eat yesterday?”
I asked him what he had eaten previous day.**
- 3. We said to her, “Did you beat our servant
yesterday?”
We asked her if/whether she had beaten our
servant previous day.**
- 4. He said to you, “Will you go to Lahore
tomorrow?”
He enquired you if/whether you would go to
Lahore next day.**

Imperative Sentences (Order, request, advice and suggestion)

- He said to peon, “Get out of my office.”
He ordered the peon to get out of his office.
- He said to my father, “Please forgive me this time.”
He requested my father to forgive him that time
- Mother said to me, “Never tell a lie.”
Mother forbade me to tell a lie.
- He said, “Let me do my work.”
He requested me to let him do his work.
- He said, “Let us go to a river.”
He proposed that they should go to the river.

Exclamatory Sentences (Sadness, happiness, praise and surprise/wonder)

- 1. He said, “What a beautiful horse I have bought!”**
He exclaimed with wonder that he had bought a very beautiful horse.
- 2. We said, “How old this woman is!”**
We exclaimed in great surprise that that woman was very old.
- 3. He said, “Hurrah! I have won the match.”**
He exclaimed with joy that he had won the match.

Optative Sentences (Prayer and wish)



1. He said, “May my son pass the examination!”

He prayed that his son might pass the examination.

2. The teacher said, “Would that I were on leave today!”

The teacher wished that he had been on leave that day.

3. People said, “Would that Quaid were alive to see our fate today!”

People wished that Quaid had been alive to see their fate that day.

Compound Sentences



- 1. He said, “He is a hard worker boy and will he pass this time?” to me.**
- 2. The patient said good morning to the doctor and said, “Can you spare me a few minutes?”**

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1. He told me that he was a hard worker boy **and asked** if he would pass that time.

OR

He told me that he was a hard worker boy **and he asked** if he would pass that time.

OR

He told me that he was a hard worker boy. He **further** asked if he would pass that time.

2. The patient greeted the doctor **and he asked** if he could spare him a few minutes.

Test



She said to her friend," How pleasant weather it is! *I like going out for a walk very much.* Let us go out for a long drive. *Please take your sister too along with* and we all shall enjoy ourselves there very much."

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Compound Sentences



She said to her friend," How pleasant weather it is! I like going out for a walk very much. Let us go out for a long drive. Please take your sister too along with and we all shall enjoy ourselves there very much."

She exclaimed to her friend that it was a very pleasant weather. She further told her friend that she liked going out for a walk very much. She proposed to her friend that they should go out for a long drive. She further requested her friend to take her sister too along with and told that they all would enjoy themselves there very much.



The officer: Why are you late today? Do you not know that I do not allow any body to come in the office late?

The employee: I am late today because my son fell ill suddenly and I had to take him to the doctor.

The officer: What is the reason of your late arrival? I allow you to attend the office today as an exceptional case

The officer asks the employee why he is late today and if he does not know that he does not allow any body to come in the office late.

The employee replies that he is late today because his son fell ill suddenly and he had to take him to the doctor.

The officer further asks him what the reason of his late arrival is. He also informs him that he allows him to attend the office today as an exceptional case.



The employee: I am sorry for this.

The officer: Do not repeat this instance in future.

The employee: I assure you that I shall not repeat it in future..

The employee further tells that he is sorry for this.

He advises him not to repeat this instance in future.

He also assures him that he will not repeat it in future.

The officer: Why are you late today? Do you not know that I do not allow any body to come in the office late? What is the reason of your late arrival? I allow you to attend the office today as an exceptional case. Do not repeat this instance in future.

The employee: I am late today because my son fell ill suddenly and I had to take him to the doctor. I am sorry for this and I assure you that I shall not repeat it in future.

The officer asks the employee why he is late today and if he does not know that he does not allow any body to come in the office late. He further asks him what the reason of his late arrival is. He also informs him that he allows him to attend the office today as an exceptional case and advises him not to repeat this instance in future.

The employee replies that he is late today because his son fell ill suddenly and he had to take him to the doctor. He further tells that he is sorry for this and assures him that he will not repeat it in future.

The officer: Why are you late today? Do you not know that I do not allow any body to come in the office late? What is the reason of your late arrival? I allow you to attend the office today as an exceptional case. Do not repeat this instance in future.

The employee: I am late today because my son fell ill suddenly and I had to take him to the doctor. I am sorry for this and I assure you that I shall not repeat it in future.

The officer asked the employee why he was late that day and if he did not know that he did not allow any body to come in the office late. He further asked him what the reason of his late arrival was. He informed him that he allowed him to attend the office that day as an exceptional case and advised him not to repeat that instance in future.

The employee replied that he was late that day because his son had fallen ill suddenly and he had to take him to the doctor. He further said that he was sorry for that and he assured him that he would not repeat that in future.

Test



- 1. I said to him “ What did you eat yesterday?”**
- 2. The teacher said, “Would that I were on leave today!”**
- 3. He ordered his servant not to stand there doing nothing.**
- 4. He exclaimed with joy that he had won the match**

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Answers



- 1. I asked him what he had eaten previous day.**
- 2. The teacher wished that he had been on leave that day.**
- 3. He said to his servant, “Don't stand here doing nothing.”**
- 4. He said, “Hurrah! I have won the match.”**

Test



(i) He said to him, “Why do you waste your time?”

(ii) The traveler said, “What a dark night it is!”

(iii) He said, “Let it rain even so hard, I will start today.”

(vi) My mother said, “May you live happily and prosper in your life!”

(vi) He said, “How foolish have I been!”

Test



Helen: Mr West, what has happened to John?

Mr West: He has left the company

Helen: Why has he done that?

Mr West: He asked me for a rise but I didn't give it to him.

Helen: Why didn't you give him a rise?

Mr West: Because he was lazy.

Helen: Has he found another job?

Mr West: Yes, he is working in a film company.

Helen: What is his salary like?

Mr West: I think he earns quite a lot.

Helen: Does he like the new job?

Mr West: I don't know.

Answer



Halena asks Mr. West what it has happened to John. Mr. West answers that he has left the company. She further inquires why he has done that. He replies that Mr. John asked him for a rise but he did not give it to him. She asks Mr. West why he did not give him rise. He answers that Mr. John was so lazy. She also asks whether Mr. John has found another job. West replies in affirmative and tells her that he is working in a film company. She further inquires what his salary is like. He answers that he thinks he earns quite a lot. Once again, she inquires if he likes the new job. He replies that he does not know.

Answer



Halena asked Mr. West what it had happened to John. Mr. West answered that he had left the company. She further inquired why he had done that. He replied that Mr. John had asked him for a rise but he had not given it to him. She asked Mr. West why he had not given him rise. He answered that Mr. John had been so lazy. She also asked whether Mr. John had found another job. West replied in affirmative and told her that he was working in a film company. She further inquired what his salary was like. He answered that he thought he earned quite a lot. Once again, she inquired if he liked the new job. He replied that he did not know.

READING COMPREHENSION & ANALYSIS



- **One unseen passages shall be given with a limited reading time questions would be placed at the end to be answered.**
- **The passage for comprehension shall be fairly technical.**
- **The passages would be selected from writings on Economic, Sociology, Political Science, Psychology, Philosophy, English Literature and International Affairs.**
- **It is included in CSS exam to check following two abilities;**

A. Comprehension abilities

B. Composition skills

Comprehension



- **Adequate vocabulary**
- **Understanding of key subjects(school of thoughts key concepts)**
- **Grip over English grammar and expression**
- **Follow discourse markers**

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Composition



- **Paraphrase the original text**
- **Good vocabulary**
- **Sentence construction**
- **Use of articles**
- **Flawless language**
- **Creative writing**
- **Use of beautiful language**

Type of Questions



- **A. Narrative**
- **B. Descriptive**
- **C. Analytical**
- **D. Phrases/Vocabulary Comprehension**

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Pakistan was created in 1947 with the efforts of our elders like Allama Iqbal, Quaid Azam and other Muslims leaders. The Muslims of India believe that they are totally different from the Hindus on the basis of their culture, ideologies, food and even in the selection of their dress. Therefore on the basis of this, they have demanded that subcontinent should be divided in two different countries with the name of Pakistan and India.

- When did Pakistan emerge?
- What does it mean by two nation theory?
- Find the synonym of word doctrine which have been used in the passage?

Tools



- **A. Read the passage for general comprehension**
- **B. Read the questions**
- **C. Intensive reading**
- **D. Sifting**
- **E. Drafting**

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Recommendations



- A. Remained strict to the requirement of the questions**
- B. Try to give the answers according to the passage, your own philosophy is not required at all**
- C. Write the answers in tense in which questions have been asked**
- D. Write the meaning of the words and phrases according to the text, in which they have been used**

PRECIS WRITING



- One of the most important things students of English language have to learn is to be able to reduce a page, a paragraph or even whole chapters to a specific shortened form
- In précis writing the actual number of words is specified, usually about one third of the original
- This work must be precise both in ***length and content***
- Precision of content depends on adequate comprehension, good vocabulary and mastery of grammatical construction in meaningful composition.
- It requires three skills that are;
 - Comprehension 13**
 - Composition 04**
 - Brevity 03**
- It has two part(précis writing and awarding of a title)

Paragraph



- **Topic Sentence** (1)
- **Main Ideas** (3-5)
- **Supporting Ideas**
- **Justification**
- **Concluding Sentence**

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Steps or Process of Précis Writing



Step1

1. Words counting

Step:2

- 1. Underline topic sentence**
- 2. Find out main ideas (3-5)**
- 3. Delete/Strike supporting ideas, examples, illustration and concluding**

Step:3

- 1. Write it on a page**
- 2. Paraphrase them**

Step:4

Rough Draft

Step 5

Final Draft

Suggestions



- Your précis should open with clear statements to what follows next(topic sentence)
- A précis should not, as a rule, exceed one-third of the total length of the original. It may be much less if the original is a dialogue. But clarity should on no account be sacrificed for brevity
- A précis should always be written in one's own words. It should *not* be a *patchwork* made up of phrases and sentences taken from the original (Paraphrase it)



- **The student should not think that he is to reduce each sentence and paragraph to one-third of its original. The précis should be looked upon as a *whole***
- **It must be in the form of continuous expression and must not consist of disjointed sentences**
- **Never include your own views in the précis. Write as an *impartial reporter***
- **A précis should always be written in the *3rd person* and *indirect form***



- **As a rule, a précis should be written in the original passage tense**
- **Every précis should receive a thorough *revision*. It should be carefully compared with the original to see that all the important points have been included**
- **The précis of a *conversation or dialogue* should always be expressed in the form of a *narrative***



- ***Economy of words*** should be observed at all costs. Some common ways of cutting down the number of words are :
 1. Eliminate all *adjectives*, adverbs and examples
 2. Leave all introductory remarks, illustration ,explanation and side remarks (supporting ideas, justification and concluding sentence)
 3. *One-word substitution* should be fully applied
 4. Unless a conjunction is absolutely necessary, it may be re-placed with a semi-colon
 5. Any statement that has been repeated

Sample paragraph



Mr Farhan Ali is my best friend. He is an intelligent boy. Therefore most of teachers like him . He always secures first position in his class. Furthermore, he is a religious person. He recites holy book regularly. He guides others about his religion as well. As some one has well said, “ A man is known by his company he keeps.” In addition, he is very cooperative and always helps poor and needy. He enjoys to extend any kind of assistance. These are qualities which force me to make friendship with him. (95)

Step 1



Mr Farhan Ali is my best friend. He is an intelligent boy. ~~Therefore most of teachers like him . He always secures first position in his class.~~ Furthermore, he is a religious person. ~~He recites holy book regularly. He guides others about his religion as well.~~ As some one has well said, “A man is known by his company he keeps.” In addition, he is very cooperative and always helps poor and needy. ~~He enjoys to extend any kind of assistance. These are qualities which force me to make friendship with him.~~

Step 2



Mr Farhan Ali is my best friend. He is an intelligent boy. Furthermore, he is a religious person. In addition, he is very cooperative and always helps poor and needy.

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Step 3



The name of writer's friend is Mr. Farhan Ali. One of his prominent quality is his level of intelligence. Furthermore, he is very religious as well as kind person which make him an ideal friend. (33)

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Poverty is one of the key cause of terrorism in Pakistan as it emerges due to illiteracy, bad governance, corruption, nepotism, lack of accountability institutions and poor performance of the executive. Furthermore, it leads to many socio economic problems in Pakistan like poor economic growth, violence against state actors, insurgency, interference of the foreign powers, trade gap and budget deficit.

Poverty a Cause of Terrorism in Pakistan



Terrorism emerges due to poverty along with other reasons. Moreover poverty has many causes and impacts and terrorism is one among them.

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How to give a Title



- **Specific not general**
- **Creative not borrowed**
- **Avoid from idiomatic expression**
- **In phrase single word not complete sentence is not allowed**
- **Ideal length is 3-8 words**
- **Try to get title from topic sentence of the passage**
- **Only one title is allowed(At the end)**

Test



A drop of water fell out of the cloud into the sea, and finding itself lost in such an immensity of fluid matter, broke out into the following reflection: 'Alas! What an inconsiderable creature am I in this prodigious ocean of waters. My existence is of no concern in the universe; 'I am reduced to a kind of nothing, and am the least of the works of God'. It so happened that an oyster which lay in the neighborhood of this drop chanced to gape and swallow it up in the midst of this his soliloquy. The drop, say the fables, lay a great while hardening in the shell, until by degrees it was ripened into a pearl, falling into the hands of a diver, after a long series of adventures, is at present that famous pearl which is fixed on the top of the Persian crown. [No of words = 147]

Solution



Topic: Evolution of a Droplet / A Journey from a Drop of Water to a Pearl

Once, vast ocean received a drop of water which ruminated on its inconsequential existence. Just then, an oyster swallowed it. The water drop, embedded in the shell, became a pearl in due course. A diver got it. After changing many hands, it now decorates the Persian crown.

[No of words = 52]

Test: 2



Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss. (200)

Process of Making a Good Précis



1. Read the passage carefully
2. Find out the topic sentence
3. Underline main ideas (3-5)
4. Write it on a page
5. Paraphrase it
6. Rough draft
7. Final draft

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Test: 2



Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. **The character of good men is like that of trees.** What is the use of this perishable body **if no use is made of it for the benefit of mankind?** Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. **The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not?** What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. **To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.**

Solution



Title: Good men live for others

Good nature human beings always behave like trees. They live for others and do not lose their qualities even in losing their lives. They always follow the right path. Praise is immaterial to them. To live for one's own sake is to lead the life of beasts. The people who breathe their lives for others always make them and their life immoral.(65)

Translation



Types:

- **Sentences**
- **Paragraph**
- **Proverb**

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Steps for Translation



- 1. Recognition of tenses in Urdu**
- 2. Adequate vocabulary of Urdu as well English**
- 3. Translate the sentences rather words**
- 4. Translate the words according to reference in which they have been used.**
- 5. Modal sentences**
- 6. Conditional sentences**
- 7. Use of present simple for future scheduled activities**
- 8. Past perfect use**
- 9. Reverses it**

Reorganization of Tenses in Urdu

	Past تھا، تھی، تھے	Present ہوں، ہے	Future گا
Simple	تھا، تھی، تھے	تھا، تھی، تھے	تھا، تھی، تھے
continuous	رہا، رہی، رہے	رہا، رہی، رہے	رہا، رہی، رہے
perfect	لیا، چکا	لیا، چکا	لیا، چکا
P. continuous	رہا، رہی، رہے	رہا، رہی، رہے	رہا، رہی، رہے
	وقت	وقت	وقت

Conditionals

CONDITION

+

RESULT

ZERO conditional

If you stand in the rain, you get wet.
If you heat ice, it melts.

PRESENT SIMPLE

+

PRESENT SIMPLE

USES: *Facts which are generally true or scientific facts
The condition always has the same result*

FIRST conditional

If it rains, we will cancel the trip.
If you study, you will pass the exam.

PRESENT SIMPLE

+

WILL / WON'T + VERB

USES: *A possible situation in the future
Predicting a likely result in the future (if the condition happens)*

SECOND conditional

If I won the lottery, I would travel a lot.
If they sold their house, they would be rich.

PAST SIMPLE

+

WOULD + VERB

USES: *Hypothetical or unlikely situations
Unreal or improbable situation now or in the future*

THIRD conditional

If you had studied, you would have passed the exam.
If I hadn't been sick, I would have gone to your party.

PAST PERFECT

+

WOULD HAVE + PAST PARTICIPLE

USES: *The person is imagining a different past
Imaginary situation that did not happen*

Conditional Sentences in Urdu

Zero
Conditional

1- اگر بارش ہوئی تو میں بھیگ جاؤں

1st
Conditional

2- اگر بارش ہوئی تو میں نہیں آؤں گا۔

2nd
Conditional

3- اگر بارش ہوتی تو میں بھیگ جاتا۔

3rd
Conditional

4- اگر بارش ہو چکی ہوتی تو میں بھیگ چکا ہوتا۔

Answers



1. If it rains I get wet.
2. If it rains I shall not come.
3. If it rained I would get wet.
4. If it had rained I would have gotten wet.

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Test: 1



عام لوگوں کا خیال ہے کہ مُلک کے قانون اور فرد کی آزادی ایک دوسرے کی ضد ہوتے ہیں۔ بظاہر یہ بات غلط معلوم نہیں ہوتی۔ ہر قانون شہریوں پر کوئی نہ کوئی پابندی عائد کرتا ہے۔ اگر مُلک میں قوانین کی تعداد زیادہ ہو تو مجموعی پابندیاں بھی زیادہ ہوتی ہیں۔ زیادہ پابندیوں سے فرد کی آزادی ان کے بوجھ تلے دب کر رہ جاتی ہے۔ اس کے برعکس قوانین کی تعداد کم ہو تو شہریوں کی آزادی کا دائرہ وسیع ہوتا ہے۔

Solution



Men of the street/common people believe that the law of a country and freedom of an individual are opposite to each other. Apparently, it is not a wrong notion. Every law imposes certain restriction on citizens. If there is the greater number of laws in a country, there are considerable cumulative restriction. Because of multiple restriction, the liberation/freedom of man is burdened with the load of their debt. Certainly, if there is the limited number of laws the domain of man's freedom is widened.

Test : 1



بڑے آدمی میں وہی عام، سادہ اور چھوٹی چھوٹی خوبیاں ہوتی ہیں جن پر ہر شخص کا اختیار ہوتا ہے۔ فرق صرف اتنا ہے کہ عام آدمی میں یہ خوبیاں ہوتی ہیں اور خاص آدمیوں میں ان خوبیوں کی روح اور اُن کا جوہر ہوتا ہے۔ قائدِ اعظم کی جانی پہچانی ذات میں کوئی بات ایسی نہ تھی جو سمجھ میں نہ آئے۔ شخصیت کے اعتبار سے وہ ایک سیدھے سادے آدمی تھے۔ اُن کی خاص خاص خوبیوں کی فہرست کچھ یوں بنے گی

عزم، عمل، دیانت، خطابت اور خود داری۔

Solution: 2



A great man possesses the same common, simple and insignificant qualities on which every person has control of. The only difference is that a common man just has these qualities while exceptional ones possess the soul and spirit/essence of the qualities. In the well-known personality of Quaid-e-Azam, there was nothing that couldn't be understood. In his person, he was quite a simple man. The list of his distinctive qualities would be as follows: determination, action, honesty, oratory/speech and integrity.

Test:3



مرد اور عورت ایک ہی معاشرے کا حصہ ہیں۔ بلکہ ان ہی سے ایک معاشرہ وجود میں آتا ہے۔ عورت اور مرد ایک گاڑی کے دو پہیوں کی حیثیت رکھتے ہیں۔ جب تک ان دونوں میں توازن نہ ہو گا کوئی بھی معاشرہ قابل قدر نہیں بن سکتا اور ان کی زندگی کی گاڑی منزل تک نہیں پہنچ سکتی

Short Essay



- This is included to check abilities of composition and brevity
- It is opinion of the writer on some given topics in 4-5 paragraphs
- It has following components

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Components



- Structure
- Content
- Expression
- Grammar
- Argument

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Structure



- It is an over all arrangement of sentences and paragraphs in the essay. In simple words this is a way/plan in which different parts of an essay are combined together. It has three parts:
- Introduction
- Body
- Conclusion

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Content



Content is a compilation of information, ideas, stuff and messages that are translated into some kind of written material or an essay. **Furthermore; Valuable content is the focus of all successful writings.** *Followings are qualities of a good content;*

1. *Unquestionable*
2. *Must mention your source*
3. *Universal reputation*
4. *Definite knowledge*

Expression



- The style of writing, selection of words, combinations of phrases and clauses, construction of sentences and composition of paragraphs in an essay is called expression. It must have following qualities;

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1. Clear stance
2. Definite knowledge
3. Flawless expression
4. Expressive not impressive
5. Proper structure
6. Use of discourse markers, adjectives and synonyms
7. Valid arguments
8. Reasonable handwriting

Grammar



- Tenses
- Punctuation
- Spelling
- Narration
- Sentence construction

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Arguments



- An argument is an attempt to persuade someone of something, by giving reasons for accepting a particular conclusion as evident.
- Natural language, proper structure, beautiful and flawless expression, accurate content and correct grammar are the key for good arguments

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Key issues



- Poor Comprehension Abilities
- Lack of Composition skills
- Present simple tense (where to use s or es with verb of singular noun or pronoun)
- Difference between present perfect and simple past tense and continuous and perfect continuous tense
- Use of articles with countable and uncountable nouns
- Punctuation
- Long but faulty sentences due to excessive use of conjunctions

Translation



You will be asked to translate sentences/proverbs/paragraph into English. It has following steps:

1. Recognition of Tenses
2. Adequate vocabulary of Urdu and English
3. Translate sentences rather words
4. Translate the words according to reference in which they have been used.
5. Model Sentences
6. Conditional Sentences
7. Use of Present Simple for Future activities
8. Past Perfect Usage

Books



1. A communicative grammar of English by Leech & Svartik
2. A Practical English Grammar by Thomson & Martinet
3. A Comprehensive English Grammar for Foreign Students by (Longmans)
4. Modern English Vol. I & II by Rutherford
5. A University English Grammar by Longmans
6. Practical English Usage by Swan (OUP)
7. Exploring the world of English

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QUESTIONS & ANSWERS

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