BNEN202AET

Communication Skills in English - 2

B.A./B.Sc/B.Com (Hons.)

4 Year Programme

Second Semester (English)

Centre for Distance and Online Education

Maulana Azad National Urdu University

Hyderabad-32, Telangana-India

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ISBN : 978-81-990167-7-4
Course : Communication Skills in English - 2
First Edition : September 2025
Copies : 9000
Price : 70/- (The price of the book is included in admission fee of distance mode students)

Course Coordinator

Prof. Gulfishaan Habeeb, Professor of English, MANUU

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On behalf of the Registrar, Published by
Centre for Distance and Online Education
Maulana Azad National Urdu University
Gachibowli, Hyderabad-500032 (TG), India
*Director:*dir.dde@manuu.edu.in *Publication:*ddepublication@manuu.edu.in
Phone number: 040-23008314 Website: manuu.edu.in

CRC Prepared by Prof. Gulfishaan Habeeb, Professor of English, MANUU

Printed at : KARSHAK PRINT SOLUTIONS PRIVATE LIMITED, Hyderabad

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Proofreaders:

First: Dr. Saba Khatoon & Ms. Nausheen Ali

Second: Ms. Nausheen Ali & Ms. Saba Khatoon

Final: Dr. Shah Alam & Dr. S M Fasiullah

Title Page: Ibrahim Akram Siddique

Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament. It is a central university with NAAC Grade A+. The mandate of the university is: (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, there has been a dearth of course material in Urdu. Urdu University now has a repository of more than 350 books in Urdu and the number is increasing with each semester.

Urdu University considers it a privilege to be part of the national mission of providing material in mother tongue/home language as per the vision of NEP 2020. Further, the Urdu speaking community is no longer at a disadvantage in gaining updated knowledge and information in emerging areas or newer knowledge in existing fields due to non-availability of reading material in Urdu. The availability of content related to the above domains of knowledge has created new awareness of attaining knowledge that could significantly impact the intellectual growth of the Urdu knowing community.

To facilitate the teaching-learning process for the distance and online learners, the Centre for Distance and Online Education (CDOE) of the university ensures the preparation of self-learning material (SLM) in Urdu and the concerned language subjects.

MANUU makes available SLM to the students of Distance and Online Learning free of cost. The same is also available for sale at nominal cost to anyone interested in gaining knowledge through Urdu. To further provide access to learning, eSLM in Urdu/Hindi/English/Arabic is available for free download from the University website.

I am immensely pleased that due to the hard work of the concerned faculty and full cooperation of the writers, the process of publications of books for the FYUG B.A, B.Sc. and B.Com. has begun on a massive scale. To facilitate the students of Distance and Online Learning, the process of preparing and publication of Self Learning Material (SLM) is of paramount importance to the University. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Material and will fulfill the mandate of this University and justify our presence in this country.

With best wishes,

Prof. Syed Ainul Hasan
Vice Chancellor
MANUU, Hyderabad

Message

In the present era, distance education is recognized as a very effective and useful mode of education all over the world and a large number of people are benefiting from this mode of education. Maulana Azad National Urdu University also introduced the distance learning mode since its establishment in view of the educational needs of the Urdu speaking population. Maulana Azad National Urdu University started in 1998 with the Directorate of Distance Education and the regular programmes commenced from 2004, and subsequently various departments have been established.

The UGC has played a vital role in efficiently regulating the education system in the country. Various programs running under Open and Distance Learning (ODL) mode at Centre for Distance and Online Education (CDOE) are approved by UGC-DEB. The UGC-DEB has emphasized on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Since Maulana Azad National Urdu University functions as a dual-mode institution, offering both distance and conventional modes of learning, it develops in-house Self-Learning Materials (SLMs) to support its undergraduate and postgraduate programmes. These materials are structured into blocks and units in accordance with the credit distribution of each course and the guidelines prescribed by the UGC-DEB.

The Centre for Distance and Online Education (CDOE) offers a total of nineteen (19) programmes comprising of UG, PG, B.Ed., Diploma, and Certificate programmes. Along with this, programmes based on technical skills are also being started. The CDOE has now launched 4-year UG program for July 2025 as per the NEP-2020. The honours programs B.A., B.Sc. & B.Com are design as per the NCF and it will help students in pursuing honours degree. From the year 2025-2026, the MBA program is introduced in ODL mode.

A huge network of nine Regional Centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and six Sub-Regional Centers (Hyderabad, Lucknow, Jammu, Nooh, Varanasi, and Amravati) was established to facilitate the students. Apart from this, an extension center has also been established in Vijayawada. More than one hundred and sixty Learner Support Centres (LSCs) and twenty Programme Centres are run simultaneously under these Regional and Sub-Regional Centers to provide educational and administrative support to the students. The Centre for Distance and Online Education makes full use of ICT in its educational and administrative activities, and offers admission to all its programs through online mode only.

The soft copies of Self Learning Material (SLM) for students are made available on the website of the Centre for Distance and Online Education and the links of audio and video recordings are also made available on the website. In addition, facilities of E-mail and WhatsApp groups are being provided to the students through which the learners are informed about various aspects of the program such as course registration, assignments, counselling, examinations, etc. In addition to regular counseling, additional remedial online counseling is being provided from the last two years to improve the academic standards of the students.

It is expected that the Centre for Distance and Online Education will play a vital role to bring educationally and economically backward population into the mainstream of contemporary education. Changes are made in various programmes as per the New Education Policy (NEP-2020) in view of the educational needs and it is hoped that this will help in making the Open and Distance Learning system more efficient and effective.

Prof. Mohd. Razaullah Khan
Director, Centre for Distance and Online Education
MANUU, Hyderabad

Introduction to the Course

The course ***Communication Skills in English - 2*** **(BNEN202AET)** is prescribed as an ability enhancement course for the second semester undergraduate students in the 4YUG programme under NEP 2020. It aims at providing the students an insight into the basics of communication skills in English.

The basic function of language is communication. Oral and written communication skills in English need to be acquired by students so as to increase their employability in the global market. The syllabus designers have given due importance to both oral and written types of communication in this course. Keeping in mind the needs of Urdu medium learners, the University has made the course compulsory for all undergraduate students. The students will have two courses of two credits each dealing with English communication skills in the first and third semesters of the undergraduate program.

The course is divided into two blocks. Each block consists of four units. In the first semester, you were introduced to the sounds of English and phonetic transcription in Block 1. The second block dealt with conversational practice of greetings, thanking, apologizing, seeking help and making inquiries. In the second semester, the syllabus focuses on English phrases, idioms and common errors in Block I. The second block consists of various aspects of writing skills like sentence construction, paragraph writing, letter writing, emails and SMS.

In this SLM, under each unit the objectives, key points of the topic, learning outcomes, glossary and sample questions are given. At the end, a question paper is attached for giving you an idea of the pattern of the question paper.

It is hoped that the Self Learning Material (SLM) in your hand will be helpful in acquiring the basic communication skills in English with proper practice.

Prof. Gulfishaan Habeeb
Course Coordinator

Unit - 1: Phrases

Structure

1.0 Introduction
1.1 Objectives
1.2 Phrases
- **1.2.1** Types of Phrases
- **1.2.2** Common Phrases in the English Language
- **1.2.3** Importance of Phrases
- **1.2.4** Let Us Sum Up

1.3 Learning Outcomes
1.4 Glossary
1.5 Sample Questions
1.6 Suggested Learning Resources

1.0 Introduction

Phrases hold an important place in the English language. In order to improve our vocabulary, we need to learn phrases and idiomatic expressions. Phrases are an asset for English language users that can be used at various points in regular conversations. This Unit aims to acquaint you with the common phrases used in English language. The learner is given in-depth understanding of the meaning of a phrase, different types of phrases in the English language with appropriate examples to make the understanding clear with its practical usage. The Unit focuses on the usage of phrases in everyday language and for the better understanding of the language especially learners with English as second language.

A phrase is a group of correlated words that complement the framework of a sentence. It plays an important role in a sentence. It cannot stand alone as it does not have a subject and a verb.

Examples:

One of her friends has gone to London.

She gave me a box full of chocolates.

The girl in the black dress won the debate.

The underlined parts of the sentences given above (and below) are phrases. Read the underlined part only. Does it make any sense? No, it does not. Therefore, by standing alone, a phrase does not give a complete idea. Generally, it consists of articles, preposition or noun. e.g. on a chair, at the door, in a bucket, on the roof.

Examples:

They are standing on the roof.

He is drawing a picture on the wall.

The boy, in the blue shirt, won the match.

The teacher is writing on the black-board.

The pencils are kept in a box.

The kids, at the playground, were making a noise.

So, we can say a phrase is a part of a sentence. However, it is a group of related words lacking subject and verb.

Check your progress:

1. Why should phrases be used?

_____

2. Mention at least three phrases you know.

_____

_____

_____

1.1 Objectives

The objectives of this Unit are to:

- know the usage and expression of phrases
- understand the meaning of structures in English language
- recognize grammatical structures in written and oral form
- be familiar with different type of phrases
- improve competency of English language learners thereby improving their vocabulary

1.2 Phrases

In everyday communication, phrases are commonly used. A phrase comprises multiple words which work together to perform a single function. Phrases are used as a part of a sentence. e.g. very sad, at dinner etc. Depending upon their role in a sentence, phrases are classified into many types like Noun phrase, Adjective phrase, Appositive phrase, Adverb phrase, Gerund phrase, Infinite phrase, Verb phrase, Prepositional phrase, Participial phrase and Absolute phrase etc.

In the English language, a sentence comprises of various parts that are arranged in a specific manner to give a complete meaning. Each part serves its relative purpose to make sense. Therefore, it is important to understand the purpose and role of each part to have a better understanding of English language. A phrase is often confused with a clause and sometimes with an idiom. In the Unit, we will discuss in detail about phrases that form an important element of sentence building in the English language.

In the English language, a phrase can be defined as a group of words that form a part of a sentence as a single grammatical unit to give a complete meaning. A phrase does not contain a subject and finite verb. A phrase cannot give any meaning standing on its own. It is a part of a sentence that gives complete meaning.

Examples:

1) The sun rises <u>in the east</u>.

2) Sohan has a bracelet <u>of silver</u>.

3) Geetika lives <u>in Delhi</u>.

In the above examples, ‘in the east’, ‘of silver’ and ‘in Delhi’ are phrases.

Check your progress:

1. What is a phrase?

_____

2. What are some of the types of phrases?

_____

3. What is the use of phrases?

_____

1.2.1 Types of Phrases:

A phrase is different from a clause as it does not have a subject and a verb while dependent and independent clauses both contain a subject and a verb. It is to be noted that a phrase can be present within a clause, but a phrase cannot have a clause in it. A phrase can take

the role of a noun, a verb, or a modifier in a sentence which depends on the headword in that phrase. Based on the nature of modifier we have different types of phrases in the English language which are as follows:

a) Noun phrase
b) Verb phrase
c) Adjective phrase
d) Adverbial phrase
e) Prepositional phrase

Noun Phrase:

A phrase that performs the function of a noun or acts like a noun in a sentence is called a noun phrase. It is built around a single noun (headword) and other related words usually modifiers and determiners which are present before or after the noun.

Examples:

1) *We like to watch romantic movies.*
2) *He is wearing a nice white shirt.*
3) *The girl with the glasses is laughing.*

Verb Phrase:

A verb phrase in a sentence is a phrase that acts like a verb. It is the combination of main verb and its auxiliaries.

Examples:

1) *Shailaja is eating a banana.*
2) *Haleema has been living in London.*
3) *Abdullah has finished his work.*

Adjective Phrase

A combination of words that performs the role of an adjective in a sentence is called an adjective phrase. It gives additional information about the noun or pronoun in a sentence.

Examples:

1) *Madiha is wearing a nice red dress.*
2) *She bought a necklace made of gold.*
3) *Rina gave me a box full of chocolates on my birthday.*

Adverbial Phrase:

An Adverbial phrase is a combination of words which gives additional details about the meaning of a verb or an adjective or another adverb, i.e., which acts like an adverb in a sentence.

Examples:

1) *Seema ran at a great speed.*
2) *Rohan buys many books every month.*
3) *We must finish our work before the period gets over.*

Prepositional Phrase:

A group of words which consists of a preposition; object of preposition and sometimes other modifiers is a prepositional phrase in a sentence. It is to be noted that a prepositional phrase starts with a preposition and ends with the object of preposition (noun/pronoun).

Examples:

1) *She sat in the room.*
2) *Raheem was standing at the door.*
3) *Arshad kept his books on the table.*

Infinitive Phrase:

It includes multi-words that start with infinitive (to+ base form of verb) or we can say a phrase in which infinitive 'to' is alongside with verb. It functions as noun, adverb or adjective in a sentence.

Examples:

The monkey danced to entertain the public.

The NGO made a plan to help the needy people.

She likes to play music.

I like to walk in the rain.

Gerund Phrase:

It refers to the use of gerund i.e. a verb that ends with 'ing'. It functions as a noun in a sentence.

Examples:

Getting up late is a bad habit.

I enjoy listening to the radio.

She started writing a novel.

Participial Phrase:

It refers to an adjective constituted from verb. It consists of 'ing' participle (present) and 'ed' participle (past) and other related words.

Examples:

A sleeping dog should not be disturbed.

I noticed a crying child in the room.

It is a well drafted plan.

Absolute Phrase:

It comprises of participial phrases, noun or pronoun and other related words. It usually alters the rest of the sentence. It is often spaced by putting a comma in a sentence. These phrases usually appear as complete sentences.

Examples:

She walked, holding a gift in her hands, with her mother.

The boy watched, his hands shivering in the cold, as the train left the platform.

Looking through a telescope, a man discovered big stars.

She looks very beautiful, her smile expressing joy.

Appositive Phrase:

An appositive phrase is a noun or noun phrase that functions as a noun and renames other noun(s). It can be a short or a long sequence of words. It usually comes before a noun or follows a noun. It can appear at the beginning, middle or end of the sentence.

Examples:

The insect, a caterpillar, is crawling across the garden.

The insect, a large caterpillar, is crawling across the garden.

The insect, a large caterpillar with thin legs, is crawling across the garden.

There are two types of appositive phrases. These are: Essential Appositive Phrases and Non-Essential Appositive Phrases

Essential Appositive Phrases:

The essential appositive phrases provide information to identify a noun or pronoun or we can say it gives such information about a noun or pronoun to make it more meaningful. e.g. *The artist Emily produced over 30 albums during her career in the music industry*.

Non-Essential Appositive Phrases:

The non-essential appositive phrases give extra information about a noun or a pronoun that does not add any value. Commas are mostly used in non-essential phrases. E.g. *Chandra, the teacher on duty, teaches English*.

Check your progress:

1. What is a verb phrase?

_____

2. What is a noun phrase?

_____

1.2.2 Common Phrases in the English Language:

In the English language, a phrase is often a group of memorable words and the meaning of the words is not clear from the words contained in the phrase unless used in a sentence.

Given below are few examples of phrases used in the English language:

1) **To be dead against** - to be completely against something

   Eg. My parents are dead against drugs.

2) **To be accompanied by** - to be in company with

   Eg. Siya was accompanied by her brother.

3) **To be taken aback** - to be shocked

   Eg. *Rohan was taken aback when he was caught stealing.*

4) **To be above board** - to be honest and fair

   Eg. *A person must learn to live his life above board.*

5) **To be adept at** - to be expert in

   Eg. *A musician must be adept at using the musical instruments.*

6) **To be brewing** - to grow, to emerge

   Eg. *Many food stalls are brewing in our locality.*

7) **To be all ears** - to listen carefully and attentively

   Eg. *Shafi was all ears during the lecture.*

8) **To be one's own man** - to take one's own decisions

   Eg. *An honest man is always his own man.*

9) **To be indebted to** - to be grateful

   Eg. *Ahmed is indebted to his friend to helping him get a job.*

10) **To be at one's wit's end** - to be confused

Eg. *Radhika was at her wit's end when she lost her phone.*

11) **To be foiled in** - to be unsuccessful in

Eg. *The mob was foiled in the attempt to enter the gate.*

12) **To be exonerated from** - to be freed from

Eg. *The court exonerated Shami from the alleged crime.*

13) **To be cocksure** - to be very sure

Eg. *Aman is cocksure to excel in the examination.*

14) **To have finger in the pie** - to interfere in other's matter

Eg. *Some people have the habit of having their fingers in everybody's pie.*

15) **By far** - unquestionably

Eg. Dr. *APJ Abdul Kalam was by far the most popular President of India.*

16) **Law abiding** - following the laws

Eg. *People in Europe are law abiding citizens.*

17) **Put on a long face** - to look unhappy and serious

Eg. *She had put on a long face after the results.*

18) **With an eye to something** - with a special interest and aim

Eg. *Some organizations give aid to people with an eye on self-interest.*

19) **Yellow livered** - cowardly

Eg. *A yellow livered person has no courage to speak in public.*

20) **Elixir of life** - a drug for long healthy life

Eg. *Green tea with herbs is the elixir of life.*

21) **To be at odds with someone** - to disagree

Eg. Raheem and Sohail are at odds with one another.

22) **Pull through** - survive in difficult situation

Eg. *Seema managed to pull through two surgeries.*

23) **A fire in one's belly** - to be enthusiastic

Eg. *Many social workers have fire in their bellies to reform society.*

24) **To cover one's track** - to hide evidence

Eg. *The murderer returned to the crime scene to cover his tracks.*

25) **Bring about** - to make it happen

Eg. *The UN tries to bring about peace in the world.*

26) **To pine for** - to grieve for; to long for

Eg. *Many influencers pine for social media publicity.*

27) **Deep seated** - established some time ago

Eg. *Ravi has deep seated animosity for his boss.*

28) **Dirt cheap** - very cheap

Eg. *He could buy the car dirt cheap.*

29) **All the rage** - very popular

Eg. *DJs are all the rage in festive seasons.*

30) **Break of day** - in the early morning

Eg. *Riya arrived at my home at the break of day.*

31) **Wheels within wheels** - complications within complications

Eg. *The murder case had wheels within wheels.*

32) **Teething troubles** - problems in early stage

Eg. *Every start-up has to face teething troubles.*

33) **A trump card** - an important possession.

Eg. *He kept his trump card hidden till the end.*

34) **In full swing** - in full operation

Eg. *The factory is working in full swing to meet the festival demand.*

35) **On patrol** - on security watch

Eg. *The police was on patrol to avoid any criminal activity in the area*.

36) **Twinkling of an eye** - in no time

Eg. *The bullet hit the target in the twinkling of an eye.*

37) **A gravy train** - easy way to make money

Eg. *These days selling flowers is a gravy train.*

38) **The icing on the cake** - additional good happening

Eg. *Shaila's passing the exam with the first rank is the icing on the cake.*

39) **A slow coach** - a lazy person

Eg. *A slow coach does not succeed.*

40) **Without rhyme and reason** - meaningless

Eg.*The child was crying for without rhyme and reason.*

Check your progress:

Underline the phrase in the following sentences

1. Every start-up had to face teething troubles.

2. The police was on patrol to avoid any criminal activity in the area.

3. Clever people have a habit of having their fingers in everybody's pie.

1.2.3 Importance of Phrases:

Every language has its own phrases and expression and it must be noted that the English language has many phrases that are useful for efficient communication. That is why we gathered some of the common English phrases in the preceding section with an intention that you will understand their meaning and usage.

The English language is unique and unpredictable and most part of the language is made of phrases. Phrases hold a special place in the language. They enhance vocabulary. The more of the language you learn, the less it will make sense to learn single words - you will be learning synonyms, so you need to be sure of the context of every word you learn. So, phrases and combinations should be learned by all possible means.

1.2.4 Let Us Sum Up:

Dear Learners, by now you must have got a good hold on the common phrases used in English language and how to use them in sentence building. It is only through practice and more reading that you will be able to have a command over the language. The more you read, the more comfortable you will be in deciding the right phrase and using it in a proper manner in a sentence. Now let us move to exam-oriented questions for its better understanding.

Exercises

1. **Identify the type of phrases in the following sentences:**
   - i) Yesterday, we met *in the park*.
   - ii) I hope *to win the first prize*.
   - iii) The boy denied *stealing the money*.
   - iv) The match will start *after the lunch break*.
   - v) They *were playing cricket*.
   - vi) Mohan *is taking his child to school*.
   - vii) Rishika is *a well- behaved girl*.
   - viii) Ahmad works *very fast.*
   - ix) *Reading books* is a good habit.
   - x) Everybody *applauded for him*.
2. **Make appropriate sentences using the phrases given below:**
   - **i)** A man of action

ii) The rising generation

iii) To burst into

iv) To move away

v) To drop into slumber

vi) To give currency to

vii) An open letter

viii) To shrug off

ix) Bring to bear

x) Hard pressed

3. Write the meaning of the phrases and make sentences using the phrases given below:

i) Cut out

ii) Look on

iii) Set off

iv) Turn in

v) Put through

vi) Keep up with

vii) Get through

viii) Do up

ix) Come across

x) Turn up

1.3 Learning Outcomes

By the end of this Unit, you should be able to:

- understand the usage of common phrases in English language
- enhance your language learning ability
- be familiar with the phrases used in English language
- know the meanings of English phrases
- improve basic communication skills

Note: You are encouraged to consult the Course Coordinator/Academic Counselor for an exhaustive list of phrases in common use.

1.4 Glossary

Linguist: An expert of many languages

Linguistics: The scientific study of language

Correlated: Linked, connected

Acquaint: Familiarise

Combination: Made of multiple things

Modify: To change

Communicate: Talk, transfer

Common: Frequently used

1.5 Sample Questions

1.5.1 Objective Questions:

Identify the various phrases in the following sentences:

1. We like to watch romantic movies.
   (a) We like
   (b) To watch
   (c) None
   (d) Both
2. Sheela is eating a banana.
   (a) Sheela is
   (b) Eating a banana
   (c) Both
   (d) None
3. She bought a necklace made of gold.
   (a) She bought
   (b) A necklace
   (c) Both
   (d) None
4. Seema ran with a great speed.
   (a) Seema ran

(b) Great speed

(c) Both

(d) None

5. She sat in the room.

(a) She sat

(b) In the room

(c) Both

(d) None

6. She enjoys *to play* the music.

(a) She enjoys

(b) To play

(c) Both

(d) None

7. *Getting* up late is a bad habit.

(a) Getting up

(b) Bad habit

(c) Both

(d) None

8. *The insect, a caterpillar*, is crawling across the garden.

(a) A caterpillar

(b) The Insect

(c) Both

(d) None

9. The boy watched his hands shivering in the cold.

(a) The boy watched

(b) Shivering in the cold

(c) Both

(d) None

10. A sleeping dog.

(a) A sleeping dog

(b) Dog

(c) Both

(d) None

1.5.2 Short Answer Questions:

1. Write a brief note on the importance of phrases.
2. Define a phrase. Give five examples.
3. Define an appositive phrase with two examples.
4. How do you identify participial phrase in a sentence? Give examples.
5. What is a noun phrase? Give examples.

1.5.3 Long Answer Questions:

1. What are various types of phrases? Discuss them in detail.
2. How would you speak phrases fluently? Give some examples based on your day to day life?
3. Differentiate between Prepositional phrase and Adverb phrase with some examples?

1.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.
2. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.
3. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 2: Idioms

Structure

2.0 Introduction
2.1 Objectives
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2.0 Introduction

Dear Learners, we live in a world where almost 6000 languages are spoken across the globe. Therefore, to know the variety of languages is interesting. We all know that the differences and similarities can really help us enlighten the study of language. This modern world of science and technology has helped us advance in every aspect of life. The truth is that we want to be polished in every sphere of life, therefore, we want language part to be fine and expressive too. We want to be apt and precise in our expression, but how do we do that! We can do so by using idioms and phrases to convey our message in an effective manner.

2.1 Objectives

The objectives of this Unit are to:

- provide an understanding of idioms
- provide an insight into various types of idioms
- explore the usage and expression of idioms, their linguistic composition
- learn the importance of idioms
- famaliarize you with idiomatic expressions and their usage

2.2 Idioms

Idiom refers to a group of words which has special meaning that is different from the meaning of the separate words comprising it. In other words, it is an expression that does not mean exactly what the words say. *Webster's Dictionary* defines an idiom as "an expression whose meaning cannot be predicted from the usual meaning of its constituents." The meaning conveyed through an idiom is not the literal meaning.

Idioms play an important role in our social life. As idiomatic expressions are frequently used both in spoken and written language, they play an important role in vocabulary acquisition and language learning. In this Unit, we will explore idioms with a focus on **denotative** versus **connotative** or the **metaphorical** translation or interpretation. 'Denotative' means the literal meaning while 'Connotative' refers to the hidden meaning or the meaning beyond the apparent or surface one. Let us understand it through certain illustrations. We shall start with the following examples:

At a stone's throw

*Our university is **at a stone's throw** from the market.*

At an arm's length

Now read this idiom in the following sentence:

*Samiya does not trust her friend, therefore, she keeps her **at an arm's length.***

What is the first impression that you get after you read the two highlighted idioms in the above sentences**?** Do you think that the university is near or close to the market? Do you think Samiya kept her friend close or far away?

Now let us understand the connotative meaning of both the idioms. When you say **at a stone's throw,** apparently it looks this might mean "**far away**" because we create impression that we can throw stone with our power to the farthest place and that is where the sense of 'far away' comes to our mind. No absolutely not, it is in fact the other way round or vice versa, **at a stone's throw** means living very '**near to the place**.' So when we say, "Our university is at a stone's throw from the market," we actually mean to say that it is near the market or very close to the market.

Similarly, when you say "**at an arm's length**" we do not mean the close proximity of arm with the body. It means to maintain distance from a particular person or place, not going

close to that object. Therefore, when we say "Samiya does not trust her friend, therefore, she kept her **at an arm's length**," it means, Samiya distanced herself from her friend.

Dear Learners, therefore, the connotation of the idiom "**at a stone's throw**" means **being very close** and "**at an arm's length"** means **keeping oneself away from something**.

Check your Progress:

1. What is an idiom?

_____

2. Give two examples of idiom.

_____

There are so many other idioms in English language which mean something but they connote different meaning.

(i) **an early bird** (someone who gets up early in the morning)

My mother has been an early bird all her life.

(ii) **snake in the grass** (a hidden enemy)

She is a snake in the grass, while pretending to be your friend, she was defaming you behind your back.

(iii) **hold your horses** (be tolerant)

In order to control your anger hold your horses.

(iv**) in the same boat** (same position)

At the end of the day we are all in the same boat.

(v) **loose cannon** (unpredictable)

Mr. Peter is a loose cannon.

(vi) **over head and ears** (deeply plunged)

He is over head and ears in love with her.

Check your Progress:

1. What is an idiom?

_____

2. What does *snake in the grass* mean?

_____

2.2.1 Expression of Idioms:

Language is rooted in culture. It serves as an instrument to express our opinions, feelings, ideas or share information. Is it possible to communicate or express meaning without idiom?

Well, maybe, but the probability of channels is very less. In this Unit we will try to analyze some of the expressions and see variety of meaning. We shall also look at how the same idioms are used differently across different cultures. Here is the list of some expressions. We shall study the idiomatic use of each expression.

1. Completing an action at the present time can help avoid future trouble
2. Solve two problems with one solution
3. Perform an action too quickly
4. Suddenly
5. Looking for the answer in the wrong place
6. A great invention
7. The full extent; the whole thing
8. Be skeptical of something
9. Very happy
10. Feel sick
11. An action involving more than one person
12. Tell a secret
13. Agree about something
14. It is your turn
15. Does not happen often
16. That's easy

Expression 1 "Completing an action at the present time can help avoid future trouble."

This idea is expressed in English with the idiom, "**A stitch in time saves nine**." Interestingly this idiom yields different expression in *Korean* and *Chinese* languages, both of these languages contain metaphors that are based on agriculture. For example, in *Korean* expression it is used like: "**What can be stopped with a short hoe must be done with a shovel later**" while the *Chinese* expression is: "**If you don't repair the small hole, you will suffer on a big hole**"

Expression 2 "Solve two problems with one solution"

This statement can be expressed with the idiom: "**Kill two birds with one stone.**"

Expression 3 "Perform an action too quickly"

The English idiom that is used to convey the meaning of the above statement is: "**Jump the gun.**" However, this expression with an intention to convey the same meaning stands out in *Arabic* and *Thai* with a focus on 'Violence'. In *Arabic* it refers to a rocket while in *Thai* it refers to a knife.'

Expression 4 "Suddenly"

In English this expression is conveyed through the idiom, "**On the spur of the moment.**" Another example of an idiom to express 'suddenly' is **"Out of the blue."** Amusingly in *Korean* and *Thai* the idioms that are used in these two languages have to do something with 'eye'. The *Korean* idiom expression for 'suddenly' is **"in the blink of an eye."** Thai say "**in a matter of flash."**

Expression 5 "Looking for the answer in the wrong place"

In English the idiom that is used to express this statement is "**Barking up the wrong tree.**" The expression points towards asking a blacksmith to treat a cancer patient. This is not a suitable job for blacksmith. This expression tells us about the manual labour.

Expression 6 "A great invention"

We use the idiom "**Best thing since sliced bread**" to convey the meaning of this idea. The example used in the English idiom points to a common household food, rather than something unique. However, in *German* the same idea is conveyed with the idiom "**that is yoke from the egg.**" This expression refers to something better than an ordinary or a common thing or simply a new innovation.

Expression 7 "The full extent; the whole thing"

In English the idiom "**the whole nine yards**" conveys this meaning. However, in *Arabic,* the expression is violent. The phrase "**the killing level**" is used.

Expression 8 "Be skeptical of something"

The English expression that is used to convey the meaning of the above statement is "**Take it with a grain of salt.**" The idioms used to convey this meaning across languages vary in interesting ways. The *German* idiom refers to **feeling for a fake tooth**; The *Korean* expression involves a **street pharmacy**. The *Arabic* phrase involves **prioritizing safety over danger**.

Expression 9 "Very happy"

The idea in English is generally expressed through the idiom "**On cloud nine**." It is suggestive of universal happiness. One of the *Chinese* idioms used to express this sense of

happiness is "**Dancing with hands and feet**." This idiom creates a visual impression on the mind of the readers.

Expression 10 "Feel sick"

The English idiom "**Feel under the weather**" refers to this idea.

Expression 11 "An action involving more than one person"

This idea is expressed differently in different cultures. In English we say "**It takes two to tango**" while as *Nepali, Chinese* and *Korean* say it with the reference to the act of "clapping." The *Thai* expression is "**Water and Boat, Tiger and Forest.**"

Expression 12 "Tell a secret"

This concept is expressed in English as "**Let the cat out of the bag.**" In *Nepali,* the idiom refers to leaking water—an image that many people will quickly understand, depending on how they access water. Remember this expression is conveyed by another idiom "**Spill the beans**" which means to reveal the secret.

Expression 13 "Agree about something**"**

The idioms that are used to convey this idea focus on the importance of body across universal languages. In English, the idiom "**see eye to eye**" is used to convey the meaning of the above expression. In *Korean,*the idiom is "**heart to heart**". In *Chinese,* the expression is, "**head is nodding, heart is admiring."**

Expression 14 "It is your turn"

The idiom that generally conveys the idea of this expression is, "**the ball is in your court.**"

Expression 15 "Does not happen often"

We use "**once in a blue moon"** as an idiom to convey this expression.

Expression 16 "That's easy"

The figurative expressions to convey this idea express variety, but almost all expressions refer to food. The English idiom used for this expression is "**That's a piece of cake**." **"It's a cake-walk"** is another idiomatic expression.

Check your Progress:

1. What does the expression to **spill the beans** mean?

   _____

2. **Looking for the answer in the wrong place** is an expression which is best expressed by the idiom_____

3. The idea "**Completing an action at the present time can help avoid future trouble**" is expressed in English through which idiom_____

2.2.2 Types of Idioms:

English idioms play an important role in everyday conversation. In order to know about various idioms, Palmer in his book *Semantic: A New Outline* (1976) divided idioms into three types: phrasal verb, prepositional phrase and partial idiom.

Phrasal verb:

A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. Basically, their meaning is not apparent from the meanings of the individual words themselves. e.g. *Muneer always **looks down** on Saba.* (Looks down does not mean to look down someone from the top of something to anything or anyone which is below you. It means that you think you are better than the other person).

Phrasal verbs are transitive (they have an object) as well as intransitive (they lack an object). For example:

*When the phone is opened, it **sets off** an alarm*. (Transitive)

*The Panchayat was **called upon** to resolve the fight.* (Transitive)

*She **broke up** with her friend two years ago.* (Intransitive)

*She **pulled up** outside.* (intransitive)

Phrasal verbs are generally stressed. e.g He took the **hat off** or The airplane **took off**. Phrasal verbs are also often separated by nouns and pronouns. For example, put your coat on.

Prepositional verb:

A prepositional verb is a group of multi-words that combines a verb and a preposition to make a new verb with a clear meaning or a prepositional verb is a verb that is followed by a preposition. Some common examples are **'look after'** which means **care,** '**go for'** which means **attack** and **'worry about'** which means to **feel concerned** about someone or something. Other examples are: 'He is waiting for her.' 'She is suffering from cold.' Prepositional verbs cannot stand uniquely; they need to be followed by a complete sentence. Prepositional verbs are generally transitive. They have an object. Prepositional verbs are generally unstressed e.g. 'We knocked on the door.' Prepositional verbs cannot be separated. The two words must remain together. Prepositional verbs must have an object in the sentence.

Few examples are:

*She is **looking at** the star.*

*He is **suffering from** fever.*

Partial idiom:

Partial idiom is an idiom in which one of the words has its common meaning; the other has a meaning that is unusual to the specific sequence.

For example, 'in black shoes' which refers to shoes, but not shoes that is black in strict color terms. Other examples are 'scarlet women', 'hard time', 'the cold chill of winter', 'sparkling eyes', 'storm soaked in her eyes'.

Check you Progress:

1. What is a phrasal verb?

_____

2. What is a partial idiom?

_____

2.2.3 Classification of the Idioms on the Basis of Environment:

Idioms may be classified based on their subject of use as in the following:

Social relations: are defined as those which work through a person in relation with his family, experiences, feelings, etc. For example: **Been through the wars**.

Geographical: are defined as those, which are related with nature. For example: **Clear the air**.

Literature: are defined as those that are based on the heroic poems, literary texts, historical characters, fiction, culture etc. For example: **The World is my Oyster** from Shakespeare's play *The Merry Wives of Windsor*.

Proverbial: Some proverbs are used on a great extent, the shorter portion of it is used as an idiom. These are specifically called as Proverbial Idioms. For example, **A dog is a man's best friend.**

Analogical Idioms: Some idioms are produced analogically that means two different things are compared to each other. For example, **He is drowning in work**.

Parody Idioms: These idioms are primarily used in journalism, which are then adapted according to the context. This is done to get the attention of the readers. For example, **A laughing stock.**

2.2.4 Importance of Idioms:

Every language has idioms. One can choose either to use or to exclude them. The use of idioms is not necessary and their structure is complicated. However, they hold a special place in the English language. They show a mentality which represents a great stock by worldly success

and wisdom. Few of them have a relation to things virtuous or sacred. Most are of great historic period and venerate not only words, which have now become disused, but also hold the knowledge of life. As idioms are affected by the culture, learning idioms can lead to different levels of imagination of that culture and fluency of language. Idioms also establish connections between native speakers and non-native speakers. It can improve various aspects of education. Students can easily tackle language of different countries.

Check your progress:

Mention five idioms and use them in your sentences**.**

1_____

_____

2_____

_____

3_____

_____

4_____

_____

5_____

_____

2.3 Learning Outcomes

In this Unit, we discussed the types, expression and importance of idioms and how they are used. By the end of this Unit, you should be able to understand the difference between literal and figurative meaning. You are encouraged to consult the Course Coordinator/Academic Counselor for exhaustive list of idioms in common use.

2.4 Glossary

Figurative: Imaginative meaning, not literal

Metaphorical: Expressing one thing in terms of other or non-literal

Lexical: Relating to words or dictionaries

Acquisition: Assuming or acquiring something

Linguistic: Scientific study of language or related to language

Fabricate: Invent or construct

Solely: Alone

Gregarious: To form a group with others of same species

Taciturnity: Referring to quality in people who do not talk much or reserved people

Intellectual: A wise person

Virtuous: Moral or pious

Colligation: Conjunction or union

Venerate: Respect or value

Tackle: Deal or accept as challenge

Fluency: Smoothness or skilfulness in writing or speaking

Effectively: Done in a powerful manner

2.5 Sample Questions

2.5.1 Objective Questions:

1. Select the alternative which is closer to the meaning of the given idiom?

‘The world is my oyster'

(a) World is full of possibilities.

(b) World is full of difficulties.

(c) World is full of second chances.

(d) World is full of praises.

2. From which Frech word is ‘idiom’ derived?

(a) Idiome

(b) Idiomat

(c) Idioma

(d) Idiomi

3. ‘Snake in the grass' means _____.

(a) Hidden enemy

(b) Hidden snake

(c) Dangerous

(d) Hidden animal

4. What does the phrase *look after* mean?

(a) To run away

(b) To take care

(c) To plead

(d) To provoke

5. Which idiom expresses the idea of "Feel Sick"

(a) Wet behind the ears

(b) A narrow escape

(c) **Feel under the weather**

(d) None of the above

6. According to Palmer how many types of idioms are there.

(a) 2

(b) 3

(c) 4

(d) 5

7. The Panchayat was **called upon** to resolve the fight, the bold phrase in the sentence means?

(a) Summoned

(b) Cancelled

(c) Postponed

(d) None of the above

8. The idiom "On the spur of the moment" means

(a) To do something suddenly

(b) To concentrate on something

(c) To shout at someone

(d) None of the above

9. If I have to say 'I am very happy'; which idiom, discussed in the unit, possibly fits the expression?

(a) On cloud 9

(b) Razor's edge

(c) Narrow escape

(d) None

10. Which idiomatic expression means dearest person?

(a) Apple of my eyes

(b) Apple of discord

(c) None

(d) Both

2.5.2 Short Answer Questions:

1. What is an idiom?
2. Why are idioms important for conversation?
3. Mention at the least five idioms that you have learned from this unit.
4. What are the various types of idioms?
5. Write five idioms based on fruits.

2.5.3 Long Answer Questions:

1. What are idioms? On what basis can idioms be classified?
2. Discuss the importance of idioms with examples.
3. Take any ten idioms that you have learned from the Unit and use them in your own sentences.

2.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.

2. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.

3. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 3: Words often Confused

Structure

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3.0 Introduction

Dear Learners, we know that the essence of any language comes from its vocabulary. Words constitute the core element of the English language. Some English words create confusion among the writers because these words share same sound or meaning, or even spelling with another word. These words are commonly known as confusing words. The precise meaning of each word must be understood to convey the intended meaning. The tone of the meaning of a word changes from one context to another. Students may mistake one tone of meaning for the other which leads to disharmony between the intended meaning and actual idea. We need to understand words in a systematic way and their origin, expansion, and other functions. You need to make sure that the word is the similar one that has the meaning you intended, so as not to confuse the reader. A word has both form and function. In speech communication, the sound plays the role of a form while in writing its form is spelling.

3.1 Objectives

The objectives of this Unit are to:

- realize the importance of precise meaning
- recognize the correct spelling
- understand the difference in words and their usage in its form and function
- enrich your vocabulary for practical use
- Improve your vocabulary

3.2 Words often Confused

There are many words in English which may cause confusion to new learners. There are some words which are very similar in sound but different in meaning and spelling (Eg. example right, write). There are also some words with similar spelling and sound but different in meaning (Eg. insect-cricket). There is a third category of words which have different sounds and meaning but same spelling (Eg. content). These word sets can be of great confusion. Let us start with the basics.

The words which sound almost similar but vary in spelling and meanings are called **homophones.**

A **homonym** is a word that has same spelling and sound but differs only in meaning.

A **homograph** is a word that has the same spelling as of another word but has a different sound and a meaning:

Let us understand them in detail through some examples given in the respective tables.

In fact, it is quite trickier to learn all these. Let us explore them in a lucid manner.

	Meaning	Spelling	Pronunciation	Example
Homophones	X	X	✓	I/eye
Homonyms	X	✓	✓	plant/plant
Homographs	X	✓	X	object/object

3.2.1 Homonyms:

Word	Meaning	Example
Cricket (n)	A game	Cricket is an outdoor game.
Cricket (n)	An insect	Cricket's sound is too annoying.
Bar (n)	A rod	He won a gold bar in the lottery.
Bar (v)	To prevent something	He was barred from entering into the examination hall.
Cross (n)	A mark formed by two intersecting lines	A cross is considered as religious symbol for Christians.
Cross (v)	Going across/beyond	She is crossing her limits.
Fare (n)	Travel cost	I was charged double fare because of the pandemic.
Fear (n)	Afraid of something	He is afraid of crackers.
Light(adj.)	Something gentle	Mr. Rao always lightens his clients when they come to get his advice.
Light (n)	A source of illumination	The light in the room is very bright.
March (n)	Public event	They are planning a huge march for the Independence Day.
March (n)	Third month of a year	Annual day function was conducted in March.
Part (n)	Not all but some portion of a thing	A part of my salmon fish isn't cooked well.
Part (n)	Separate piece	Mini pizza is divided into four parts.
Plant (n)	A living thing grows from the mother earth	Tulsi plant is considered as the greatest herb in Ayurveda.
Plant (v)	To put something	He planted a farm house nearby his home.
Saw (n)	A cutting tool used for wood	A Woodcutter cut the tree with his silver saw.
Saw (v)	Past form of *see*	They saw a horrible accident on the MG road.

Lie (n)	To tell something which is not true	Adolescents often lie to their teachers.
Lie (v)	To relax in a supine position on bed	I was lying on the bed when you made a call.
Produce(n)	Agriculture/dairy/fresh produce	This year's rice produce has been enormous.
Produce(v)	Bring out something/result	CID investigation failed to produce any evidence.

3.2.2 Homophones:

Word	Meaning	Example
But (prep)	Indicates other thing apart	He is good at cricket but bad at football.
Butt (n)	The thicker end of some tool, a person's buttocks	Squats is a good exercise for butts.
Pain (n)	Unpleasant and uncomfortable sensation	She is suffering from tooth pain.
Pane (n)	A piece or section/side of something	Customers order food looking at a glass pane on which menu is inscribed.
Practice (n)	To get trained, engaged in work repeatedly to develop proficiency	I often practiced calligraphy for three hours every day.
Practise (v)	Able to perform	He practised artificial intelligence in UK but got settled in Mexico.
Allowed (v)	Permitted	Principal allowed him to write his exam after clearing the dues.
Aloud (v)	Clearly heard	She read her speech aloud in front of the audience.
Advice (n)	Recommending something politely	Her instructor gave her timely advice on the weightlifting training.
Advise (v)	Inform something formally	We advised her not to lift more than 50kgs.
Bored (adj.)	Feeling uninterested or tired of something	He is bored of his daily tasks of marketing.

Board (n)	A flat surface used for writing or to put some notice	My students write beautiful quotes on the board about life every day.
Cell (n)	A room in a prison, Basic unit of all living organisms	Researchers have found a new cell in combating covid-19.
Sell (v)	An act of giving and taking through money	He sold his Ferrari at a cheaper price which cost him to pay through his nose.
Maid (n)	A female servant	I hired a maid to look after my baby.
Made (v)	Past participle “make”	Our chef made world’s largest pizza to enter into the Guinness book of World Records.
Ascent (n)	A climb or walk to higher position	He began a long ascent to the Mt. Everest
Assent (v)	Approval	They want the PM’s assent on the bill
Peace (n)	Tranquillity	Meena wants peace in every sphere of life.
Piece (n)	A part of something	I have an important piece of work related to documentation tomorrow.
Stationary(adj.)	No movement	There are many stationary objects in the universe.
Stationery (n)	Office materials like books, files, pins etc.	Our University is providing stationery for new artists.

3.2.3 Homographs:

Word	Meaning	Example	Pronunciation
Wind (n)	Air currents	A gentle wind blew her hair into her face.	/wɪnd/
Wind (v)	To expose to the air or twine repeatedly some object	She winds her clock every morning.	/waɪnd/
Minute (n)	Related to time	I walk 20 minutes every day.	/ˈmɪn.ɪt/
Minute (adj.)	Tiny object or particles	Bacteria are minute organisms.	/ (maɪˈnju:t) /

Live (n)	To have life/shelter	The US President lives in the Whitehouse.	/ lɪv /
Live(adj.)	Real time performance	Bigboss is a live program.	[lahyv]
Present(n)	Related to present time	The waiter is present with the menu.	/ˈprɛzənt /
Present(adj.)(v)	To bring or offer ceremonially	He presented her his poetry book.	/prɪˈzɛnt/
Record(n)	A vinyl disc	Keep a record of your incurring life events.	/ˈrɛkərd /
Record (v)	note down	You may record this lecture.	/rɪˈkɔrd/
Project (n)	Assignment	Students are asked to complete their projects in the stipulated time.	/ˈprɒdʒɛkt/
Project (v)	Protrude	Radioactive waves project harmful radiation.	/prəˈdʒɛkt /
Refill (n)	Top-up	The process of refilling will start next week.	/ˈri ˌfɪl /
Refill (v)	Replenish	Librarian will bring an ink-bottle to refill your calligraphy pen when needed.	/riˈfɪl /
Can (n)	A cylindrical box	Tuna fish are sold in cans.	/ kæn/
Can (v)	Ability	She can play baseball but not volleyball.	/ kæn/ Unstressed

3.2.4 Puzzle Words:

As you know, there is a spelling variation that exists in different varieties of English. We mostly find this difference between British and American English. We can choose any one and be consistent with that when we are planning to write any document. Nowadays, our computer systems have got a spelling check feature based on different varieties of English like British, American etc. We can manually set that as per our desired spelling like British or American. You should bear this in mind that spell check does not mean grammar check. However, it is believed that American English has tried to simplify the spelling and pronunciation aspect of words.

Let us look at some of the example of British and American spelling variations:

Variation pattern	UK+ Irish spelling examples	US spelling examples	Remarks
Words with *-our/or*	colour, favour, labour, rumour	color, favor, labor, rumor	UK prefers *–or* form e.g. glamorous, Honorary
-er/re	centre, fibre, litre, metre, theatre	center, fiber, liter, meter, theatre	chapter, December, filter, letter, member, powder, proper, sober, disaster, diameter and tender are spelt same in US and UK
Verbs ending in *single l+suffix*	cancelling, travelling, fuelled, counsellor, modelled, marvellous	canceling, labeled, traveling, counselor, marvellous	Sometimes double *l* is found in both the variants. When you add-*ed, -er,* or *–y, l* is generally doubled in UK but before *–ish,-ism* and *–ist*it is not doubled
Nouns/ adj. with single or double *l*	fulfil, enrolment, instalment, wilful, skilful	fulfill, installment, enrollment, wilful	*Install* is acceptable in both US and UK
-ogue/og	analogue, catalogue, dialogue	analog, catalog, dialog	The *–gue*also exists in US
Verbs ending with *–ise/ize*and nouns with *isation/izatio n*	advertise, advise, devise, comprise, revise, promise, supervise, globalisation, colonisation, organisation, standardisation	emphasize, minimize, colonize, organize, globalization, colonization, organization, standardization	Verbs like advertise, advise, arise, comprise, despise, compromise, disguise, enterprise, exercise, surprise, incise, revise, improvise, apprise are same in both the variants

Verbs with *–yse/yze*	electrolyse, paralyse, hydrolyse, analyse	electrolyze, catalyse paralyze, hydrolyze, analyse	Verbs ending in *–yse*in UK are spelt as *–yze*in US Nouns analysis, catalysis and paralysis are spelt same in both the variants
-ce/se	defence, offence, pretence, practise(v), licence(n)	defense, offense, practice (v and n) license (v and n)	practice and licence are different in UK
Words with *–ae*or*–oe*	anaesthetic, oesophagus, orthopaedic, gynaecology	Anesthetic, esophagus, orthopedic, hemorrhage, gynecology	They all are of Greek origin and mostly occur in medical field.
Others	Aluminium, cheque, grey, programme, pyjamas, storey, tyre, plough	Aluminum, check, gray, program, pajamas, story (of a building), tire, plow	UK spelling check, curb, storey and tire have different meanings from cheque, kerb, storey and tyre.

Check your Progress:

1. How are homophones different from homographs?

_____

2. Find out the whether highlighted words are homophones, homonyms or homographs
    - Men always wear belt on **waist** but do not **waste** a chance to grab anything_____
    - His **conduct** is very nice so he will **conduct** the entire meeting_____

3.2.5 Distinguished Words:

1. Empty/Vacant

Empty (adj.) not filled

e.g. An empty vessel makes much noise.

Vacant (adj.) not occupied

e.g. The post of M.D. is vacant in our organisation.

2. Emigrant/Immigrant

Emigrant (n) One who goes away from the country

e.g. Rohit is an emigrant from India.

Immigrant (n) One who comes into other country for settling

e.g. America has many Indian Immigrants.

3. Farther/Further

Farther (adj.) distant

e.g. You have to go farther to reach my office.

Further (adj.) – additional

e.g. Do you have any further questions on the topic?

4. Statue/Statute

Statue (n) an image carved from the stone or material

The Statue of Liberty attracts many tourists.

Statute (n) a law

e.g. A statute has been enacted to protect women's right.

5. Council/Counsel

Council (n) body of governance

e.g. The council of ministers has decided to hold a meeting tomorrow.

Counsel (n) guiding or advising properly

Indian ministers need counselling to work for the welfare of the people.

6. Compliment/Complement

Compliment (n) praise or admiration

I complimented her for her doctoral degree.

Complement (n) that which brings completion or perfection

This complements your complexion.

7. Imply/Infer

Imply (v)-to hint

e.g. He implied that he is not coming to office tomorrow.

Infer (v) reasoning

e.g. She inferred that in 2023 there would be a huge economic crisis in the country.

8. Adverse/Averse

Adverse (adj.) unfavourable conditions

e.g. Global warming has adverse effect on the climate conditions.

Averse (adj.) feeling away from the path

e.g. The staff is cautious and averse to taking risk in the new project.

9. Lightening/Lightning

Lightening (n) lowering/illuminating

e.g. Abdur Rahman is good at lightening the mood in the classroom.

Lightning (n) accompanied with thunder

The sudden lightning during the thunderstorm made the children afraid.

10. Impinge/Infringe

Impinge (v) cause some restriction

e.g. The government impinge the new bill on traffic flow.

Infringe (v) violating law

e.g. Akshay was fined for infringing the traffic rules.

11. Urban/Urbane

Urban (adj.) relating to cities

Urbane (adj.) polite and confident

e.g. Some students in class are from urban areas.

e.g. My nephew is an urbane person.

12. Veracious/Voracious

Veracious (adj.) habitually speaking the truth

e.g. You can believe Sara. She is a veracious girl.

Voracious (adj.) eat/do anything in a considerable manner

e.g. My friend is a voracious reader.

13. Continuous/Continuum

Continuous (adj.) to carry on work without any interruption

e.g. There will be two continuous classes on Saturdays.

Continuum (n) consistent or grading things sequently of a particular kind

e.g. Saleem displays progress in the continuum of gardens.

14. Facilitate/Felicitate

Facilitate (v) make something convenient

e.g. Vacuum cleaners have facilitated the cleaning process at home.

Felicitate (v) to congratulate

e.g. The members of the organisation held a ceremony to felicitate Dr. Abdul Kalam on his presidency.

15. Jealous/Zealous

Jealous (adj.) Envious

e.g. People who fail to prove themselves often get jealous of achievers.

Zealous (adj.) exhibiting enthusiasm

e.g. The children were zealous to visit the Taj Mahal.

Conclusion:

A good knowledge of vocabulary is a prerequisite to enhance communication skills. Different shades of words develop our sense. Students are advised to have a correct knowledge and learn such words every day and implement it in their life.

Check your progress:

1.Which word means "not occupied"—**Empty** or **Vacant**?

_____

2.Which word describes "habitually speaking the truth"—**Veracious** or **Voracious**?

_____

3. What is the difference between **Compliment** and **Complement**?

_____

3.2.6 Basic Rules of Spelling:

1. Place 'i' before'e' except after 'c' and usually when it sounds like /a/

Believe (correct)

Beleive (incorrect)

However, you cannot use 'i' before 'e' in case the letter 'c' occurs before 'e'

Receive (correct)

Recieve (incorrect)

Or When it sounds like A

Neighbour (correct)

Nieghbour (incorrect)

It must be noted that there are always exceptions.

You may find words that have 'ie' even after c, e.g sufficient, ancient etc.

When to double the consonant:

Words ending with vowel + consonant, you can double the last consonant in some words. While in other words it is not doubled.

stop _____stopped (doubled)

transmit_____transmitting (doubled)

offer_____offering (not doubled)

Q is always followed by U:

Remember that we do not have words that start with 'q' and are not followed by 'u'. e.g. question, quest, query, quick etc. In English, the letter 'q' is always followed by the letter 'u'.

3.3 Learning Outcomes

This Unit offered a description of the words that are mostly confused. By the end of this Unit, you should be able to identify the primary difference between words often confused. You should have learned the rules of spelling of the various words often confused. In addition to this, you should be able to use such words in sentences to create the desired or intended meaning.

3.4 Glossary

Disharmony: Disagreement

Veracious: Truthful

Precise: Specific

Nuance: Tone

Intended: Proposed

Desired: Wished or longed for

Zealous: Enthusiastic

Confuse: Puzzle or perplex

Humorous: Funny

Compliment: Expressing praise

Emigrant: One who goes away from own country to settle in another country

Immigrant: One who comes into other country for settling

When to use '-us' or '-ous':

The simple thing to remember here is, if you are using nouns '-us' is required, but if you are using adjective then '-ous' is used.

virus, genius (Noun)

jealous, humorous, generous (Adjective)

3.5 Sample Questions

3.5.1 Objective Questions:

1. _____have similar pronunciation.
   (a) **Homophones**
   (b) Homonyms
   (c) Homographs
   (d) All

2._____have different pronunciation.
   (a) Homophones
   (b) Homonyms
   (c) **Homographs**
   (d) All

3. _____have same spelling.
   (a) Homophones
   (b) **Homonyms**
   (c) Homographs
   (d) All

4.Whichof the following words is correctly spelled?

   (a) Receive

(b) Receeive

(c) Reecceve

(d) None

5. Which of the following words is correctly spelled?

(a) Deceive

(b) Decieve

(c) Deceeeve

(d) None

Identify the parts of speech in the following words:

Taj Mahal

(a) **Noun** (b) Verb (c) Adjective (d) None

Drive

(a) Noun (b) **Verb** (c) Adjective (d) None

Beautiful

(a) **Noun** (b) Verb (c) Adjective (d) None

Use the following words in pairs of sentences:

1. Compliment - Complement
2. Counsel - Council
3. Felicitate - Facilitate

3.5.2 Short Answer Questions:

1. What are homographs? Give examples.
2. What are homophones?
3. Define homonyms with examples?
4. Mention five commonly confused words.
5. What are the benefits of learning spelling rules?

3.5.3 Long Answer Questions:

1. Discuss some of the basic rules of spelling.
2. Why is learning of vocabulary important?
3. Take any ten words from the Unit and use them in your own sentences.

3.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.

2. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.

3. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 4: Common Errors in English

Structure

4.0 Introduction
4.1 Objectives
4.2 Errors in Sentences
    4.2.1 Concord
    4.2.2 Prepositional usage
    4.2.3 Articles
4.3 Learning Outcomes
4.4 Glossary
4.5 Sample Questions
4.6 Suggested Learning Resources

4.0 Introduction

It is common to find errors in speaking or writing English. We learn from mistakes and then try to rectify them. What are the stepping stones to success? One of the stepping stones is making mistakes and then trying to avoid them in the future. We should learn to overcome our own mistakes. Mistakes are accidental. English language is not as simple as it appears. It is a language which has many rules. Rules are important to learn. They are called building blocks of the English language. However, there are many exceptions to the rules.

Let us understand the difference between a mistake and an error. Mistakes are made unwillingly and it is where we do not pay much attention. Sometimes it is small and sometimes it creates blunders too, e.g. during an interview, you might forget to maintain eye contact with the interviewer which is really important. When there is no eye contact maintained properly, it may reflect that you are not honest while replying.

Error is more formal than mistakes. An error is something when you do not follow norms. You go against it. It might be a grammatical error, mathematical error or incorrect formula, etc. It occurs when you lack knowledge. People can make both errors and mistakes whereas technological equipment makes only errors. Errors are obvious and showing when you made them.

Mistake means you take a wrong turn on the road. You could not see it at the moment when you make them. An error indeed is obvious. Or can become obvious and you should have noticed it when you have made that error. Mistakes are also referred to as slips. It occurs when we are not aware of the rules.

Sometimes the writer keeps writing thinking whatever he is writing is correct, even though there is haunting that an error might have occurred. You try to learn and gather something there. It is an error. And when you skip something or forget it completely that is a *lapse.*

4.1 Objectives

The objectives of this Unit are to:

- introduce grammatical concepts in a simple and lucid way
- help you identify errors in a sentence and avoid them
- make you learn the proper usage of articles, prepositions or any other grammatical unit
- familiarize you with some basic grammatical rules
- enable you to write error-free sentences

4.2 Errors in Sentences

Every language is unique. English is no exception. Grammatical rules and usage are both important to overcome your own shortcomings and learning how to use correct sentence. You should ask yourself "who is the agent?" "Who is the receiver?" "Who is the doer?" This will help you to form an understanding about the concord.

The verb must agree with the grammatical subject of the sentence in number and person. The grammatical subject may be singular or plural. Let us first understand the basic rules of agreement between subject and the verb; it is called concord.

4.2.1 Concord:

The word concord is derived from the Latin for agreement. When applied to English grammar, the term is defined as the grammatical agreement between two words in a sentence. Some linguists use the terms concord and agreement interchangeably, although traditionally, concord is used in reference to the proper relationship between adjectives and the nouns they

modify, while agreement refers to the proper relationship between verbs and their subjects or objects.

In grammar, concord refers to the way that a word has a form appropriate to the number or gender of the noun or pronoun it relates to. For example, in 'She hates it', there is concord between the singular form of the verb and the singular pronoun 'she'.

Let us learn some of the rules of concord:

Rule - 1

A subject (noun or a pronoun) must agree with its verb. To be clear here, we must remember singular subjects take singular verbs and whereas plural subjects take plural verbs. This is the thumb rule.

The *list* of items is too long. (Singular)

The *lists* of items are too long. (Plural)

You *were* quite friendly even to your enemies. (‘You’ always requires a plural verb)

He *plays* badminton but not cricket.

They *play* badminton but not cricket. (by adding ‘s’ to a verb we make it a singular verb but ‘s’ when added to a noun makes it plural)

Rule - 2

When plural subjects are joined by ‘and’ it follows with a plural verb.

Azhar, Wasim and Shoib *are* going to the library.

Her purse and my wallet *were* stolen yesterday.

Almonds, raisins and milk *is* our favorite snack. (Note: as we are referring to one dish, the singular verb has to apply)

Rule - 3

If words like *neither nor, either or, not only, but also* are used in a sentence, then the verb should be in accordance with the nearest subject.

Neither the wife nor her *brothers have* changed.

Neither wife’s brothers nor *she has* changed.

Not only his friends but also *his mother is* in his favor.

Either Anil’s parents or *he is* going to come to the party tonight.

Rule - 4

Nouns like *news, measles, mumps, physics, electronics, tactics, economics* which are singular in form are followed by singular verbs and plural verbs are required for plural nouns which could not be singular like *ashes, credentials, remains, premises, goods, etc*.

Electronics is the most challenging subject.

The *news is* spreading rapidly like a fire.

The *goods were* delivered yesterday.

Rule - 5

A singular verb is used when the particular group acts as one group but plural when it is separately doing a task. The *audience has* applauded her performance.

The *police are* investigating the case. (We use *police* in both cases singular and plural)

The *police is* investigating the case.

Rule - 6

Words relating to *period of time, amount of money,* or *quantities*, use singular verbs and use a plural verb when followed with *plural noun + of*

Two hundred rupees is too much for one kg onion.

The number *of staff is* considerably small.

The majority of people have died in the pandemic.

Rule - 7

A singular verb 'be' is chosen with the expression *one of them* and plural if it has *one of those who or one of the things that*

One of my friends has been fired from a company.

My father *was one of those* righteous leaders who worked for the people's welfare.

One of the things that I often forget are my keys.

Rule - 8

Nouns like *hair, issue, advice, information, furniture, poetry, scenery, business, land, luggage, machinery* take a singular verb.

Her hair is long.

Is there any information on the updated timetable?

Rule - 9

Anybody, everybody, nobody, somebody, anything, everything, nothing, something, no one, nobody, everyone, someone , each, every, neither and *either* are always followed by a singular verb.

Neither of my students is responsible for this unruly behavior.

Each one of you has got brilliant ideas.

Everyone is welcome to attend the annual day function.

Check your Progress:

1. What is an error? Give one example.

_____

2. What is a concord?

_____

Note: For more information on Concord, you may watch the AV lesson on IMC Youtube Channel.

Link: https://www.youtube.com/c/IMCMANUU

4.2.2 Prepositions:

The most confusing part after tenses in the English language is prepositions. No doubt, they are short and simple words but create great trouble for the writers or speakers when they do not know rules regarding it.

Prepositions are classes of words used with nouns or other words to form prepositional phrases.

While studying this Unit, you must try to form your own examples for each rule otherwise you may forget the use of preposition.

Let us learn some more rules regarding preposition to improve our understanding about them.

Rule - 1

All, of

This is the most common mistake that often goes unnoticed. *All* should not be followed by *of* until it is accompanied by a pronoun.

All the students are requested to come to the library.

All of us are requested to come to the library.

Rule - 2

Among, between

Do you know how to use them correctly?

Use *among* when it means more than two but use *between* when it is only two.

He distributed blankets *among* the needy.

What is the difference *between* a computer and a mobile phone?

Rule - 3

At, in

Both prepositions are used when we are speaking about places. 'At' is used for smaller places and when we are relating it to nearby distance. *'In'* is used for larger places that are often covered by boundaries.

My brother attended a function at Raj Hotel near our home.

They live *in* Indore.

Rule - 4

In, into, in to

Have you spotted what makes *in to* different? Why is it spaced? Well, *in to* is a phrase, where *in* is not a preposition but an adverb. *Into* is related to movement called as preposition of movement.

In means something is within.

My books are *in* my bag.

The principal walked into the classroom.

It is really scary sometimes when wives walk *into* the husband's office.

The police went *in to* investigate the case.

Rule - 5

Beside, besides

Beside is used when we are saying about a position that is by the next side whereas *besides* means in addition to something.

She always sits *beside* me in the classroom.

Besides, working in a bank, he also writes poetry in his free time.

Rule - 6

On , upon, up on

Upon is a phrase and an adverb. *Upon* is suitable in formal situation. *Upon* is also used as a preposition of movement.

The laptop is *on* my desk.

The contract was cancelled *upon* his death.

Some people like to move up on the social ladder.

Rule - 7

Words like *senior, junior, prior, superior, inferior, preferable* are followed by *to*. Do not use *than* with these words.

Raju is *junior to* me in college.

I *prefer* tea to coffee.

Ahmed is *superior to* me in the office.

Rule - 8

Some words use the prepositions 'in' or 'from' with words like *abstain from, confident in, prohibit from, refrain from, succeed in*, etc.

Visitors are *prohibited from parking* their vehicles inside the apartment.

You must refrain from shouting.

Shireen succeeded in buying a car.

Rule – 9

Since/from/for

From and *since* are used to talk about definite time, day, date, etc. and 'for' implies a period of time. To indicate a point of time with present perfect or perfect continuous tense use *since or for.* To indicate the point of time with all other tenses, use *from.*

He has been living in Mumbai since last week.

I haven't met him for a long period.

He will study for his exams from tomorrow.

Rule-10

Until, unless

U*nless* means condition and *until* refers to a time before.

I cannot appear for examination *unless* I pay the fee.

Until her husband reaches home, she cannot go for a walk.

Check your Progress:

1. What is a prepositional phrase?

_____

2. List any two prepositional rules with an illustration.

_____

3. Provide ten examples from the browsed list of important words that are followed by suitable prepositions.

_____

4.2.3 Articles:

There are three articles in the English language. They are 'a', 'an', and 'the.' They are also called determiners. 'A'and 'an'are called **indefinite articles** and 'the' is called **definite article.**

When do you use 'a' and 'an'?

The English language is not spoken the way it is spelt. We use ***an*** before a singular countable noun that begins with a **vowel sound**.

Eg. an island, an apple, an orange, an axe, an honest girl, an umbrella, etc.

When a singular countable noun begins with a **consonant sound**, we use ***a.***

Eg. A dog, a house, a university, a one-rupee note, etc.

Important note: Look at the examples again. We used ***an*** before *honest* because it starts with a vowel sound even though the initial letter is a consonant. The words *universit*y and *one* start with vowel letters but the initial sound is a consonant sound in both. Hence, the article ***a*** is used before them.

Use of Indefinite Article:

S.no	Uses of a/an	Example
1.	Countable singular noun	They live in a flat. I ate an ice-cream.
2.	Noun complement	My mother is a physiotherapist. There was an earthquake yesterday.
3.	Numbers, speed, price, frequency	I bought a dozen eggs. I ride 60 kms in an hour.

4.	Quantity expressions referring to some objects	Could you bring me a cup of coffee? May I get a piece of paper to write an address?
5.	Singular countable nouns in exclamatory sentences	What a pity! Oh my God, it is such a long queue!
6.	Use before certain adjectives to change the meaning	A few, a little, a slight means to some extent. *He spent a little time with his younger brother. (sometimes)* Few, little means nearly nothing *He spent little time with his brother. (no time)*

The table below explains when indefinite articles are not required in a sentence.

S.no	Omission of Indefinite articles	Examples
1.	Before Plural nouns	Dogs are barking outside.
2.	Before uncountable nouns	Water is a basic need for all living beings.
3.	Names of meals	I had dosa for breakfast.
4.	Before material nouns	It is made up of silk.

Definite article 'the'

The definite article ***'the'*** has several uses.

S.no	Uses of ***the***	Examples
1.	Denoting one of their kind	I lost the watch which was gifted to me by my parents.
2.	Unique objects, universe	The earth orbits around the sun.
3.	Use it before superlatives	He is the best poet in my country.
4.	Use it before only one adjective	This is the only reason why I quit my previous job.
5.	Making a noun definite by adding clause	The man with a beard is our manager.
6.	Names of rivers, seas, group of islands, mountains,	The Ganges is a sacred river.

7.	Names of newspapers, religious books	I subscribe to the Times of India newspaper. My mother is reciting the Quran.
8.	Musical instruments	I play the piano.
9.	Parts of a day/ seasons	It is very cold in the morning these days. I go swimming in the summer.
10.	Plural names of countries	The Netherlands, The United Kingdom, The United Arab of Emirates
11.	Surnames in Plural	The Birlas are my neighbours.
12.	Ordinal numbers	He has secured the second position in boxing.
13.	Adjectives that represent a class of person	The poor, The rich, The child, The younger The poor boy asked for some bread. He is the only child who likes to play outside.
14.	Comparatives used with an adverb	The more you exercise the better you get in fitness.

Rules explaining when ***the*** is not required are given in the table below.

S.no	When ***the*** is not required	Example
1.	Abstract nouns	He is so compassionate.
2.	Proper nouns	Hyderabad is a historical city.
3.	Names of meals	I had biryani for lunch.
4.	Material nouns	Gold prices are increasing day by day.
5.	Parts of body used with possessive pronouns	My legs start hurting when I run.
6.	Titles/ positions	Dr Muazam is famous for treating diabetics.
7.	When using expression like *all day, all night*	On 15th November, it rained all night in Hyderabad.
8.	Places used for primary purpose	Aziz went to the hospital for a check up.

Check your progress:

1. What are some of the rules for using articles. Mention at least five rules where we have to use articles.

_____

_____

_____

_____

Exercise:

I. In the following sentences, parts are numbered and underlined as 1, 2, 3 and 4. Identify the underlined part which has an error. NO ERROR will be numbered as '5'.

1. Even animals (1) has (2) their (3) own territory. (4) No error (5).

2. Neither our trainer (1) nor the team's captain (2) have ever (3) participated in this competition. (4) No error (5).

3. Are (1) there any news (2) about the (3) Covid vaccine? (4) No error (5).

4. One of the reasons (1) for (2) global warming (3) are polluted environment. (4) No error (5).

5. Most of the (1) building (2) in the city (3) is well designed. (4) No error (5)

6. Each of the 900 volunteers (1) were (2) carried (3) at least two garbage bags. (4) No error (5)

7. The government (1) are taking (2) measures to check (3) the population growth. (4) No error (5)

8. The power (1) which the machines (2) has given us (3) are not civilization (4) but aids to civilization. No error (5)

9. This year (1) marks the 75^{th} anniversary (2) of one of the most portentous events (3) in the history of science. (4) No error (5)

10. The members of the (1) organization is (2) not going to (3) accept his proposal. (4) No error (5)

4.3 Learning Outcomes

After studying this Unit, you should be able to:

- understand various rules of the English grammar
- identify correct sentences while formatting sentences
- understand the usage of indefinite and definite article

- locate errors in a sentence.
- write grammatically correct sentences after the completion of this Unit.

4.4 Glossary

Concord: Agreement between subject and a verb

Indefinite pronoun: Anybody, everybody, nobody, somebody, anything, everything, nothing, something, no one, nobody, everyone, someone, each, every

Interchangeable: Apparently identical

Compassionate: Passionate, loving

Countable: Which can be counted

Superior: Relating to elite class or elite of something

Prohibit: Stop, forbade something

Abstain: Refrain

Lapse: Failure

Communication: Act of exchanging/ sharing ideas/ thoughts/ feelings

Conversation: A talk between two or more people sharing sentiments/ opinions/ ideas.

Greetings: A polite and friendly expression a person do when he meets/ welcome someone.

Compliment: A statement of action that appreciates somebody utmost- maximum possible amount

Advent: Arrival, with coming of something

Formats: The layout/presentation of a document

Snail: Mail-postal mail

Crux: The main point

Rapport: A close and harmonious relationship

4.5 Sample Questions

4.5.1 Objective Questions:

I. Correct the following sentences by using suitable verbs:

1. She _____ to school

(a) Go

(b) Goes

(c) Come

(d) None

2. Aamir _____ to a rich family

(a) Belong

(b) Belongs

(c) From

(d) None

II. Fill in the blanks using appropriate articles.

i. I am _____ youngest member in my family

(a) a

(b) an

(c) the

(d) None

ii. _____ Taj Mahal of Agra is _____popular tourist spot in India.

(a) a

(b) an

(c) **the**

(d) None

iii. It runs 150 kms _____hour

(a) a

(b) **an**

(c) the

(d) none

III. Using the appropriate prepositions in the following sentences.

i. I was stuck ___ traffic jam.

(a) in

(b) over

(c) to

(d) of

ii. He gave me _____ wrong information.

(a) above

(b) **some**

(c) at

(d) of

iii. He was held responsible _____ the mistake.

(a) **for**

(b) some

(c) at

(d) of

iv. He died _____ heart attack

(a) for

(b) some

(c) at

(d) **of**

v. He is married _____Raheema.

(a) for

(b) **to**

(c) at

(d) of

4.5.2 Short Answer Questions:

1. What is a preposition?
2. List three prepositional rules with examples?
3. What is an indefinite article?
4. Explain rules regarding omission of *the* in the sentences?
5. Choose a passage of 150 words from a writer of your choice. Examine ten sentences and identify the techniques used in it.

4.5.3 Long Answer Questions:

1. What is concord? List any five rules along with examples.
2. Why are rules important in any language?
3. Prepare a list of common errors in the use of English and give the correct forms for each one.

4.6 Suggested Readings

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.

2. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.

3. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 5: Sentence Structure

Structure

5.0 Introduction
5.1 Objectives
5.2 Sentence Construction
` **5.2.1** Kinds of Sentence
5.2.2 Structure
5.2.3 Writing Effective Sentences
5.2.4 Sentence Coherence
5.2.5 Common Connectives and their Function
5.3 Learning Outcomes
5.4 Glossary
5.5 Sample Questions
5.6 Suggested Learning Resources

5.0 Introduction

Dear Learners, in this Unit we will discuss sentence structure. We shall first try to understand what we mean by sentence. A sentence is an arrangement of words that provides proper meaning. A verb is the most significant element of a sentence. Every sentence starts with a capital letter and ends with a full stop also known as period (.) or note of interrogation (?) or note of exclamation (!). Sometimes a single word can provide a complete sense and can become a sentence. *Merriam Webster* defines a sentence as, "a word, clause, or phrase or a group of clauses or phrases forming a syntactic unit which expresses an assertion, a question, a command, a wish, an exclamation, or the performance of an action, that in writing usually begins with a capital letter and concludes with an appropriate end punctuation, and that in speaking is distinguished by characteristic patterns of stress, pitch, and pauses." Some of the examples of sentences are as below:

(i) Amir plays cricket.

(ii) Shut the door.

(iii) I wish I could go to Hyderabad.

(iv) What a beautiful rose!

(v) Where is your sister?

5.1 Objectives

The objectives of this Unit are to:

- know the structure of a sentence
- understand the components of a sentence
- discuss the various types of sentences
- explain how to write correct sentences

5.2 Sentence Construction

To frame a sentence, a logical connection of words and a proper pattern is followed. In the previous Unit you studied about concord. Subject-verb agreement (concord) must be necessarily followed while writing a sentence. A simple sentence is constructed by applying some of the structures mentioned below:

(i) Subject followed by a verb (**SV**)

He sings.

↓ ↓

Subject verb

I wrote.

↓ ↓

Subject verb

Ishfaq jumped.

↓ ↓

Subject verb

They smiled.

↓ ↓

Subject verb

'He', 'I', 'Ishfaq' and 'they' are subjects; 'plays', 'wrote', 'jumped' and 'play' are verbs.

(ii) Subject followed by a verb and an object (**SVO**)

Iqbal sent a letter.

↓ ↓ ↓

Subject verb object

Deepak wore a coat.

↓ ↓ ↓

Subject verb object

The boy kicked the football.

↓ ↓ ↓

Subject verb object

My friend opened the door.

↓ ↓ ↓

Subject verb object

'Iqbal', 'Deepak', 'The boy' and 'My friend' are subjects. The words 'send', 'wore', 'kicked', 'opened' are verbs and 'a letter', 'a coat', 'the football' and 'the door' are objects.

(iii) Subject succeeded by a verb and an adjective (**SVAdj**)

Rohit runs fast.

↓ ↓ ↓

Subject verb adjective

Shaila is beautiful.

↓ ↓ ↓

Subject verb adjective

Umar worked well.

↓ ↓ ↓

Subject verb adjective

His uniform was clean.

↓ ↓ ↓

Subject verb adjective

(iv) Subject followed by a verb and an adverb (**SVAdv**)

The girl walks slowly.

↓ ↓ ↓

Subject verb adverb

Farooq lives nearby.

↓ ↓ ↓

Subject verb adverb

The man ran fast.

↓ ↓ ↓

Subject verb adverb

The sky is cloudy.

↓ ↓ ↓

Subject verb adverb

(v) Subject succeeded by a verb and double object (**SVOO**)

The little boy gave me a pen.

↓ ↓ ↓ ↓

Subject verb indirect object (1) direct object (2)

Mr. Quraish teaches them English.

↓ ↓ ↓ ↓

Subject verb indirect object (1) direct object (2)

My Grandmother narrated them a story.

↓ ↓ ↓ ↓

Subject verb indirect object (1) direct object (2)

My friend sent me a letter.

↓ ↓ ↓ ↓

Subject verb indirect object (1) direct object (2)

The coach provided us new cricket kit.

↓ ↓ ↓ ↓

Subject verb indirect object (1) direct object (2)

A sentence comprises two parts; one is the subject, or a noun phrase (NP) and the other is known as the predicate. The subject is the main doer of an action in a sentence and the rest of the sentence describes it. The subject is either a pronoun or a noun. The predicate elucidates the subject. It defines the real essence of the subject. It always carries a verb.

Rustum has a new car. Rustum-Subject; has a new car-Predicate

The old man plays with the children.

He is in class 12th.

They are discussing the movie plan.

'Rustum', 'The old man', 'He' and 'They' are the subjects in the above sentences. The examples of predicate are, 'has a new car', 'plays with the children', 'is in class 12th' and 'are discussing the movie plan'.

Check your Progress:

1. What do you mean by subject in a sentence?

_____

2. What is a predicate?

5.2.1 Kinds of Sentences:

Sentences are categorized based on purpose and structure. As per purpose, there are four main types of sentences:

(i) Declarative Sentence: A sentence that makes a statement or asserts something is called a declarative sentence. It is also known as an assertive sentence. It ends with a full stop.

This is an old man.

I am going to school.

Iqbal Nayak is my best friend.

This is not my book.

This type of sentence also shows affirmation and negation. The sentence which shows affirmation is called as affirmative or positive sentence and the sentence that depicts negation is known as a negative sentence.

Examples of affirmative sentences are:

The ball is in the playground.

Bansal visited the Taj Mahal.

They wanted to eat biryani for dinner.

Examples of negative sentence are:

I will never go there.

This pen is not mine.

Sheela did not like his behaviour.

(ii) Interrogative Sentence: A sentence that asks a question is called an Interrogative Sentence. This type of sentence either begins with a helping verb or with 'wh' and always ends with an interrogation mark (?). A question which starts with a helping verb is known as Yes/ No question and questions which start with 'wh' are termed as 'wh' questions. What, where, why, who, which, when, and how are used in 'wh' question. Questions can also be formed by word inversion. Eg. *Is this your house?*

What is your name?

Where do you live?

How are you?

Is this your notebook? ('Is this' is an example of word inversion)

Does your teacher come on time?

Are they going to the city?

Note: 'Does' and 'are' are helping verbs.

(iii) Imperative Sentence: A sentence that conveys request, order, suggestion and instruction is termed as imperative sentence. A subject is not always needed in such type of sentences.

Please, send me the Urdu notes tomorrow. (request)

Get out of my class. (order)

Do not smoke, it is injurious to health. (advice)

It is better to walk outside. (suggestion)

(iv) Exclamatory Sentence: A sentence that expresses or conveys a sudden feeling of joy, surprise, sorrow, anger, hatred etc. is an exclamatory sentence. An exclamation mark (!) is used in such kind of sentences.

Hurrah! He hit three sixes continuously.

Bravo! My friend passed the exam.

Alas! Amjid met with an accident.

What an attractive dress this is!

Get lost!

Check your Progress:

1. Define imperative sentence?

_____

2. What is a declarative sentence?

_____

5.2.2 Structure:

In the section 5.2, we explained sentence construction. Based on structure, sentences are divided into the following three categories:

(i) Simple Sentence: A sentence that is framed by only one independent clause and conveys one idea is known as a simple sentence. A simple sentence contains only one subject and predicate.

Note: A **clause** is a sentence or a fragment of a sentence that has a subject and predicate.

For example:

The man is seated under a tree.

There is noise outside the restaurant.

We love to read story books.

Raju lost the keys of his new car.

(ii) Compound Sentence: A sentence that is constructed by connecting two or more than two independent clauses is known as a compound sentence. There is no subordinate clause used in this type of sentence. Such types of sentences are linked together by coordinating conjunctions. **FANBOYS** is an acronym of some coordinating conjunctions, which are: **For, And, Nor, But, Or, Yet** and **So**.

For example:

Ahmad Ali worked hard but he did not pass the IAS exam.

Musheer went to the party and he met all his school friends.

You can watch a hockey match or you can play a game of chess.

He walked very slowly yet he lost his balance.

(iii) Complex Sentence: A sentence that is constructed with the help of an independent clause and a subordinate clause (dependent clause) is called complex sentence. To frame complex sentence there can be more than one subordinate clause. The clauses are joined with subordinating conjunctions. The examples of subordinating conjunctions are: *because, although, though, unless, since, as, if, than, after, till, unless* etc.

He is not able to walk because of his leg injury.

↓ ↓ ↓

Independent clause Subordinate conjunction Subordinate clause

Unless it stops raining, you cannot go out.

↓ ↓

Subordinate clause Independent clause

If you go there, you will get same assistance.

↓ ↓

Subordinate clause Independent clause

Ramesh was working on this project since joining the company on 30th November.

↓ ↓

Independent clause Subordinate clause

When you ring the bell, she will come out.

↓ ↓

Subordinate clause Independent clause

Check your Progress:

1.What is a simple sentence?

_____

2. What is a compound sentence?

_____

5.2.3 Writing Effective Sentences:

While we construct a sentence, a fair portion of our attention should be on structure of the sentence. It is possible that a faulty and an inappropriate sentence structure will confuse readers. This will result in lack of communication. We shall look at some of the guidelines that can help us to improve our sentences.

Choose Appropriate Sentence Patterns:

Sentences should be patterned properly in order to convey the needed information. We can use any structure as such but that structure should suffice our purpose of presenting our ideas in a concrete and effective manner. The aim of concrete and specific sentence is to communicate with clarity. Therefore, awkward sentences should be avoided as much as possible. It is advisable not to use comma to connect two sentences. To ensure easy readability we should try to present only one or two ideas in a sentence.

Avoid Awkward Sentences:

Of the many errors that generally occur in sentences, one is awkward structure. It is probably because of wrong usage of word order, confusing phrases or loose clauses or modifiers.

Let us look at the table below:

Incorrect	Correct
1. The student finds it exhaustive and appropriate and has gone through the structure of artificial intelligence unit.	1. The student has gone through the structure of the artificial intelligence unit and finds it exhaustive and appropriate.
2. Gold and silver are malleable metals among the best.	2. Gold and silver are among the best malleable metals.

Check your progress:

1. Explain why effective sentences are important for communicating effectively**.**

Avoid Sentence Fragments:

Dear Learners, remember ideas must be expressed in complete sentences hence, sentence fragments should be avoided. A fragmented sentence does not communicate the complete meaning; therefore, it is possible that it may create confusion. These sentences generally begin with words such as: since, although, because, as, etc. It is important to note that these linkers are used to connect a dependent clause and should be avoided to introduce an independent clause.

5.2.4 Sentence Coherence:

Sentence coherence plays an important part in communicating effectively. Therefore, appropriate connectives must be used for words, phrases or clauses in a sentence.

Connectives:

If we are to achieve coherence, we should make use of several linking devices or connectives. There are two types of linkers **overt** and **covert. Overt** devices are direct and therefore explicit while **Covert** devices are indirect and implicit. If we use the technique of repeated words such as the use of article like (a, an, the) or synonyms or pre-nominal forms we are then using covert device. It should be acknowledged that technical communication generally makes use of overt devices. This is to show the logical progression of the ideas in oral or writing discourse.

Some of the examples of connectives are given below:

- When I throw a ball, it lands in the basket.
- Fresh water is good for health but is not easily available.
- Please, walk fast or you will be late.

5.2.5 Common Connectives and their Function:

Connectives	Function
● before, prior to, before that, previously, earlier, just as, during, throughout, at that time, at the moment, till then, as soon as, by the time	● Indicating Time Relation Eg. It rains heavily during the monsoon season.

● if, in case, unless, so long, provided that, subjected to, under any circumstances, no matter, ● as, since, because, owing to, due to, caused by, hence, thus, ● as a result, consequently, therefore, ● whereas, on the other hand, however, but, ● and so on, further, along with, and, ● namely, such as, like,	● Expressing Condition Eg. Buy me a piece of cake if you go to the bakery today. ● Expressing Cause Eg. Since you arrived late, you cannot be allowed inside the exam hall. ● Expressing Results Eg. Suhail missed the bus, therefore, he took a taxi. ● Expressing Contrast Eg. Seema is a good cook whereas her sister is a good artist. ● Expressing Addition Eg. You must submit all the documents along with the application. ● Exemplifies Eg. She loves flowers like rose, lily, and jasmine.

Now let us read a paragraph and underline the connectives

"Plastics have specific properties, which may make them preferable over traditional materials for certain uses. In comparison with metals, for example, plastics have both advantages and disadvantages. Metals tend to be corroded by inorganic acid such as sulphuric acid and hydrochloric acid. Plastics tend to be resistant to these acids but can be dissolved and deformed by solvents such as carbon tetrachloride."

Check your Progress:

1. What do you understand by coherence in a sentence?

_____

2. Mention some of the connectives that are used in a sentence

_____

5.3 Learning Outcomes

By the end of this Unit, you should be able to know various structures of the sentence. This Unit has furnished details about the kinds of sentences. You should be able to know sentence structure, sentence coherence, types of sentence and functions of connectives.

5.4 Glossary

Appropriate: Suitable

Syntactic: Connected to syntax

Syntax: A set of rules that govern how words are combined to form phrases and sentences

Logical: Rationale or reasonable

Subject: The doer of an action in a sentence, an agent, performer

Predicate: Whatever is said about the subject in a sentence

Clause: Part of a sentence that contains verb, a clause may also be a complete sentence

Independent clause: Principal clause, primary clause, main clause

Subordinate clause: Dependent clause

Coherence: Logical arrangements of parts in writing

Advantages: Favourable

Disadvantages: Unfavourable

Inappropriate: Notsuiatble

5.5 Sample Questions

5.5.1 Objective Questions:

1 “They” is a _____person singular subject.

(a) First

(b) Second

(c) Third

(d) None

2. “He” is a _____person plural subject.

(a) First

(b) Second

(c) Third

(d) None

3. “I” is a _____ person singular subject.

(a) First

(b) Second

(c) Third

(d) None

4 “Play” is a_____

(a) Verb

(b) Noun

(c) Adjective

(d) None

5. “Write” is a _____

(a) Verb

(b) Noun

(c) Adjective

(d) None

6. A simple sentence has only _____clause

(a) One

(b) Two

(c) Three

(d) None

7. A compound sentence has _____ subordinate clauses

(a) One

(b) Two

(c) Three

(d) None

8. A complex sentence has _____ independent clauses

(a) One

(b) Two

(c) Three

(d) None

9. Every affirmative sentence ends with a _____

(a) Question Mark

(b) Full stop

(b) Note of Exclamation

(d) None

10. An interrogative sentence ends with a question _____

(a) Question Mark

(b) Full stop

(c) Note of Exclamation

(d) None

5.5.2 Short Answer Questions:

1. Define a sentence. What are the various types of sentences?
2. What is a clause? Give examples.
3. Write short notes on:
   (a) Subject
   (b) Verb
4. Write five imperative sentences.
5. What do you mean by independent clause?

5.5.3 Long Answer Questions:

1. Explain sentence structure with examples.

2. Write short notes on:

   (a) Interrogative sentence

   (b) Declarative sentence

Give five examples of each.

3. Frame at least ten declarative and interrogative sentences.

5.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.

2. Bhushan B. D. and R. S. Sexena. *Unique English Grammar and Composition with Writing Skills*. Kashmir Book Depot, 208.

3. Carter, Ronald, and Michael McCarthy. *Cambridge Grammar of English*. Cambridge U P, 2006.

4. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.

5. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 6: Paragraph Writing

Structure

6.0 Introduction
6.1 Objectives
6.2 Principles of Paragraph Writing
- **6.2.1** Topic Sentence
- **6.2.2** Unity
- **6.2.3** Coherence
- **6.2.4** Types of Paragraphs
- **6.2.5** Descriptive
- **6.2.6** Narrative
- **6.2.7** Persuasive
- **6.2.8** Compare and Contrast paragraphs
- **6.2.9** Critical Paragraph
- **6.2.10** Paragraph Structure

6.3 Learning Outcomes
6.4 Glossary
6.5 Sample Questions
6.6 Suggested Learning Resources

6.0 Introduction

Dear Learners, first we shall understand the definition of a paragraph and then we will elaborate the paragraph in categories. Paragraph, in simple words, means a series of sentences which are systematically ordered and clear. These ordered sentences must be connected to a single thought or topic. In fact, every piece of writing that we do must be systematically organized in paragraphs. It is so because paragraphs help the readers to identify the subdivision in an essay, where the idea or thought in the essay started and where it ended. This helps the reader to understand the main points of the essay.

Paragraphs are written with different kinds of information. We can write a paragraph with number of brief examples or a long thread discussion regarding any single idea or topic. A paragraph may provide description about a place, character, or process. A paragraph may also narrate a series of events. It may provide a classification of certain items or a description of

similarities and differences. Irrespective of the information all paragraphs have some common features; like "Topic Sentence, Coherence etc.

Check you Progress:

1. What is a paragraph?

_____

2. Mention any two important features of a paragraph.

_____

6.1 Objectives

The objectives of this Unit are to:

- know the principles of paragraph writing
- understand paragraph structure
- study the concept of unity in a paragraph
- learn how to connect ideas logically within a paragraph
- understand the logical development of a paragraph

6.2 Principles of Paragraph Writing

Of the things that we need to develop as writing skill, writing effective paragraphs in case of longer pieces is essential. In longer pieces like a report, proposal, paragraphs help to grow connection with the core idea of any document. For writing any technical message, a paragraph is used. This is so because we want our writing to be precise, compact, and no doubt reader oriented. Paragraph writing is an important productive skill integrating both composing and organizing skills. We must create a careful plan for writing paragraphs effectively. Therefore, care must be taken about unity, coherence, logical development and organization of ideas.

6.2.1 Topic Sentence:

Any well-structured paragraph grows with a single dominating idea; the sentence that expresses **that single idea** may be called a **topic sentence**. A topic sentence does many tasks: it proves and validates the main argument or thesis statement. It is through the 'topic sentence' that the content of paragraph is unified. It guides a reader how to open the threads of the topic and elaborate the same. It is generally observed that readers look at the first three to five sentence and

determine what the content is. It is for the same reason advisable to place the topic sentence at the beginning of the paragraph. However, a topic sentence may also be placed at the end of a paragraph or in the middle of paragraph.

It would be good if all paragraphs have topic sentences. However, it may not be possible always to have topic sentences in all paragraphs. In a situation where you narrate a series of events you may not need topic sentences or if an idea that you have discussed in one paragraph and it continues in the next paragraph, you can omit the topic sentence although vast majority of paragraphs have a topic sentence.

6.2.2 Unity:

The prime principle of oneness is unity. It means all the components as well as the whole idea is connected to a single idea, thought or theme. As we know readers get distracted if there is no unity in the paragraph. It further deviates us from conveying the main purpose. One of the ways to ensure unity is to certify that the composition is about a single idea. This is how a writer can examine minute details of a composition in a detailed manner. In fact, this helps the writer to unfold the theme of the composition logically. Hence an effective and purposeful paragraph must have one controlling idea or theme.

A paragraph serves as a logical division of the central theme of longer pieces of composition. Each paragraph deals with an important aspect of central thought; therefore, there is less scope that any paragraph should deviate a reader from the focus area. It means that each paragraph should strengthen the threads to stay connected to the main theme of the composition.

Thus, a paragraph constructs a single thought or idea which is linked to the main or primary idea. If we want to balance that and unity in paragraph it is better that only one idea should be expressed in one paragraph. Therefore, the related sub-themes or ideas should be subordinated. We should not forget or sideline the primary idea or thought in a paragraph.

6.2.3 Coherence:

Coherence is simply defined as something which makes sense as a whole; there should be a consistency that is to be followed. It serves as a connection between words, sentences and paragraphs. It is possible to increase the level of coherence through traditional words, signposts, parallelism and consistent viewpoint. In every paragraph, each sentence is linked to the controlling idea but there is more to coherence than that. If a paragraph is coherent each sentence runs to the next level without any jump or shift. A coherent paragraph shows connection between old and new information and is comprehensive to the reader.

In addition to the smooth flow, coherence is related to the length of a paragraph. If a paragraph is very long you should be careful and check whether there is possibility of new paragraph. In case of short paragraphs, it is advised that you should develop connection with the controlling idea.

Some of the techniques that you may use to ensure coherence in a paragraph are as follows:

Key words and phrases:

In a paragraph where you identify an important idea, try to be consistent about how you refer to the same idea. It will knit the threads of paragraph together and help the readers to understand it properly.

Produce parallel structures:

Parallel structures refer to using of one or two phrases or sentences that have same grammatical structure. Through this process it is easy to understand sentences. Look at the paragraph that we have used above regarding scientists and the sense of sight. Many sentences have been created in the parallel structure, as you can see, they are emphasized.

Be consistent in point of view, verb and number:

A very subtle aspect of coherence in a paragraph is to be consistent in point of view and verb tense. If you shift the tense frequently from past to present or present tense to any other tense, it will lose its rhythm. If we are inconsistent, it may create confusion in readers.

Use transition words or phrase between sentences:

Here emphasis is laid on the relationship between ideas. This helps to follow the chain of thoughts which might be misunderstood otherwise.

Pronouns:

It is possible to use number of pronouns or demonstrative pronouns such as, this, that, these, and those so as to achieve coherence in a paragraph. Let us look at the following paragraph and see how pronouns are used:

> The largest and most powerful computers are called mainframes. Mainframe computers may fill an entire room. **They** are designed to work at a very high speed with large data words, typically 64 bits or greater, and **they** have a massive memory size. **They** are used for military defense control, for business, data and for creating computer graphics display for science fiction MOVIES. Examples of **this** of type computer are the IBM 4381, the fastest of **these** computers are called supercomputers.

The highlighted words are demonstrative pronouns; remember demonstrative pronouns usually take a noun with them. For e.g this computer, these computers.

Sentence Linkers:

Sentence linkers are generally used to connect two sentences in a paragraph. This may consist of a single word or even may be a phrase. Look at the following paragraph and see how linkers can be used.

> "Air pollution has been a major threat not only to quality of environment but also to human health. **Moreover,** it was this reason that made scientists and policy makers think seriously about different ways to deal with the problem. **In fact**, during the recent years scientist and policy makers have paid substantial attention to airborne substances that pose a potential threat to human health or environment quality. There have been a large number of studies of these pollutants which have provided enough evidence that these pollutants may cause serious problems for human beings. This has resulted in a better understanding of health hazards due to air borne substances and has led to the enactment of measures to control them. **For example,** there have been controls on the emission from automobiles and it has tried to control vehicular pollution. Moreover, control on industries that burn gasoline, kerosene or coal have noticeably improved the quality of the air. A growing effort is being devoted to isolation of industrial activities and waste dumps that can release complex chemicals into the air and water. **In addition,** a substantial and relatively effective regulatory structure is in place to control release of radioactivity to the general environment."

In the above paragraph the highlighted words serve as linkers as they connect the previous thought with the new thought in a paragraph.

The following table gives some of the commonly used linkers and their function:

Sentence Linkers	*Function*
As an example, for example, as an illustration,	Exemplifies
in other words, for instance,	
furthermore, moreover, likewise	Expresses addition
At that time, at that very moment, at that very	
time, in the meantime, meanwhile	Indicates time relation

Thus, hence, therefore, as a result, consequently, accordingly, this results in,	Indicates cause and results/effect
Similarly, also , likewise, too	Expresses comparison
On the other hand, in contrast, on the contrary, however, nevertheless, in comparison	Expresses contrast
To conclude, in conclusion, to sum up, to summarize, in a nutshell	Indicates conclusion

Use of Sequence words:

We use sequence words too in a paragraph. Some of the sequence words that we use are: first, firstly, second, secondly, the next, after that, now, later, finally, afterwards, lastly etc. However, firstly, secondly, lastly are no longer desirable. Instead, first, second, and last are used more commonly now. Let us use them in sentences.

After I shut down my computer, I went to sleep.

First you clear the dues, only then you will take a loan again.

Finally the flight departed.

Eg. For preparing a cup of tea, you should **first** take water, boil or steam it for some time, **next** you add tea leaves, **then** add sugar as per your taste, **last** add milk and your tea is ready.

Check your Progress:

1. What is a topic sentence?

_____

2. What do you understand by coherence?

_____

6.2.4 Types of Paragraphs:

Dear Learners, it is important to note that the point and purpose in a paragraph have a vital role. You should be able to make your point to readers and that will help you to attain your purpose, although point and purpose are interchangeably used as synonyms.

There are generally many types of paragraphs: descriptive, narrative, persuasive etc. We shall discuss some of them for our understanding. However, only the descriptive and narrative paragraphs are important at the basic level. The other types of paragraphs discussed in this unit are for higher levels.

6.2.5 Descriptive:

The primary purpose of a descriptive paragraph is to describe a person, place or a thing in such a manner that an image is created in the minds of the reader. Descriptive writing involves paying close attention to an event or a thing by involving all of your senses. How do we write a descriptive paragraph? For writing a descriptive paragraph we should choose all the relevant information that is necessary to describe a person, place, or object.

You can write a descriptive paragraph on some of the following topics: A Dream, A Nightmare, A Train Ride, A Sunset, My Best Friend etc.

Now let us understand it with an example.

> Sunset is the time of the day when our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting, like clouds of balloons caught in a whirlwind. The sun moves slowly to hide behind the line of horizon, while the moon races to take its place in prominence atop the night sky. People slow to a crawl, entranced, fully forgetting the deeds that must still be done. There is calmness, when the sun does set.

Purpose: Writers generally intend to use descriptive paragraph to create a vivid picture about any place, person or a thing. The purpose of a descriptive paragraph is to provide detailed meaning of the subject through sensory observation.

6.2.6 Narrative:

A narrative paragraph simply refers to a story that you narrate or tell in greater details. They are considered as creative too. At times, a narrative paragraph is generally written with an intention to narrate a tale or motivate or educate. There is the possibility that a narrative paragraph can be factual or fictional.

Remember that a narrative paragraph must be easy else complex words can create a hindrance in understanding, therefore, avoid complex words. It is better to use first person narrative instead of second person narrative in such paragraphs.

You can write a narrative paragraph on following topics: My Childhood Days, My First Day at College, My Life as Sportsman etc. Now look at the following paragraph:

> “It was July 21, 1969, and Neil Armstrong woke with a start. It was the day he would become the first human being to ever walk on the moon. The journey had begun several days earlier, when on July 16th, the Apollo 11 launched from Earth headed into outer space. On board with Neil Armstrong were Michael Collins and Buzz Aldrin. The crew

landed on the moon in the Sea of Tranquility a day before the actual walk. Upon Neil's first step onto the moon's surface, he declared, "That's one small step for man, one giant leap for mankind."

Take a look at another example below:

"Last year was the first time I had ever been the new kid at school. For the first four days, I was completely alone. I don't think I even spoke to a single person. Finally, at lunch on the fifth day, Karen Watson walked past her usual table and sat down right next to me. Even though I was new, I had already figured out who Karen Watson was. She was popular. Pretty soon, all of Karen's friends were sitting there right next to me. I never became great friends with Karen, but after lunch that day, it seemed like all sorts of people were happy to be my friend. You cannot convince me that Karen did not know what she was doing. I have a great respect for her, and I learned a great deal about what it means to be a true leader."

6.2.7 Persuasive:

This type of paragraph aims to convince readers to believe in a particular idea or thing. Therefore, writings like criticism, reviews and reactions, proposals or advertisements generally stick to this type of writing. It is entirely aimed to influence readers.

Purpose:

It is used to convince readers that a particular point is correct and clear. To write an effective or persuasive paragraph you should take following things into consideration:

Select a topic that you are passionate about.

You should know your audience.

Hold the reader's attention.

Be emphatic.

Ask rhetorical questions.

Repeat yourself.

In addition to these things, you can use some of the following techniques in your persuasive paragraph:

Reciprocity:

It simply refers to the exchange of things. It is human tendency to pay back if we have got any favour from a social institute or from others. For instance, if Rahim did good to you,

sometime later you are likely to pay him back for the favour even though in some other form. There are three types of reciprocity: generalized, balanced and negative.

Consistency:

It means to remain strict with your ideas, facts, or opinion. Staying consistent can help us to be more influential.

Using Ethos, Pathos and Logos:

Ethos, also called as an appeal to ethics is used to motivate the audience through the medium of some influential personality.

Pathos, this is one of the ways where we convince audience through some emotional appeal.

Logos, is the way to convince audience through some facts, figures and reasoning.

Dear Readers, now you have learned some of the tactics that can help you to be more effective and persuasive, therefore, you should be confident in the first place. You should also introduce a logical argument which you are planning to deliberate about. Make sure that this appears to be beneficial to the audience that you are addressing, choose your words carefully.

Let us look at this paragraph:

> The school fair is right around the corner, and tickets have just gone on sale. We are selling a limited number of tickets at a discount, so move fast and get yours while they are still available. This is going to be an event you will not want to miss! First off, the school fair is a great value when compared with other forms of entertainment. Also, your ticket purchase will help our school, and when you help the school, it helps the entire community. But that's not all! Every ticket you purchase enters you in a drawing to win fabulous prizes. And don't forget, you will have mountains of fun because there are acres and acres of great rides, fun games, and entertaining attractions! Spend time with your family and friends at our school fair. Buy your tickets now!

Now let us try another one. The next paragraph explains why my neighbor should attend a school fair.

> The school fair is right around the corner, and tickets have just gone on sale. Even though you may be busy, you will still want to reserve just one day out of an entire year to relax and have fun with us. Even if you don't have much money, you don't have to worry. A school fair is a community event, and therefore prices are kept low. Perhaps, you are still

not convinced. Maybe you feel you are too old for fairs, or you just don't like them. Well, that's what my grandfather thought, but he came to last year's school fair and had this to say about it: "I had the best time of my life!" While it's true that you may be able to think of a reason not to come, I'm also sure that you can think of several reasons why you must come. We look forward to seeing you at the school fair!

6.2.8 Compare and Contrast Paragraph:

We shall compare between a **Lake** and an **Ocean** in this paragraph.

Oceans and lakes have much in common, but they are also quite different. Both are water bodies, **but** oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, **while** oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, **whereas** lakes support much smaller forms of life. When it is time for a vacation, both will make a great place to visit and enjoy.

6.2.9 Critical Paragraph:

Let us look at this paragraph now. In such paragraphs we generally critique a composition The Blue Whales just played their first baseball game of the new season; I believe there is much to be excited about. Although they lost, it was against an excellent team that had won the championship last year. The Blue Whales fell behind early but showed excellent teamwork and came back to tie the game. The team had 15 hits and scored 8 runs. That's excellent! Unfortunately, they had five fielding errors, which kept the other team in the lead the entire game. The game ended with the umpire making a bad call, and if the call had gone the other way, the Blue Whales might have actually won the game. It wasn't a victory, but I say the Blue Whales look like they have a shot at the championship, especially if they continue to improve.

Problem and Solution (Narrative version):

Last week we installed a kitty door so that our cat could come and go as she pleases. Unfortunately, we ran into a problem. Our cat was afraid to use the kitty door. We tried pushing her through, and that caused her to be even more afraid. The kitty door was dark, and she couldn't see what was on the other side. The first step we took in solving this problem was taping the kitty door open. After a couple of days, she was confidently coming and going through the open door. However, when we removed the tape and closed the door, once again, she would not go through. They say you catch more bees

with honey, so we decided to use food as bait. We would sit next to the kitty door with a can of wet food and click the top of the can. When kitty came through the closed door, we would open the can and feed her. It took five days of doing this to make her unafraid of using the kitty door. Now we have just one last problem: our kitty controls our lives!

This began as one paragraph but needed two _ one for the problem and one for the solution. Also, notice that the second paragraph is a process paragraph. It would be very easy to add an introduction and conclusion to these two paragraphs and have a complete essay!

People often install a kitty door, only to discover that they have a problem. The problem is their cat will not use the kitty door. There are several common reasons why cats won't use kitty doors. First, they may not understand how a kitty door works. They may not understand that it is a little doorway just for them. Second, many kitty doors are dark, and cats cannot see to the other side. As such, they can't be sure of what is on the other side of the door, so they won't take the risk. One last reason cats won't use kitty doors is because some cats don't like the feeling of pushing through the door and having the door drag across their back. But don't worry—there is a solution for this kitty-door problem.

The first step in solving the problem is to prop the door open with tape. This means your cat will now be able to see through to the other side; your cat will likely begin using the kitty door immediately. Once your cat has gotten used to using the kitty door, remove the tape. Sometimes cats will continue to use the kitty door without any more prompting. If this does not happen, you will want to use food to bribe your cat. When it's feeding time, sit on the opposite side of the door from your cat and either click the top of the can or crinkle the cat food bag. Open the door to show your cat that it is both you and the food waiting on the other side of the door. Repeat this a couple of times, and then feed your cat. After a couple of days of this, your kitty-door problem will be solved.

Check your Progress:

1.What is descriptive paragraph?

_____

2. What is a persuasive paragraph?

_____

6.2.10 Paragraph Structure:

Generally, a paragraph consists of three parts 'Introduction, body and conclusion.' Dear Learners, it is important to know that all three parts play an important role to communicate with the reader.

Introduction:

This is the first part of the paragraph. In an introductory part we should include topic sentence or any other sentence that provides background information.

Body:

The introduction part is followed by 'body' in a paragraph. This is the main part of the paragraph where, discussion, analysis, information and examples are supported.

Conclusion:

This is the final part of the paragraph; here you summarize the idea presented in the paragraph.

Note: When paragraphs are used in continuity as an essay, there is no need to give introduction and conclusion for each paragraph.

6.3 Learning Outcomes

By the end of this Unit, you should be able to know what a paragraph is and the types of paragraphs. Moreover, you should be familiar with the principles of writing paragraphs like unity, coherence and other necessary things. You should easily identify the nature of paragraph whether it is descriptive, narrative, persuasive, critical, or creative.

6.4 Glossary

Compulsory: Important

Coherent: Clear, rationale

Descriptive: Providing a detailed description

Persuasive: Very effective

Compare: Equate

Contrast: Difference

Creative: Innovative

6.5 Sample Questions

6.5.1 Objective Questions:

Select the type of paragraphs for the following sentences:

1. A paragraph that narrates a story is called_____

    (a) **Narrative**

    (b) Creative

    (c) Descriptive

    (d) Persuasive.

2. A paragraph that gives description is called_____.

    (a) Narrative

    (b) Creative

    (c) **Descriptive**

    (d) Persuasive

3. A paragraph that aims to persuade someone is called_____

    (a) Narrative

    (b) Creative

    (c) Descriptive

    (d) **Persuasive**

4. When you make a critique of something it is called_____

    (a) Narrative

    (b) Creative

    (c) Descriptive

    (d) **Persuasive**

5. Topic sentence is given in the_____ of the paragraph

    (a) **At the beginning**

    (b) Middle

    (c) End

    (d) Nowhere

6. In compare and contrast paragraphs we look for similarities differences _____.

    (a) Similarities

    (b) Differences

(c) **Both**

(d) None

7. *To conclude in a nutshell*, in a paragraph indicates:

(a) **Sum up**

(b) Begin

(c) Plead

(d) None

8. On the other hand, indicates_____.

(a) Addition

(b) **Contrast**

(c) None

(d) Both

9. Which of the following is a principle of paragraph writing?

(a) **Unity**

(b) Ambiguity

(c) None

(d) Both

10. _____ is a part of paragraph writing.

(a) **Coherence**

(b) Ambiguity

(c) Both

(d) None

6.5.2 Short Answer Questions:

1. What are some of the types of paragraphs? Mention at least five.
2. What is descriptive paragraph?
3. What is a narrative paragraph?
4. What is meant by a topic sentence in a paragraph? Why is it important?
5. What do you mean by unity in paragraph?

6.5.3 Long Answer Questions:

1. Write a descriptive paragraph on any tourist place you have visited.
2. Write a paragraph on each of the following:

(a) My watch

(b) My home

(c) My teacher

(d) A rainy day

3. Explain what is a paragraph? Discuss the importance of coherence in a paragraph

6.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.

2. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.

3. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 7: Letter Writing

Structure

7.0 Introduction
7.1 Objectives
7.2 Types of Letters
- **7.2.1** Process of Writing
- **7.2.2** Letter Writing Tips
- **7.2.3** Rules for Writing a Letter
- **7.2.4** Format of a Formal Letter
- **7.2.5** Writing a Job letter or Cover letter

7.3 Learning Outcomes
7.4 Glossary
7.5 Sample Questions
7.6 Suggested Learning Resources

7.0 Introduction

Dear Learners, before we start this topic, let me take you back to those olden days when technology was not so advanced. Do you know how we used to communicate with people who lived far away from us or resided overseas? The answer is "through letters." In those days writing letter was considered a great art and requirement. It is important even today; it has still not lost its charm. Letter writing is essential both at the workplace as well as in our personal lives. Therefore, let us understand some of the basic tips about letter writing.

So, let us start with a question, what is letter writing? Letter writing is simply either a handwritten or a printed version of a message. A letter is generally sent through an email or posted in an envelope; however, this is not a hard and fast rule for it, therefore, any message which gets transferred to the receiver through post may be treated as letter. Although it must be admitted that most of the conversation in today's world take place via e-mails known as **electronic mail, (**it simply refers to the transfer of one's message to another person through an electronic device) the art of letter writing is slightly low these days. In a world where everything is available at the press of button from ordering pizza online to booking cabs or watching Netflix, some people still resort to the formal way of correspondence in this world of technology.

Most of the organizations still correspond officially through letters, be it cover letter for a job, or acceptance of any proposal or confirmation of promotion or even resignation, letters come to the rescue. Don't you think then it is important for us to know details of letter writing.

Check your Progress:

1. Define letter writing?

_____

2. What is an e-mail?

_____

7.1 Objectives

The objectives of this Unit are to:

- examine the procedure of letter writing
- identify various types of letters
- understand difference between formal and informal letters
- recognize the structure and format of formal and informal letters

7.2 Types of Letters

An important aspect which we should understand is the difference between '**Letter**' and '**Application**.' Do you think they are same or different? There is a tissue thin difference that we must understand before we go ahead. A letter is also a means of communication; it can be formal, informal or casual while an application is a formal letter which can be used to apply for a job, leave or any professional information.

It is important for us to begin with types of letters. We must understand that there are broadly two types of letters: Formal letters and Informal letters. There are other types of letters also which are defined on the basis of their content, purpose or formalities of writing. So dear readers let's understand some of these types.

Formal Letter: A formal letter simply means a letter sent to an official of any company, institute, university or organization. This type of letters generally follows a particular pattern. It is aimed to address the issue directly and maintain the spirit of professionalism. As mentioned already, any type of business letter or a letter to any official will come under this category.

Informal Letter: They are sometimes called as personal letters too. Here you enjoy the liberty; you don't have to strictly follow the rules like that of a formal letter. Personal letter contains personal information. These kinds of letters are generally addressed to friends or relatives.

Business Letter: When businessmen officially correspond with one another through letters containing details like quotations, commercial information, orders, or complaints, such letters are referred to as business letters. It must be kept in mind that the writers of business letters always follow a formal pattern.

Official Letter: Such letters contain the rules and regulations with an intention to inform the office branches or subordinates about the necessary guidelines pertaining to any office.

All official and business letters are formal or semiformal. A leave letter, an application for fee exemption, a request for transfer certificate fall under official letter category.

Check your Progress:

1. If you were to write a letter to the editor of a newspaper regarding pollution in your city, what type of letter is it_____ Formal / Informal?

2. You wrote a letter to your father about the grades that you achieved in NEET what type of letter is it_____ Formal/ Informal.

7.2.1 Process of Writing:

Writing must be done in a systematic manner and plan, it is inclusive of three stages, **pre-writing**, **writing** and **post -writing.**

Pre-writing:

Pre-writing includes many things, it includes audience, purpose, identification, scope determination and an analysis of action desired. We must always consider key words in mind, Audience, Purpose, Scope and Action (APSA). Therefore, while writing a letter you must ask the following questions to yourself:

Who is my audience? (Audience Analysis)

Why am I writing? (Purpose)

How much should I write? (Scope determination)

What do I want readers to do? (Action desired analysis)

Some other questions possibly can be:

How do I start?

How do I make my point clear?

How do I say what I mean?

How can I make my point brief?

How can I produce logical flow?

How can I be more persuasive?

Writing: As you know writing is a process which involves many things like organizing the matter, drafting of what needs to be written, some of the strategies that we can make use of are: **Brainstorming, Free writing and Mind mapping.**

Brainstorming: It simply refers to the listing of ideas that come to your mind when your plan to write something about anything.

Free writing: In this process you can express your ideas; here you are not worried about the grammatical aspects like spelling, punctuation marks etc.

Mind Mapping: This is a technique where the natural ability of our mind is used to orgainse the information.

Post -writing:

Dear Readers, once you are done with writing the first draft of the letter or a document; immediately, it should be revised, edited, and finally evaluated. Through revision you can improve the content, the layout of the letter or structure of the letter. In editing all the grammatical errors and spelling errors will be corrected. Evaluating would mean critical appreciation of the letter that it aims to achieve a desired effect on the mind of the receiver.

Good Writing:

Any good writing must have at least the following things:

Completeness: It should provide inclusive information.

Concise: to the point without giving unnecessary information.

Correct: It should provide the correct information.

Credibility: Your idea must be supported by valid arguments.

Clarity: It should not be confusing or incomprehensive.

7.2.2 Letter Writing Tips:

Dear Learners, now that we have some understanding of letter writing and its types, let's also understand some of the basic tips for writing a letter.

Identify the type of letter:

One of the important things that we should bear in mind is the type of letter we are writing. One should be able to identify the type of letter. Now suppose you are writing a letter to the Head of the Department and requesting him/her to grant you leave for seven days. This is

purely a case of formal letter. However, if you are writing a letter to a professor whom you want to catch up with after many years, you are his taught (student) and you want to meet him now after a long gap, then the type of letter will be informal or you can write a personal letter.

Know how to open and close the letter:

Dear Learners, opening and the way to close a letter tells a lot about the person's correspondence tactics or drafting skills. Generally, formal letters open with a particular pattern which is formal in nature. However, informal letters can be addressed in an informal way with an informal greeting or heading.

Establish the main intent of the letter:

One of the basic things that you need to take care of is that once you start the content of the letter especially of formal letters, you must immediately address the purpose. It is important that the purpose of letter should be made clear sooner than later.

Be careful with the language:

It is important that the letter you are writing must be polite and considerate. Irrespective of the fact that the letter contains complaints about someone or something, it is always good to be careful and courteous. Therefore, it is important to be polite and civilized in all forms of letters.

Length of the letter:

Another important factor that we should take care of while writing a letter is its length. Formal letters are generally to-the-point and precise. It is evident that if you write a very lengthy letter, it will never have the desired impact on the people at the receiving end.

Check your Progress:

1. Should we encourage impolite and trash writing in a letter_____ Yes/No
2. A formal letter should be lengthy in nature_____ Yes/No

7.2.3 Rules for Writing a Letter:

Address:

Under this heading, you mention the address of the person to whom the letter is addressed. It refers to the address of the person with whom you want to correspond through the letter. The address must be put on the top left of the letter.

Date:

Different people put the date on different places like; some place it on the right side just after leaving one line of address mentioned on the left side, while others put it on the left side just below the details of the addressee, both are acceptable.

Subject:

Under this heading you mention the purpose of letter; it should be kept in mind that the subject line should be short and to the point. Lengthy subject will create a bad impression on the reader's mind**.**

Salutation or greeting:

Dear Sir/Madam

In case you do not know the name of the person the letter is addressed to, you can write: Dear Sir/ Madam. It is advisable to find out name.

Dear Mr. Amin

If you know the name then you should use the title like Mr., Mrs., Miss or Ms., Dr. etc. along with surname, if the letter is addressed to woman and you don't know whether she is married or not, it is better to use 'Ms.' which is used for both married as well as single women.

Ending a letter

1) **Yours faithfully**

In case you do not know of the person then it is better to use "Yours faithfully." This is placed on the left at the bottom of the letter ever since the rules for formal letters have changed. Remember there is no apostrophe in "Yours Faithfully", it should be "Yours Faithfully" not Your's Faithfully.

2) **Yours Sincerely**

In case you know the name of the person to whom the letter is addressed, you can also use "Yours Sincerely"

7.2.4 Format of a Formal Letter:

Sender's Address	
Date	(Head)
To, Designation & Address	
Dear Sir/ Madam	(Salutation/ Greetings)
Subject	(State the Purpose of the letter)

Introduction (Body)
Body Conclusion

Yours faithfully (Signature/ Subscription)

Dear Learners, while writing informal letters, some of the headings that we follow are:

We mention the **address** and **date** here too on the **top left of the letter**.

We use following salutation in informal letters: **Dear Uncle/ Brother/ Mother/ Sister/ Friend.**

There is no **subject** required for an informal letter.

You may close an informal letter with following signatures:

Yours Lovingly/Affectionately/Truly/etc.

Let us now show you some examples of formal, informal and business letters. Please note the structure and format and follow it whenever you are asked to write a letter in any case whether formal or informal. You can use your own language however do not forget to follow a proper pattern as we have discussed already in this unit.

Formal Letter Format

Name of the Sender
Address
Date
To
Name of the Receiver
Designation
Company Name
Address

Salutation: (Dear Sir/Madam)
Subject:
Body of the Letter

Write one or two paragraphs including the reason for writing the letter. Make sure you keep the letter concise without dragging it too much.

Yours sincerely
Signature
Name

Example of a Formal letter

Gachibowli, 500032

MANUU, Hyderabad

Date: 20th December 2020

The Director

Centre for Distance and Online Education
MANUU

Sub: Information about BA Admissions

Dear Sir/ Madam

I should be grateful if you provide me the necessary information about the regulations of the admission of BA in distance mode of Maulana Azad National Urdu University (MANUU). It will be kind of you if you also inform me whether the university offers hostel accommodation for students who want to take admission in your university.

Thanking you!

Yours faithfully
Shazaib Mudasir

Check your Progress:

1. Write an application to the Principal of a College requesting him to issue free books as you belong to a poor family and cannot afford them.
2. Write an application to the Bank Manager for opening of a new bank account.
3. Write an application to the MLA of your area, informing him about the problem of water scarcity and requesting him for the immediate address of the issue.

Example of an Informal Letter

Gori Mohala

Talangam,

Jammu and Kashmir

29th March 2021

Dear Shakir,

Hey! How are you? How are things at home? It has been a long wait to see you. It is hot here. I hope everyone along with Ammi and Abu is fine there.

I am coming home to attend your wedding next month. Let me know if you need anything from here. Do write back soon, I am waiting for your reply.

Take care of Ammi, Abu and yourself.

Yours lovingly
Mudasir

Check your Progress:

1. Write a letter to your sister about her wellbeing and congratulate her for securing the distinction in the exams**.**
2. Write a letter to your father informing him about your hostel life in the college.

Example of a Business Letter

Alpha Company Limited

Hi-Tech City

Hyderabad 500032

Date: 3 March 2021

Dear Sir,

It is with pleasure that I accept your offer of Executive Officer's position in your company. I assure you that I will put all my skills and experience to work for the Alpha Company Limited.

As desired, I can join you by the end of March 2021. I am grateful to you for giving me this opportunity. I look forward to meeting you in March.

Yours faithfully

Abdul Samad

7.2.5 Writing a Job Letter or Cover Letter:

Most of the students often get confused when they are asked to send a cover letter. Dear readers you do not need to panic. In fact, a job letter is also called a cover letter. A cover letter serves as a tool for the applicant to take your talent to a prospective employer. It persuades the reader to believe in your suitability for the position. It is clear that the basic purpose of job application is to draw a clear connection between the job that you are seeking and one's qualification, it serves many purposes:

It helps to introduce applicant to the hiring organization.

Introduce his resume.

Highlight his achievements.

Dear Learners, therefore, we can say that a cover letter is a type of document which is attached to your resume and offers a description about why you are the best choice for the company that you are applying in. This is called letter of motivation in technical terms. For writing an effective Cover Letter you should always take care of the following things:

Mention the Source of Information:

You may start the letter by clearly mentioning where you found the advertisement of the job you are applying for, whether through newspaper, news agency, vacancy notice, job portal etc.

Matching Credentials of the Employer's Needs:

Here you should mention the desired qualification that is suitable for the job. So you should mention the necessary credentials as desired by the employer.

Use References:

Making use of any references is one of the proper ways to solicit any cover letter. This is where your acquaintance helps you.

Example of a Cover Letter

The Manager

Greater Kashmir

Srinagar

Date: 6 June 2021

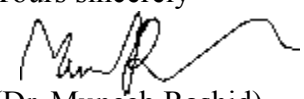
Dear Sir,

It is with great interest that I am applying for the post of Editor. I found the job advertisement in a local newspaper and found that it was an ideal position for me. I firmly believe that I am a good match for this post.

I have an extensive experience of the field that you are looking for. My area of expertise includes developing content for various programs. I have an experience of 6 years working as Editorial Board Member.

Please, feel free to contact me and set an interview date as per your convenience. You can reach me by way of mail or phone number. I look forward to discussing my future with your organization.

Yours sincerely



(Dr. Muneeb Rashid)

Sample of Employment Confirmation Letter

Date: 20/3/2025

Shakir Nazir
Talangam Pulwama
192301
India.

Sub: Appointment Letter

Dear Mr. Shakir Nazir

We hereby confirm that you, Shakir Nazir S/o Nazeer Ahmad, born on 15/3/1997 is employed full-time as an Administrative Supervisor w.e.f. 20th March 2021.

You will have to look into the administrative aspects of the company. Your task will be but not limited to,

- Applying legislation in areas of local government on an individual basis.
- Managing Administrative and organizational tasks
- Dealing with the process of budgeting

We look forward for a longer association with you.

Sample of a Circular

Govt Degree College , Hyderabad

Ref: 23/GDC, Hyd. Date: 29/4/2025

Circular

Sub: Summer Vacation –Reg

All students are hereby informed that the summer vacation will be from 20/5/2025 to 20/6/2025. The summer vacation for teachers will be from 30/5/2025 to 10/6/2025.

The office and examination branch will continue to function on all days with full strength.

Principal

7.3 Learning Outcomes

At the end of this Unit, you should be able to:

- know the process of writing a letter.
- understand the various types of letters.
- know the format of the formal and informal letters.
- learn the tips that are useful in writing letters effectively.
- understand the difference between various types of letters like formal and informal mainly.
- learn the format of cover letters.

7.4 Glossary

Brainstorming: To produce ideas

Essential: Important

Inclusive: Including all of anything

Correspond: To communicate or connect

Salutation: A gesture of greeting

Prospective: Referring to the bright future

7.5 Sample Questions

7.5.1 Objective Questions:

1. Electronic mail is also called _____

    (a) Gmail

    (b) E-mail

    (c) None

    (d) Both

2. Business letter is a _____letter.

    (a) Formal

    (b) Informal

    (c) Both

    (d) None

3. Application is an informal letter_____

    (a) True

    (b) False

    (c) Both

    (d) None

4. What is the first stage of writing called_____? **Pre-writing**

5. What is last stage of writing called as mentioned in the above unit_____? **Post-writing**

6. “Action, Purpose, Audience and Scope” fall under which stage of writing? **Pre-writing**

7. What does concise mean in good writing? **Short, clear and to the point**

8. Brainstorming is part of pre-writing._____**yes**/no

9. Mind mapping is a part of post-writing._____yes/**no**

10. A cover letter is also called a job letter_____ **yes**/no

7.5.2 Short Answer Questions:

1. What are the various types of letter writing?

2. What is the process of writing? Discuss the three stages of writing that have been described in the unit?
3. Discuss the structure of a formal letter.
4. Differentiate between a formal and informal letter.
5. What is a cover letter?

7.5.3 Long Answer Questions:

1. Write an application to the Principal of your college requesting him to extend the date for fee submission.
2. Write a letter to your younger brother advising him to focus on studies instead of wasting time.
3. Presume that you saw an advertisement for the post of a physical teacher in a college, how will you write a cover letter for it?

7.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.
2. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.
3. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Unit - 8: E-mail, SMS and Invitation Writing

Structure

8.0 Introduction
8.1 Objectives
8.2 E-mail Writing
    8.2.1 SMS Writing
    8.2.2 Invitation Writing
8.3 Learning Outcomes
8.4 Glossary
8.5 Examination Oriented Questions
8.6 Suggested Learning Resources

8.0 Introduction

In the age of information, developing good communication skills is of the **utmost** importance to establish and maintain good professional relationships. As most of the communication, with the **advent** of technology, is through written communication, therefore, it becomes important to develop good writing skills to improve communication with our business partners, colleagues, and friends. In this chapter, the three important components of written communication i.e., E-mail, SMS, and Invitation writing will be taught to the learner.

8.1 Objectives

The objectives of this Unit are to:

- introduction and understanding E-mail writing, SMS writing, and invitation writing
- know the different **formats** to write E-mails, SMS, and invitation writing
- understand the use of language to communicate effectively through written forms such as E-mails, SMS, and Invitation writing
- develop skill to write good E-mails, SMS, and Invitations for professional growth

8.2 E-mail Writing

Electronic mail, popularly known as e-mail, has taken over the conventional post or **snail-mail** writing. It is important that one should write an e-mail in a convincing and comprehensible manner to communicate effectively. One can develop the skill to write an e-mail for professional communication if one learns the right way to do it. E-mail writing is used to communicate with people for official and business purposes but now it is also used to communicate with relatives and friends.

See fig. no. 8.2

(Fig.no 8.2)

Since you must use a computer to send an e-mail, the picture on the e-mail screen is given above. Here is how to write a proper e-mail after you have created an e-mail address that allows you to send and receive mails. E-mail writing includes a particular structure to make a good e-mail. An e-mail structure comprises of: Subject line, Salutation/greeting, e-mail body, and closing.

Structure of an E-mail:

1) Subject line: It is the most important part of the e-mail as it shows the reader the subject of the e-mail body. One should write a descriptive subject line in a few words that tell the receiver about what is enclosed in the e-mail. It is like the face of the body which conveys about the

person. Subject line is important to establish good professional relationship. It should clearly mention the purpose of the e-mail. It serves the same purpose as a subject serves in letter writing. The use of right subject line can help the receiver to respond to your e-mail on time otherwise e-mails with poor subject line can end up in spam messages. One should spend enough time to craft the right subject line as it is the **crux** of the e-mail written.

2) Salutation/ Openers: It is used to acknowledge the reader before they start reading the e-mail to establish a better professional **rapport**. It is seen as a mark of respect or a quick greeting for the reader mostly while writing a formal e-mail. Sometimes the sender may choose to drop the opener while referring to close colleagues. Salutations such as "Hi", "Hello", "Dear Sir", "Dear Madam", "Hello Everyone", "Dear All" are used, if writing for a group of people sometimes people simply mention the name of the person to whom they are addressing.

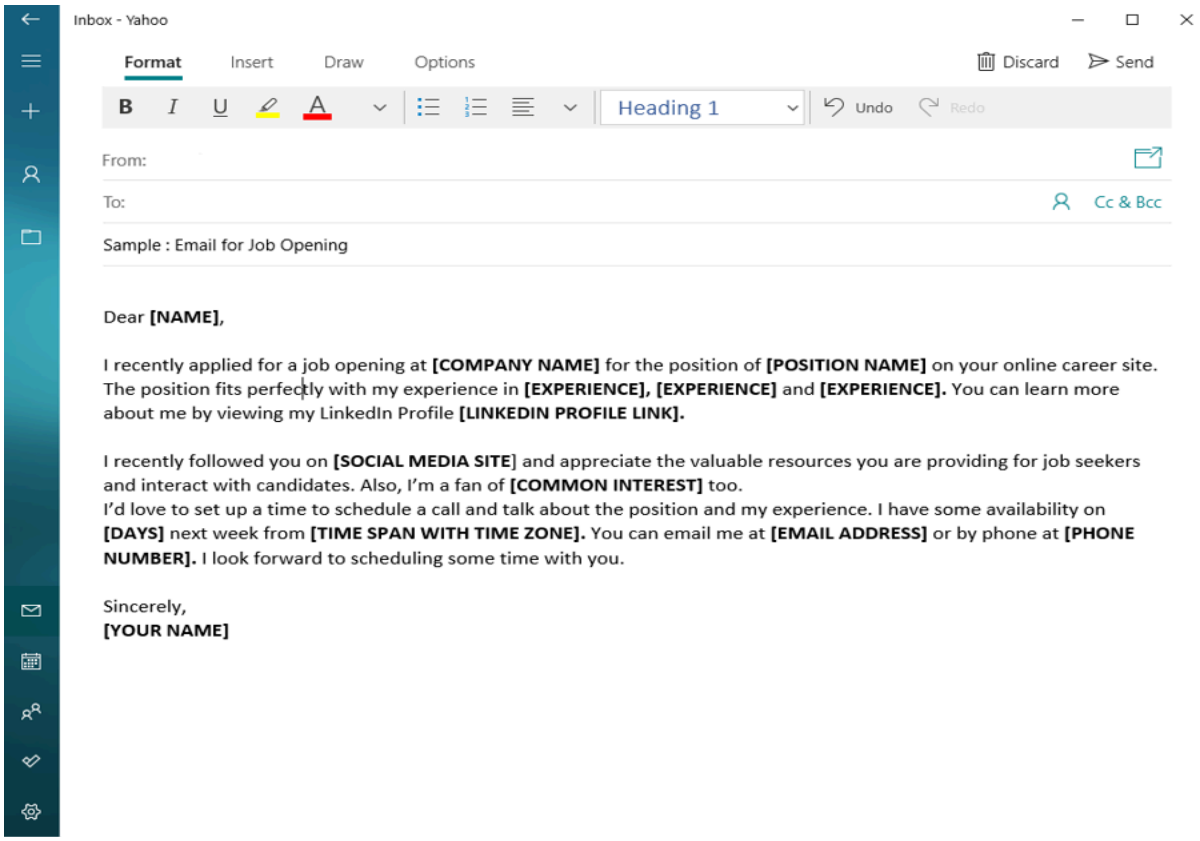
3) Body: **(the reason for writing)** - The body of an e-mail is a detailed description of your message. It should be written in a clear, informative and comprehensible language rather than jargon words if you do not share the same background with the receiver. It is always good to maintain polite and a neutral tone, avoiding **emoticons**, personal comments, and gossip. It should state the purpose clearly so that the receiver feels more inclined to read without missing the important information mentioned in the e-mail sent. It is important that only important points regarding the message you want to convey should be written in the e-mail. A good subject line also helps you to explain the content of the e-mail to the receiver.

4) Closing: Closing refers to the remarks that we use at the end of an e-mail just like salutation. It is used to part well on a good note. One can use a friendly sign –off before sending the e-mail. Closing phrases such as "Cheers", "Thanks", "Regards", "Take care", "Sincerely", "All the Best" are used as closing phrases. Before closing, be sure you clearly write to the receiver what are they supposed to do next or what course of action you require on his/her behalf. Check your e-mail before you send it.

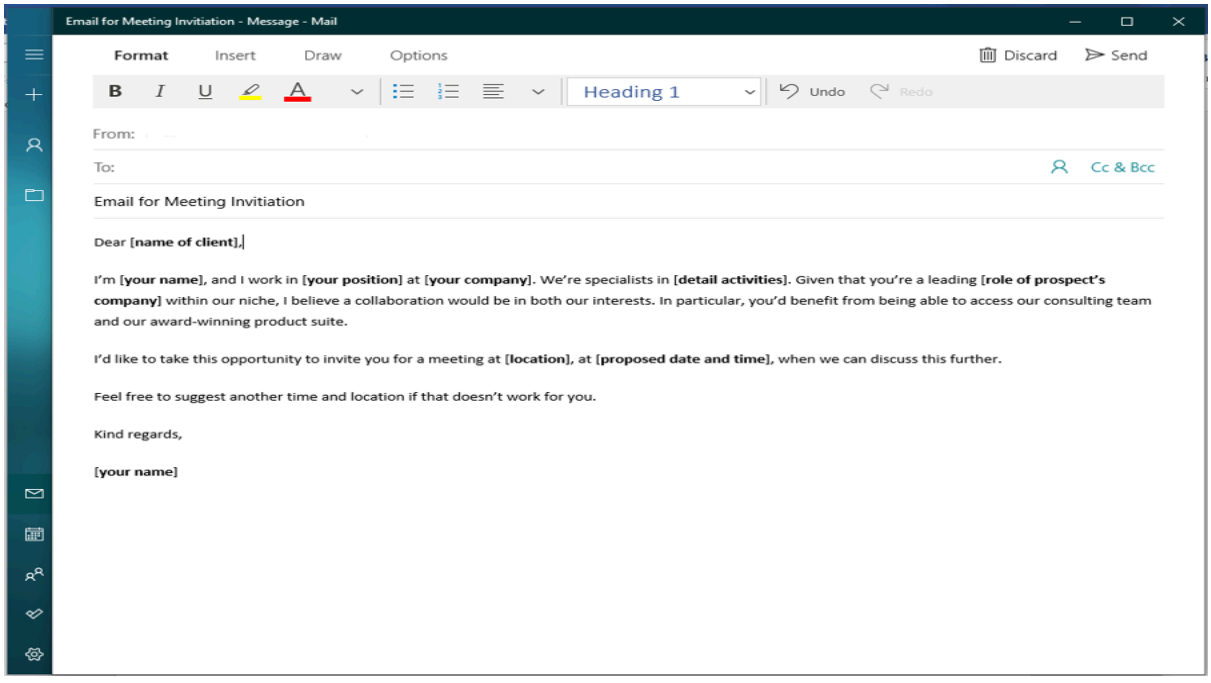
Sample E-mails:

Here are a few samples fore-mail writing.

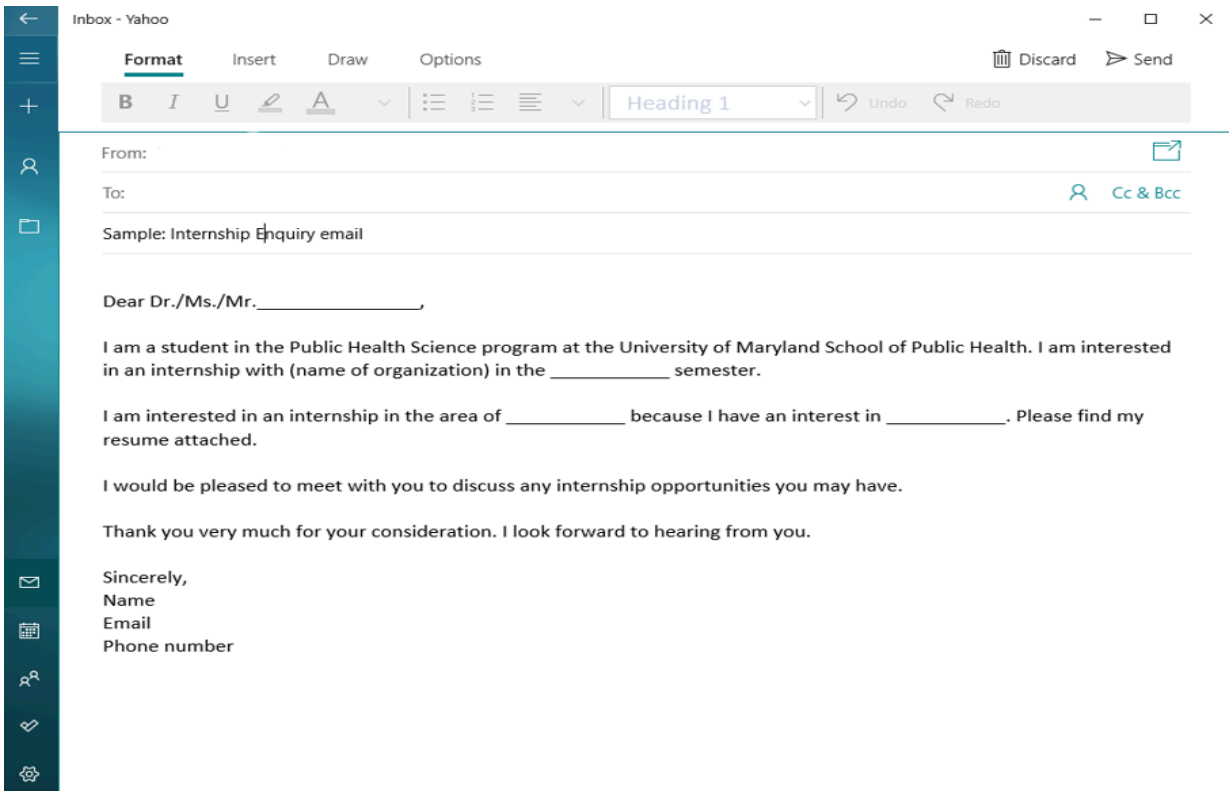
1. To apply for a job opening



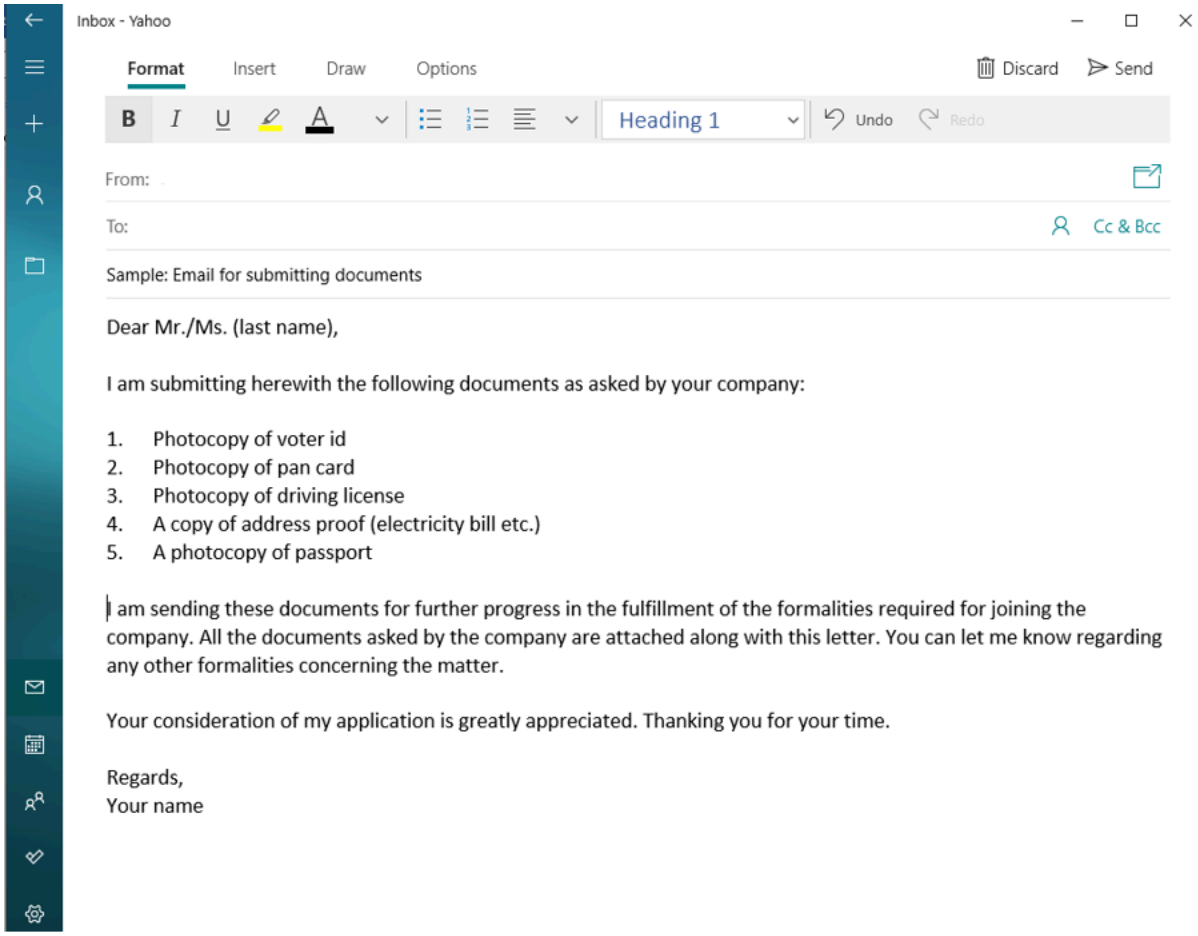
2. For a meeting



3. For internship enquiry



4. For submitting documents



Check your progress:

1. What has e-mail replaced?

_____

2. What are the main components of an e-mail structure?

_____

3. What can happen if you write a poor subject line?

_____

8.2.1 SMS Writing:

SMS is short message service that we use for formal as well as informal communication. It is mostly in written form, therefore called 'text'. With mobile phones in our hands, computers on our desks sending SMS for formal and informal communication is a boon as it allows

messages to reach across the globe in a fraction of seconds. In SMS writing, you can use short forms to convey messages. SMS writing is more than sending and receiving messages, it helps you to send messages to large number of people and it helps you to put your emotions in the form of text message as you can use various emoticons to convey the same. SMS writing is useful when you are not able to take calls directly and you can send auto responders, **triggers**, **templates**, scheduled texts etc. to save time. To ensure the receiver understands the message you want to convey. One uses few words to communicate clearly, concisely and concretely and maintain the tone of the message.

Types of SMS:

There are primarily four kinds of messages, let's look at them in detail

1. **SMS and MMS Messaging:**

   Anyone who is having a mobile phone is familiar with having received or sent a text message on phone. If a message contains simple words in it then it is called a simple text message, but if that text contains a photo or video, then it is an MMS (Multimedia messaging service). There's a limit of characters that we can use to send SMS whereas MMS can use extended character limits.

2. **Push Notifications:**

   Push notifications are SMS messages that pops-up on your mobile screen. These are automatically generated messages that appear in the inbox alongside other texts. One ends up mistaking these as normal text messages when they light up on the mobile's screen even when the mobile screen is locked. These are mostly sent as promotional messages by business companies to lure customers to use the service. One must disable these push notifications to stop receiving them.

3. **In-App Messages:**

   In-App messages are SMS that you receive from the downloaded application on your mobile phone. When a person using a smartphone downloads an application, they agree to the notifications to be sent by these applications, these notifications reach us in the form of in-app messages. In-app messages do not pop-up like push notifications on our mobile screens rather, these appear when we open the application.

4. **RCS:**

   RCS refers to Rich Communication Services; it is new to mobile communication. It works similar to Facebook, Messenger and Whatsapp. with messaging as a platform

technology. It allows interoperability within the apps and helps to move beyond just texting. It is a part of IP multimedia subsystem. It works on the principle of built-in software that does not require the downloading of any external app. It will work from a single platform as a text message but with messages from other in-built applications i.e., a person will be able to receive messages from the application in the inbox but can have the experience of using it in the app withoutt opening the application.

List of templates and acronyms used: Here's a list of text templates and acronyms that are in-built in the software that help us in texting whether on mobile or on our computers.

1. BRB- Be right back
2. BTW- By the way.
3. LOL- Laugh out loud.
4. ROFL- Rolling of the floor laughing
5. TYSM- Thank you so much
6. HB2U- Happy birthday to you
7. GR8- Great
8. SOB- Stressed out bad
9. TTYL- Talk to you later
10. IDK- I don't know

SMS Template for Marketing:

- Save Now! Archie's Gifts is offering up to 60% off on selected items up to Dec 25. Heavy Discount. Don't miss out. Archiessgifts.com.
- Nykaa Fashion - Flash sale starts now. 3 for 1 on all accessories. Only 2 days left. nykaafashion.com. Visit soon

Medical SMS Template:

- Hi Ekta, you're due for your annual check-up after four days. Click here to schedule: example.com
- Hi Stacy, your test results for COVID-19 are now available. Please click this link below to view your results: example.com

Political SMS Templates:

- Sign up to join as a volunteer for the rally on Sunday. Click the link below: example.com

Restaurant SMS Templates:

- Daily deal: Order any small Pizza and we'll toss in a free side of fries. Valid till 6p.m.

School SMS Templates:

- Reminder: PTA meeting will be held this Saturday at 6:30 p.m. Hope to see you there!

8.2.2 Invitation Writing:

There are many occasions like weddings, wedding anniversaries, **housewarming** ceremonies, birthdays, and the inauguration of a shop/factory or organizing a small party etc., which we celebrate with our friends, relatives and colleagues. So, we invite people for such occasions by sending them written invitations, generally printed on cards or e-cards as well where the complete information about the event is given i.e., name of the invitee, name of the host, date, time, venue, name of the chief guest in case of an official invitation.

Invitations are of two types:

1) Formal Invitations: Formal invitation is an invitation sent in accordance with a convention for an important event. A formal invitation should be written in the third person. It is generally forwarded through the post, and the sender waits for its confirmation before including the person in the event. Such an event where we send formal invitations generally has a fixed number of invitees. Format of a formal invitation should include the name of the hosts, name of the invitee, date, time, venue of the event, the reason for the invitation, formal phrase of invitation, name and contact details of the organizer should be mentioned on the left side of the invitation. In the case of a chief guest, the name should be mentioned in the invitation. The invitation should be written in 50-60 words.

2) Informal Invitations: Informal invitations are sent to friends, relatives, dear ones, and people with whom you are familiar on social occasions such as birthdays, engagements, and other public functions. It is an informal, friendly, and persuasive invitation written in the first person where the sender uses salutations like 'Dear', 'My loving' etc. and a complimentary close like 'Yours Sincerely', 'Yours Lovingly'. In the case of informal invitations, you don't wait for the reply from the receiver for confirmation.

Check Your progress:

1. What does SMS stand for?

_____

2. What is the difference between SMS and MMS?

_____

3. Expand the acronym *LOL* and *TTYL*.

Samples of different types of invitations. See fig (a)

i) Formal Invitation

Sample 1

THE LITERARY CLUB

OF

RAMJAS PUBLIC SCHOOL, NEW DELHI

Solicits the pleasure of your Company on the occasion of

The Play *Waiting for Godot* at

5:00 pm on Sunday, 18th December, 20xx
Mr. Sudeesh Gupta, the famous writer
will be the Guest of Honour.

R.S.V.P

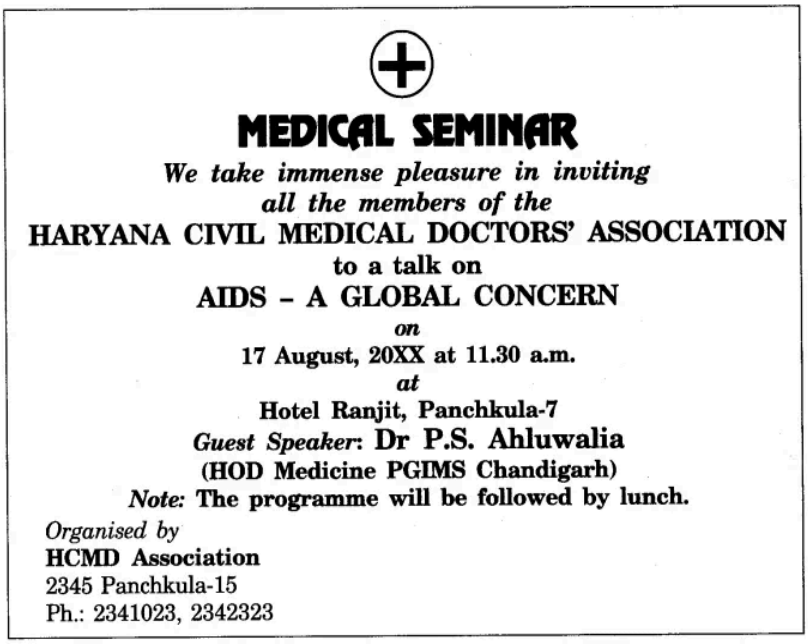
Govind/Gauri

Ramjas Public School, New Delhi

Phone: 011-32753217

Fig(a)

Sample 2



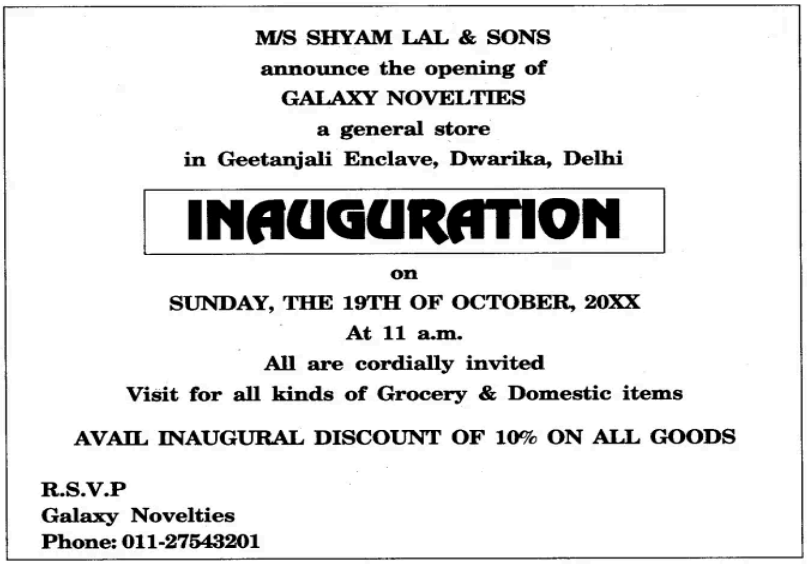
MEDICAL SEMINAR

We take immense pleasure in inviting
all the members of the
HARYANA CIVIL MEDICAL DOCTORS' ASSOCIATION
to a talk on
AIDS – A GLOBAL CONCERN
on
17 August, 20XX at 11.30 a.m.
at
Hotel Ranjit, Panchkula-7
***Guest Speaker*: Dr P.S. Ahluwalia**
(HOD Medicine PGIMS Chandigarh)
***Note:* The programme will be followed by lunch.**

Organised by
HCMD Association
2345 Panchkula-15
Ph.: 2341023, 2342323

Fig (b)

Sample 3



M/S SHYAM LAL & SONS
announce the opening of
GALAXY NOVELTIES
a general store
in Geetanjali Enclave, Dwarika, Delhi

INAUGURATION

on
SUNDAY, THE 19TH OF OCTOBER, 20XX
At 11 a.m.
All are cordially invited
Visit for all kinds of Grocery & Domestic items

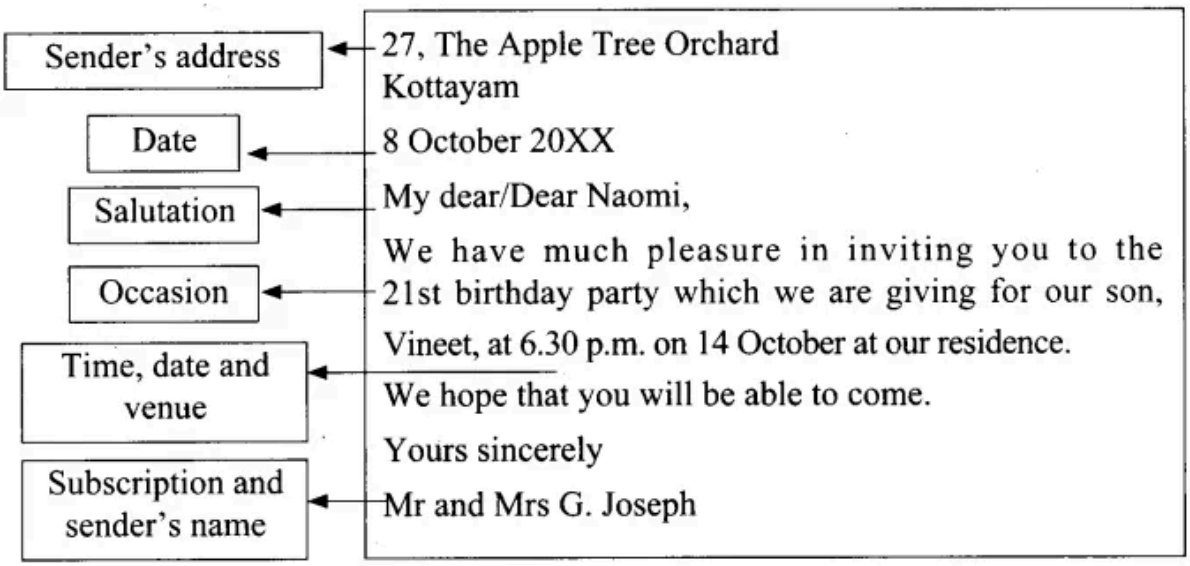
AVAIL INAUGURAL DISCOUNT OF 10% ON ALL GOODS

R.S.V.P
Galaxy Novelties
Phone: 011-27543201

Fig (c)

ii) Informal Invitations:

Sample 1



Sample 2

M-42, RaminikVihar

New Delhi

15 June 20XX

Dear Riya

Do join me on 25 June 20XX at 6.00 p.m. at my residence to celebrate my making it to the final list of Indian Army. You will get to meet a lot of our classmates also. Hope to see you soon.

Sandeep

Sample 3

Lotus Farms

Tajo Pure Village

25 April, 20XX

Dear Rishika

I will be returning to my farm house after the examination for a few days. You are invited to spend at least a fortnight with me. The place is really beautiful with no pollution, situated in lower Shivaliks. It is refreshing for people like you who love nature and adventure. We can trek

to nearby places. Looking forward to your arrival.

Yours sincerely,

Parmit Singh

Sample 4

Youth Club

Shimla

5 September, 20XX

Dear Mr. Khan

I shall feel obliged if you kindly spare some time from your busy schedule and consent to be one of the judges for an inter-school dance competition to be held on 25th September, 2020 at 2 p.m. in the Community Centre, Mall Road.

Kindly confirm your acceptance by 10th September.

Yours sincerely

Skilva

Secretary

Sample 5

315/2 Riwaaz Apartments

New Delhi

25 October, 20XX

Dear Samrat

As you promised me last year that you would celebrate Diwali with us this year; it gives me great pleasure to invite you to Diwali celebrations, festival of lights at my residence. We shall have great fun.

I will wait for the 'Puja' and Diwali celebrations with you.

Yours sincerely,

Dhruv

8.3 Learning Outcomes

At the end of this Unit, you should have learnt about different forms of formal and informal communication in the age of technology. This Unit should have enhanced your writing skills to communicate effectively through e-mails, SMS, and Invitations.

8.4 Glossary

Snail: Mail- postal mail

Crux: The main point

Rapport: A harmonious relationship in which people understand each other

Emoticons: A graphical representation of an emotion by the writer in communication

Triggers: Something that initiates the response

Templates: A model used as a guide or pattern for something

Housewarming: A celebration done to move into a new house

8.5 Sample Questions

8.5.1 Objective Questions:

1. E-mail writing is used for _____.

   (a) **Formal communication**

   (b) Informal Communication

2. Which of the following include salutations in its format?

   (a) **E-mail**

   (b) SMS

3. The acronym TTYL stands for _____.

   (a) Take them your letter

   (b) **Talk to you later**

4. A formal invitation has _____.

   (a) **Fixed number of invitees**

   (b) Unlimited number of invitees

5. Push notification is a form of _____.

   (a) An e-mail

   (b) SMS

6. Which of the following is not a part of an email?

(a) Opener

(b) Templers

(c) Body

(d) Closing

7. An informal invitation includes _____.

(a) Time/place/ venue

(b) Sender's address

(c) Occasion

(d) All of the above

8. The subject line of an email should be _____.

(a) A salutation

(b) Long and vivid

(c) Short and precise

(d) Long and clear

9. The tone (language used) of an email should be _____.

(a) Be bossy

(b) Mellow

(c) Polite yet assertive

(d) Doesn't matter

10. Business invitation has an immediate effect because they are _____.

(a) Informal

(b) Brief

(c) Formal

(d) Polite

8.5.2 Short Answer Questions:

1. Write an e-mail to a hotel manager to make a reservation.

2. Write an e-mail to your friend giving him some health tips/ precautionary measures to fight common cold.

3. Write an e-mail to the editor of *The Hindu* to discuss environment issues in the country.

4**.** As a member of your residential society, send an e-mail to the inspector of nearest police station regarding a theft in your locality.

5.Write an e-mail to your friend requesting him to attend a function.

8.5.2 Long Answer Questions:

1. Write a formal invitation inviting guests to an event in the college.

2. As the Principal of Army Public School, Delhi which is holding youth exchange programme at 2.00 p.m. on 15 October 2025 in the school auditorium, design a letter of invitation to be sent to the Brigadier requesting him to be the Chief Guest on this occasion. (50 words)

3. Write a letter to your friend inviting him on the house-warming-ceremony of your newly constructed house.

8.6 Suggested Learning Resources

1. Aarts, B. *Oxford Modern English Grammar*. Oxford UP, 2011.

2. Barker, Alan. *Improve Your Communication Skills*. London: Kogan Page, 2013.

3. Baron, Naomi S. *Writing in the Age of E-mail: The Impact of Ideology versus Technology.*Visible language, 1998.

4. Eastwood, J. *Oxford Practice Grammar*. Oxford UP, 2000.

5. Habeeb, G. *English for Speakers of Urdu: A Proficiency Course*. Orient Blackswan, 2013.

Syllabus

AEC-2
Course Title: *Communication Skills in English - 2* (BNEN202AET)

Scheme of Examination
Maximum Marks: 50 (Assignments: 15 & End Semester: 35) Exam Duration: 2 hrs
Instruction Mode: Counselling Classes (Blended Mode)

Course Objectives: To introduce students to the basic communication skills in English.
Course Outcomes: Upon the completion of the course the students are expected to have acquired the basic communication skills in English.

Course Title: *Communication Skills - 2* (AEC-2)	
Unit No.	**Unit Title**
1	Phrases
2	Idioms
3	Words often Confused
4	Common Errors in English
5	Sentence Structure
6	Paragraph Writing
7	Letter Writing
8	E-mail, SMS and Invitation Writing

Suggested Readings:

- Doff, Adrian. *B1 Pre-Intermediate Coursebook: English Unlimited, Special Edition.* Cambridge University Press, 2014.
- Doff, Adrian. *B1 Plus Intermediate Coursebook: English Unlimited, Special Edition.* Cambridge University Press, 2014.
- Reid, Alison. *Spoken English.* Goodwill Publishing House, 2011.
- Bansal, R. K., and J. B. Harrison. *Spoken English for India.* Orient Longman, 2000.
- Habeeb, G. *English for Speakers of Urdu: A Proficiency Course.* Orient Blackswan, 2013.
- Richards, Jack C., and David Bohlke. *Speak Now 1, 2, 3, 4.* Oxford University Press.
- Taylor, Liz, Alastair Lane, Keith Harding, and Adrian Wallwork. *International Express Elementary Student's Pack.* Oxford University Press, 2013.
- Murphy, Raymond. *English Grammar in Use.* 4th ed., Cambridge University Press, 2012.

Model Question Paper

Maulana Azad National Urdu University

Programme: B.A / B.SC / B.Com (Hons.)
2nd Semester Examination, December-2018
Paper Code: **BNEN202AET** Paper Title: **Communication Skills in English-2**
Time: 2 Hours **Total Marks: 35**

Note: This question paper consists of three parts: **Part – A**, **Part-B** and **Part-C**. The number of words to answer each question is only indicative. Attempt all parts.
Part–A contains **05** compulsory questions of multiple choice/fill in the blank/very short answer type question. Answer all questions. Each question carries **1** mark. **(5x1=5 marks)**
Part-B contains **08** questions of which students are supposed to answer **05** questions. Answer each question in approximately 200 words. Each question carries **04** marks. **(5x4=20 marks)**
Part-C contains **02** questions of which students are supposed to answer **01** question. Answer each question in approximately 250 words. Each question carries **10** marks. **(1x10=10 marks)**

Part-A

1. Answer all the questions.
   i. We use informal English when we speak to…… (officials / friends).
   ii. There are ……. (26/44) sounds in the English language.
   iii. According to RP, there are ---------- (8/12) diphthongs in English Language.
   iv. There are …… (6 / 3) aspirated sounds in English language.
   v. The letter…… (m/b) is silent in the word “comb”.

Part-B

2. Define and discuss the difference between ‘formal and informal English’.
3. Write a short paragraph on the use of ‘Smart Phone’.
4. Explain briefly problems you face in speaking English.
5. Write a brief note on SMS language.
6. Describe your favourite political leader in a paragraph.
7. Write a short description of your home town.
8. Write a letter to your friend inviting him to attend your brother’s marriage.

Part-C

9. Discuss the ‘Consonants Sounds’ of English with appropriate examples.
10. Write an e-mail to your friend about ‘Azad Day Celebrations.’