

<b>Instructor</b>	<b>Komal Salahuddin</b>	<b>Email</b>	<b>Komalsalahuddin6@gmail.com</b>
<b>Course Title</b>	<b>English-I (Functional-English)</b>	<b>Credit Hour</b>	<b>3(3-0)</b>
<b>Course Code</b>	<b>ENG-301</b>	<b>Semester</b>	<b>01 Morning</b>

	<b>Course content</b>
<b>01</b>	<b>Basics of grammar</b> <ul style="list-style-type: none"> <li>• <b>Parts of speech</b></li> <li>• <b>Use of articles</b></li> <li>• <b>Sentence structure</b></li> <li>• <b>Active and Passive voice</b></li> </ul>
<b>02</b>	<b>Practice in unified sentence</b> <ul style="list-style-type: none"> <li>• <b>Analysis of phrase, clause and sentence structure</b></li> <li>• <b>Transitive and intransitive verbs</b></li> <li>• <b>Punctuation</b></li> </ul>
	<b>Mid-Term Examination</b>
<b>03</b>	<b>Comprehension (Answers to questions on a given text)</b>
<b>04</b>	<b>Paragraph writing</b>
<b>05</b>	<b>Presentation skills (Introduction)</b>
<b>06</b>	<b>Translation skills (Urdu to English)</b>
	<b>Final-Term Examination</b>

#### **Recommended Books:**

1. Practical English Grammar by A.J. Thomson and A.V Martinet. Exercises 1. Third Edition. Oxford University Press. 1997. ISBN 0194313492

2. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993 ISBN 0 19 435405 7 Pages 20-27 and 35-41

## Lectures

### Lec No.1

### Basics of Grammar

#### Introduction

There are hundreds of grammar rules but the basics refer to the sentence structure and parts of speech. The great foundation for language skills such as reading, writing, listening and speaking can be built if we can answer the question **What are the basic English grammar rules?** For learning English, firstly we need to know some basic rules of the language. Developing a solid foundation in English grammar will not only help to create our own sentences correctly but also make it easier to improve our communication skills in both spoken and written English.

Therefore, Let's take a closer look at the sentences and parts of speech that how they tie into the rules of grammar.

#### Parts of speech

In any language, the parts of speech are the categories of words based on their function within a sentence. This is true with English, as well as with any number of other languages such as French, Spanish etc. This is quite helpful in a way to look at words in order to understand the underlying grammar and logic of any language we study.

#### Parts of Speech in English

In English, there are eight different parts of speech. The parts of speech explain how a word is used in a sentence. These are illustrated as below:

- |            |                  |
|------------|------------------|
| 1) Noun    | 5) Adjectives    |
| 2) Pronoun | 6) Prepositions  |
| 3) Verb    | 7) Conjunctions  |
| 4) Adverb  | 8) Interjections |

**Noun:** Noun names a person, place, thing, idea or quality. A noun can be singular, plural or possessive. It can act as a subject or the object of a sentence.

**Examples:** teacher, pen, city, happiness, hope, table, dog etc.

#### Example sentences:

- This **book** is filled with intrigue and interest.
- Please light the **fire**.
- I'd like some **ice** in my **tea**.
- Send in the **clowns**.
- **Brazil** is beautiful this time of the year.
- **Steve** lives in **Sydney**.
- **Mary** uses **pen** and **paper** to write **letters**.

Usually, the first page of a grammar book tells you about nouns. A noun gives name to any concrete or abstract thing in our lives. As we know that babies learn mom or dad as their first words, similarly nouns must be the first topic when we study a foreign language.

**Pronoun:** A pronoun describes any particular name, place or thing. Pronouns are also used in place of a noun to avoid repetition. A pronoun takes the place of a noun to simplify speech and writing. They can otherwise function in the same way as nouns, serving as subjects and objects in sentences.

**Examples:** I, you, we, they, he, she, it, me, us, them, him, her, this, those etc.

**Example Sentences:**

- **She** is the smartest kid in class.
- George took the book from **him**.
- **Who** is coming to the party tonight?
- **It** is filled with intrigue.
- Please light **their** fire.
- I'd like some of **them** in my tea.

**Example story:**

Mary is one of the heads of the ToJi Corporation. Mary works with Mr. James and Mr. James' son Tom. Mr. James and Mr. James' son Tom are experts in biochemistry. Mary, Mr. James, and Tom researched and invented a drug for cancer treatment.

**If the story above is written using pronouns:**

Mary is one of the heads of the ToJi Corporation. She works with Mr. James and his son Tom. He and his son Tom are experts in biochemistry. They researched and invented a drug for cancer treatment.

**Verb:** A verb shows an action or a state of being. It actually shows what someone or something is doing.

**Examples:** go, speak, run, eat, play, live, walk, have, like, are, is etc

**Example sentences:**

- Let's **walk** to the park.
- Jane **lives** in Germany.

**Adverb:** An adverb describes or modifies a verb. It shares more information about verb including how, where, when, why, how often or how much etc.

**Examples:** slowly, quietly, very, frequently, never, too, well, tomorrow, here etc

### Example sentences:

- Sara ran **very** quickly to school.
- Joe grumpily got out of the bed.
- I am usually busy. Yesterday, I ate my lunch quickly.
- He arrived early on the station.

**Adjective:** An adjective describes, modifies or gives more information about a noun or pronoun. These words ascribe an attribute to the noun being modified. It adds meaning by telling which one or what kind, or describing it in other ways.

**Examples:** big, happy, young, fun, crazy etc.

### Example sentences:

- Ali wore a pair of **faded** jeans.
- This **black** coffee tastes disgusting.
- Nothing beats a **rainy** Monday morning.
- The **sleepy** bear hibernated all winter.
- It's a **long** drive, but it's worth the trip.
- Should I buy the **blue** jeans or **purple** sweater.
- The little girl had ha **pink** hat.

**Preposition:** A preposition demonstrates a relationship between nouns or pronouns. It is often used with a noun to indicate some location. It can also show time, direction, motion, manner, reason, or possession. Note that prepositions must always be followed by a noun or pronoun.

**Examples:** at, on, in, from, with, near, between, about, under.

### Example sentences:

- **Between** you and me, I wouldn't trust Andy.
- The coffee shop is **across** the street.
- Put the carrots **in** the refrigerator, please.
- The salt is **beside** the pepper.
- She sat **on** the rock.
- Take the gift **in** the living room.

**Conjunction:** A conjunction joins two words, ideas or phrases together in a sentence and shows how they are connected.

**Examples:** and, or, but, because, so, yet, unless, since, if etc.

**Example sentences:**

- He ate leafy greens, tomatoes, **and** cucumbers.
- Take the salad dressing **but** leave the pasta.
- Would you like the chicken **or** the steak?
- You'll need to study all night **if** you want to pass tomorrow's test.
- Go to the store **and** buy some milk.
- Kristopher doesn't have enough experience. **Therefore**, we will not hire him.

**Interjection:** An interjection is a word or phrase that expresses a strong emotion or feeling. It is a short exclamation. It's usually abrupt, interrupting the speech for emotional effect.

**Examples:**

I am shocked!	Wow!
I don't care!	Ouch!
Hurray!	Great!
Yay!	Help!
Oh!	Hey!
Hi!	Alas!

**Example sentences:**

- **Yay!** I'm so excited you're here.
- **Hey**, get back over here, missy!
- I spilled the coffee everywhere. **Oops!**
- Wow! I passed my science test.
- Ouch! That hurts.

## Use of Articles

### What are Articles?

Articles are words that define a noun as specific or unspecific. Consider the following examples:

After the long day, the cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

After a long day, a cup of tea tastes particularly good.

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long day.

### Types of Articles:

English has two types of articles; **definite and indefinite**. Let's discuss them now in more detail.

**The Definite Article: Definite article** is the word "the". It refers directly to a specific noun or groups of nouns. For example:

- **the freckles** on my face
- **the alligator** in the pond

It limits the meaning of a noun to one particular thing. For example, your friend might ask, "Are you going to **the** party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns.

Below are some examples of the definite article *the* used in context:

Please give me **the** hammer.

Please give me **the** red hammer; **the** blue one is too small.

Please give me **the** nail.

Please give me **the** large nail; it's **the** only one strong enough to hold this painting.

Please give me **the** hammer and **the** nail.

**The Indefinite Article: Indefinite articles** are the words 'a' and 'an'. Each of these articles is used to refer to a noun, but the noun being referred to is not a specific person, place, object, or idea. It can be any noun from a group of nouns. For example:

- **a Mercedes** from the car lot
- **an event** in history

In each case, the noun is not specific. "A Mercedes" could be any Mercedes car available for purchase and "an event" could be any event in the history of the world.

The indefinite article takes two forms. It's the word *a* when it precedes a word that begins with a consonant. It's the word *an* when it precedes a word that begins with a vowel. The indefinite article indicates that a noun refers to a general idea rather than a particular thing.

For example, you might ask your friend, “**Should I bring *a* gift to the party?**” Your friend will understand that you are not asking about a specific type of gift or a specific item. “I am going to bring *an* apple pie,” your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns.

Consider the following examples of indefinite articles used in context:

Please hand me **a** book; any book will do.

Please hand me **an** autobiography; any autobiography will do.

### **Exceptions: Choosing A or An**

There are a few exceptions to the general rule of using *a* before words that start with consonants and *an* before words that begin with vowels. The first letter of the word *honor*, for example, is a consonant, but “**h**” here in honor is unpronounced. In spite of its spelling, the word *honor* begins with a vowel sound. Therefore, we use *an*.

Consider the example sentence below for an illustration of this concept.

**Incorrect:** My mother is a honest woman.

**Correct:** My mother is an honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use *a*, as in the sample sentence below:

**Incorrect:** She is an United States senator.

**Correct:** She is a United States senator.

### **Article before an Adjective**

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. If the article is indefinite, choose *a* or *an* based on the word that immediately follows it.

Consider the following examples for reference:

**Correct:** Leena will bring a small gift to Sarah's party.

**Correct:** I heard an interesting story yesterday.

## Indefinite Articles with Uncountable Nouns

Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine) and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use **a** or **an** with them. Remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like *some*.

Consider the examples below for reference:

**Incorrect:** Please give me **a water**.

Water is an uncountable noun and should not be used with the indefinite article.

**Correct:** Please give me **some water**.

However, if you describe water in terms of countable units (like bottles), you can use the indefinite article.

**Correct:** Please give me **a bottle of water**.

**Incorrect:** Please give me **an ice**.

**Correct:** Please give me **an ice cube**.

**Correct:** Please give me **some ice**.

Note that depending on the context, some nouns can be countable or uncountable (e.g., hair, noise, time):

**Correct:** We need **a light** in this room.

**Correct:** We need **some light** in this room.

## Using Articles with Pronouns

Possessive pronouns can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like *his*, *my*, *our*, *its*, *her*, and *their*. Articles should not be used with pronouns.

Consider the examples below.

**Incorrect:** Why are you reading **the my** book?

*The* and *my* should not be used together since they are both meant to modify the same noun. Instead, you should use one or the other, depending on the intended meaning:

**Correct:** Why are you reading **the book**?

**Correct:** Why are you reading **my book**?



**Omission of Articles:** Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a “zero article.” Often, the article is omitted before nouns that refer to abstract ideas. Look at the following examples:

**Incorrect:** Let’s go out for **a dinner** tonight.

**Correct:** Let’s go out for **dinner** tonight.

**Incorrect:** **The creativity** is a valuable quality in children.

**Correct:** **Creativity** is a valuable quality in children.

Many languages and nationalities are not preceded by an article.

Consider the example below:

**Incorrect:** I studied **the French** in high school for four years.

**Correct:** I studied **French** in high school for four years.

Sports and academic subjects do not require articles. See the sentences below for reference:

**Incorrect:** I like to play **the baseball**.

**Correct:** I like to play **baseball**.

**Incorrect:** My sister was always good at **the math**.

**Correct:** My sister was always good at **math**.

## Sentence Structure

### Introduction

In English grammar, sentence structure is the arrangement which includes words, phrases and clauses in a sentence. The grammatical function or meaning of a sentence is dependent on this structural organization. All the parts of speech in English are used to make sentences. Each sentence includes two parts: the subject and the verb (called as **predicate**). Subject is the person or a thing that does something or that is described in the sentence while verb is an action that a person or a thing takes or does. If a sentence doesn’t have a subject and a verb, it is not a complete sentence (**e.g.** In the sentence “**Went to bed**”, we don’t know who went to bed).

### Definitions and Examples of Basic Sentence structure

**Independent clause:** An independent clause can stand alone as a sentence. It contains a subject and a verb and is a complete idea.

**I** like spaghetti.

**He** reads many books.

**Dependent clause:** A dependent clause is not a complete sentence. It must be attached to an independent clause to become complete. This is also known as a subordinate clause.

**Examples:** Although I like spaghetti,...

Because he reads many books,...

**Subject:** A person, animal, place, thing, or any concept that does an action. Determine the subject in a sentence by asking the question **Who or what**

**Examples:** **I** like spaghetti.

**He** reads many books.

**Verb:** Verb expresses what the person, animal, place, thing or concept does. Determine the verb in a sentence by asking the question **What was the action or what happened?**

**Examples:** I **like** spaghetti.

He **reads** many books.

The movie **is** good.

**Object:** A person, animal, place, thing or concept that receives the action. Determine the object in a sentence by asking the question **The subject did what?** or **To whom/For whom?**

**Examples:** I like spaghetti.

He reads many books.

**Prepositional Phrase:** A phrase that begins with a preposition (examples: in, at for, behind, until, after, of, during) and modifies a word in the sentence. A prepositional phrase answers one of many questions. Here are a few examples: **Where? When? In what way?**

**Examples:** I like spaghetti for dinner.

He reads many books in the library.

## Basic English Sentence Structure

---

The following statements are true about sentences in English:

- A new sentence begins with a capital letter.

He obtained his degree.

- A sentence ends with punctuation mark. ( a full stop, a question mark, or an exclamation point).

He obtained his degree.

- A sentence contains a subject that is only given once.

~~Smith~~ he obtained his degree.

- A sentence contains a verb or a verb phrase.

He **obtained** his degree.

- A sentence follows Subject + Verb + Object word order.

**He** (subject) **obtained** (verb) **his degree** (object).

- A sentence must have a complete idea that stands alone. This is also called an independent clause.

**He obtained his degree.**

## Types of Sentence Structure

In traditional grammar, the four basic types of sentence structures are the simple sentence, compound sentence, complex sentence and compound-complex sentence.

### Simple Sentences

---

A simple sentence contains a subject and a verb and it may also have an object and modifiers. However, it contains only **one** independent clause.

Key: **Yellow, bold** = subject; green underline = verb, *blue, italics* = object, pink, regular font = prepositional phrase

Examples:

- **She** read.
- **She** completed *her literature review*.
- **He** organized *his sources* *by theme*.
- **They** studied *APA rules* *for many hours*.

### Compound Sentences

---

A compound sentence contains at least **two** independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Key: independent clause = **yellow, bold**; comma or semicolon = pink, regular font; coordinating conjunction = green, underlined

### Examples:

- **She completed her literature review, and she created her reference list.**
- **He organized his sources by theme; then, he updated his reference list.**
- **They studied APA rules for many hours, but they realized there was still much to learn.**

Using some compound sentences in writing allows for more sentence variety.

### **Complex Sentences**

---

A complex sentence contains at least **one** independent clause and at least **one** dependent clause. Dependent clauses can refer to the subject (*who, which*) the sequence/time (*since, while*), or the causal elements (*because, if*) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

Key: independent clause = **yellow, bold**; comma = pink, regular font; dependent clause = *blue, italics*

- *Although she completed her literature review,* **she still needed to work on her methods section.**

Note the comma in this sentence because it begins with a dependent clause.

- *Because he organized his sources by theme,* **it was easier for his readers to follow.**

Note the comma in this sentence because it begins with a dependent clause.

- **They studied APA rules for many hours** *as they were so interesting.*

Note that there is no comma in this sentence because it begins with an independent clause.

- Using some complex sentences in writing allows for more sentence variety.

### **Compound-Complex Sentences**

---

Sentence types can also be combined. A compound-complex sentence contains at least **two** independent clauses and at least **one** dependent clause.

Key: independent clause = **yellow, bold**; comma or semicolon = pink, regular font; coordinating conjunction = green, underlined; dependent clause = *blue, italics*

- **She completed her literature review, but she still needs to work on her methods section** *even though she finished her methods course last semester.*

- *Although he organized his sources by theme, he decided to arrange them chronologically, and he carefully followed the MEAL plan for organization.*
- *With pizza and soda at hand, they studied APA rules for many hours, and they decided that writing in APA made sense because it was clear, concise, and objective.*
- Using some complex-compound sentences in writing allows for more sentence variety.
- Pay close attention to comma usage in complex-compound sentences so that the reader is easily able to follow the intended meaning.

### Example Sentences:

1. If at first you don't succeed, destroy all evidence that you tried.
2. The hardness of the butter is proportional to the softness of the bread.
3. You never really learn to swear until you learn to drive.
4. It takes about half a gallon of water to cook spaghetti, and about a gallon of water to clean the pot.
5. Monday is an awful way to spend one-seventh of your life.
6. Genetics explains why you look like your father and if you don't, why you should.
7. To succeed in politics, it is often necessary to rise above your principles.
8. Two wrongs are only the beginning.
9. To steal ideas from one person is plagiarism; to steal from many is research.

## Active and Passive Voice

### What is Voice?

The voice of a verb tells whether the subject of the sentence performs or receives the action.

- 1) Birds **build** nests.
- 2) Nests **are built by** birds.

**Types of Voice:** There are two types of voice:

- 1) Active voice
- 2) Passive voice

**Active Voice:** In active voice, the subject performs the action expressed by the verb.

**Usage:** When more clarity and straightforward relation is required between verb and subject.

**Passive Voice:** In passive voice, the subject receives the action expressed by the verb.

**Usage:** When the action is the focus, not the subject or when the doer is unknown.

### Rules of Conversion from Active to Passive Voice:

1. Identify the subject, verb and object: S+V+O
2. Replace or change the object into subject
3. Put the suitable helping verb or auxiliary verb
4. Change the verb into past participle of the verb
5. Add the preposition "by"
6. Change the subject into object

### Example:

Active Voice: *Sameer wrote a letter.* (Subject) + (verb) + (object).

Passive Voice: *A letter was written by Sameer.* (Object) + (auxiliary verb) + (past participle) + (by subject).

### Passive voice rules for all tenses:

Simple present tense Auxiliary verbs used in passive voice	is, am, are
Present progressive/continuous tense Auxiliary verbs used in passive voice	is being, am being, are being
Present perfect tense Auxiliary verbs used in passive voice	has been, have been
Simple past tense Auxiliary verbs used in passive tense	was, were
Past progressive/ continuous tense	was being/ were being
Past perfect tense	had been
Future simple tense Auxiliary verbs used in passive voice	will be, shall be
Future perfect tense Auxiliary verbs used in passive voice	will have been

### Simple Present Tense:

Active Voice: She writes a letter.

Passive Voice: A letter is written by her.

### Present Progressive/Continuous Tense:

Active Voice: They are eating oranges.

Passive Voice: Oranges are being eaten by them.

**Present Perfect Tense:**

Active Voice: Has she completed the work?

Passive Voice: Has the work been completed by her?

**Simple Past Tense:**

Active Voice: He did not buy a book.

Passive Voice: A book was not bought by him.

**Past Progressive/Continuous Tense:**

Active Voice: She was washing a shirt.

Passive Voice: A shirt was being washed by her.

**Past Perfect Tense:**

Active Voice: They had won the match.

Passive Voice: Their match had been won by them.

**Simple Future Tense:**

Active Voice: She will write a poem.

Passive Voice: A poem will be written by her.

**Future Perfect Tense:**

Active Voice: He will have received the letter.

Passive Voice: The letter will have been received by him.

**Strategies/ Tips on using Voice:**

**Tip #1: Let**

If the given sentence in the active voice is in the imperative form, to get the passive voice use 'Let'.

**Formation of Passive Voice = Let + Object + be + Past Participle**

**Examples:**

Active: Help me.

Passive: Let me be helped.

Active: Open the door.

Passive: Let the door be opened.

**Tip #2: Helping verbs like am, is, are, was, were, will, have, should, could, will**

If the question in the active voice begins with a helping verb, the passive voice must also begin with a suitable helping verb.

Active: Are you writing a letter?

Passive: Is a letter being written by you?

Active: Will you write a letter?

Passive: Will a letter be written by you?

**What, When, Who, Why, How:**

If the question begins with 'Wh' or How' form (what, when, how, etc.) the passive voice must begin with the same. Only 'who' gets replaced by 'By whom'.

Active: Why did you break the box?

Passive: Why was the box broken by you?

Active: Who broke the window?

Passive: By whom was the window broken?

**Tip #3: Gerund, Infinitive**

When used in passive form, gerund and infinitive are formed differently.

**Infinitive:** passive is formed as 'to be + past participle'

Active: I want to shoot the tiger.

Passive: I want the tiger to be shot.

**Gerund:** passive is formed as 'being + past participle'

Active: I remember my father taking me to the theatre.

Passive: I remember being taken to the theatre by my father.

**Direct and Indirect Object**

If a sentence contains two objects namely indirect object and direct object in the active voice, two forms of passive voice can be formed.

Active: She brought me a cup of coffee.

Passive: (I) I was brought a cup of coffee by her.

Passive: (II) A cup of coffee was brought to me by her.



**Object Complement:** While making passive, these object complements become subject complements; they come after the verb.

Active: They elected him their leader.

Passive: He was elected their leader.

### **Cases where 'by' is not used**

**With:** use with in place of 'by' to talk about an instrument used by the subject.

Active: Somebody hit the dog with a stick.

Passive: (I) The dog was hit with a stick.

Passive: (II) The dog was hit by a boy.

**Impersonal Passive:** In scientific / technical / business writing, the emphasis is usually on the action or process. So the 'by' phrase is generally omitted.

Active: One finds mosquitoes everywhere.

Passive: Mosquitoes are found everywhere.

### **Cases where no passive form exists**

Present perfect Continuous    Past perfect Continuous    Future Perfect and Perfect Continuous:

**Each of the following sentences will contain a mistake in the Passive Voice form of the sentence. See if you can spot that mistake.'**

1: Active: They sell books.

Passive: Books are being sold by them.

Passive: Books are sold by them.

2: Active: You are disturbing me.

Passive: I have been disturbed by you.

Passive: I am being disturbed by you.

3: Active: She has written two books.

Passive: Two books are written by her.

Passive: Two books have been written by her.

4: Active: Did he buy a car?

Passive: Had a car bought by him?

Passive: Was a car bought by him?

- 5: Active: Boys were singing songs.  
Passive: Songs were sung by boys.  
Passive: Songs were being sung by boys.
- 6: Active: He had collected stamps.  
Passive: Stamps were being collected by him.  
Passive: Stamps had been collected by him.
- 7: Active: They will arrange the party.  
Passive: The party can be arranged by them.  
Passive: The party will be arranged by them.
- 8: Active: She cleaned the table with a feather duster.  
Passive: The table was cleaned by a feather duster.  
Passive: The table was cleaned with a feather duster by her.
- 9: Active: Sing a song.  
Passive: Let a song be sing.  
Passive: Let a song be sung.
- 10: Active: Where can you hide this box?  
Passive: How can this box be hidden by you?  
Passive: Where can this box be hidden by you?

## **Lec No.2                      Analysis of Phrase, Clause and Sentence Structure**

**Introduction:** Phrases, clauses and sentences are the most important structural units of language. They provide structure and meaning to almost all the languages. The phrases and clauses provide a sense to a sentence. Here we will discuss this and learn about the constituents of a sentence structure with the help of interesting example sentence for each. A complete understanding of the structural parameters is crucial to the understanding of the meaning of sentences. Therefore, we will study all of the three components of a sentence structure, one by one.

**Phrase:** Any group of meaningful words that don't make complete sense is named as phrase. If taken alone i.e. without other words, it will not be meaningful at all.

For example: Prepositions and articles (a, an, the).

However, a phrase occurs inside a sentence as its structural part. Some of the examples of phrases are: in ten steps, the great man, a pink flower, , expansion term, etc.

**Types of Phrases:** Phrases are of several types which are elaborated as follows:

- **Prepositional Phrase:** This group of words begin with a preposition. The preposition precedes a noun or a pronoun or something which acts as a noun or a pronoun.

Let us see some examples. Eid is **a wonderful occasion**. She was lost **at sea**. I am writing this essay **for the entire class**.

The entire prepositional phrase acts as an adverb or an adjective most of the times.

- **Noun Phrase:** This is a phrase that acts as a noun in a sentence. A noun or a pronoun and its modifiers make up a noun phrase.

For example: The man takes **a bus every day to work**.

Anna has **a very beautiful bag with her..**

- **Verb Phrase:** This phrase will contain a main verb and one or more helping verb. These two will have a link that connects them together. This phrase will define the various times of the action in a sentence.

For example: The car **is moving** in a circle.

Will he **be eating** the entire buffet?

How **are you doing**?

**Clause:** Clause is a group of words that have a subject and a predicate. Independent clauses express a complete thought and can stand alone as a sentence. Subordinate clauses can act as parts of speech but depend on the rest of the sentence to express a complete thought. Therefore, a clause must contain the subject and a predicate.

For example: **I have a dog**.

The **snow is falling** since yesterday.

**Types of Clauses:** Clauses are of following types:

- **Main or Independent Clause:** The main clause is that part of a sentence that not only contains the subject and the predicate but also makes perfect sense if we take it out of the sentence. In other words, we can say that this clause does not need a context to make sense.

For example: **China is growing at a very fast rate** and **this has surprised many economists**.  
The clauses in bold are independent clauses.

- **Subordinate or Dependent Clause:** A subordinate or a dependent clause must also contain the subject and the predicate. The only condition is that these kinds of clauses will not make proper sense without another clause. The dependent clause depends on the main clause for deriving a proper meaning.

Let us see some examples: The country is going **from bad to worse**.

Ali has a pet **that can stand on two legs**.

That is the umbrella **which I bought online**.

Iran has a very beautiful culture **which is also one of the oldest cultures in the world**.

**Sentence and Sentence Structure:** A sentence is defined as a collection of words that make a certain intended sense. The definition is also sometimes put as a collection or group of words that make sense to a reader. Grammatically, we say that a sentence must have a predefined structure. A sentence may contain a subject, a predicate, verbs and auxiliary verbs, modifiers etc.

A sentence could be a command, a statement, an exclamation or a question. It has a main clause and sometimes many clauses with at least one main clause. The sentence has to end with a full stop and must have a finite verb in it.

For example: Wait here.

Put it jacket on, Its cold outside.

I am a very strong person but I also need to know more.

The sentence structure has the following basic parts:

- **Subject:** About which something is being said.
- **Predicate:** Tells us something about the subject.
- **Object:** Functions as a noun or pronoun and comes right after the preposition.

- **Verbs:** Indicates action, the occurrence of something or state of being.
- **Phrases:** Makes sense but not complete sense, thus can't stand alone.
- **Complements:** It provides complete meaning to a subject, an object or a verb.

### **Sample Sentences:**

1. the boy on the
2. will be running
3. in the kitchen
4. very quickly
5. Martha and Jan
6. When I get home
7. The lights are not on.
8. When you wake up
9. Put it on the shelf.
10. Since it fell on the floor

## **Transitive and Intransitive Verbs**

### **Introduction**

Verbs can be tricky and the difference between transitive and intransitive verbs often confounds even the best grammar students and writers. Let's discuss these two one by one and also figure out their difference as well.

**Intransitive Verb:** An intransitive verb is such a verb which does not need an object to complete its meaning.

For example: We all laughed.

The horse galloped.

Intransitive verb is simply defined as a verb that does not take an object. This means there is no word in the sentence that tells who or what received the action of the verb. While there may be a word or phrase following an intransitive verb, but these verbs are complete without an object.

Here are some examples of intransitive verbs in simple sentences:

- **He grew up.**

In this sentence, "he" is the subject, and "grew up" is the intransitive verb. We could add the adverb "quickly" to tell how he grew up but it's still a simple sentence giving complete meaningful structure.

- **It rained.**

This sentence is also complete. The subject "it" is followed by the intransitive verb "rained." We could add the adverb "heavily" to describe how it rained, but it is already providing complete meaning.

**Intransitive Verbs and Prepositions:** Intransitive verbs can be followed by a prepositional phrase or an adverb to add to the thought being expressed, but they can never be followed by a noun, which would act as the object of the sentence.

Examples of intransitive verbs followed by prepositions include:

- **He grew up on a ranch.**
- **He grew up to be a farmer.**

"On a ranch" is a prepositional phrase not an object. The word "on" is a preposition that introduces the prepositional phrase. The same can be said of "to be a farmer", which is another such phrase.

- **It rained across the state.**
- **It rained before lunch.**

"Across the state" is a prepositional phrase adding to the sentence's meaning by answering the question "where did it rain?". "Before lunch" is a prepositional phrase telling you when it rained.

**Transitive Verb:** A transitive verb takes an object. Objects are words or phrases that receive the action. Look at the following examples of sentences with direct objects:

- **I saw the Beatles in concert many years ago.**

The subject "I" is followed by the verb "saw." In this case, we can ask "saw what?" and find the answer: the subject saw the Beatles (the object). That makes "saw" a transitive verb. For a contrasting example, take "**I saw out the window.**" The sentence has no object, making "saw" intransitive in this case.

- **We painted the old rocking chair.**

Here, "Rocking chair" is the object, making "painted" a transitive verb. By contrast, consider the sentence "**We painted all day.**" This makes "painted" intransitive.

**Sample Exercise:** State whether the verbs in the following sentences are used transitively or intransitively.

- 1) Heat expands metals.
- 2) Metals expand on heating.
- 3) The driver stopped the car.
- 4) The car stopped abruptly.

- 5) You must speak the truth.
- 6) You must speak loudly.
- 7) The boy is flying the kite.
- 8) The birds are flying in the sky.
- 9) The rider fell off the horse and broke his arm.
- 10) The explosion sank the ship.
- 11) The ship sank suddenly.

## **Punctuation**

We may possess good language skills and know how to express ourselves in the language but without the knowledge of punctuation marks, our skills, especially written, is incomplete. A piece of writing which does include punctuation marks is difficult to read as compared to a piece of writing which carries proper punctuation marks at the right places. To make an impact on the examiner, it is important for us to take care of these little marks, to come across as a serious and professional writer. This module discusses the commonly used punctuation marks, their significance and their implementation.

### **COMMA (,)**

The comma is used to indicate a short pause. It is used for words, phrases, and clauses in a series. For example, "Gandhiji, the Father of the Nation, died on 30th January, 1948.

"Apples, mangoes and grapes are my favourite."

#### **When we address a person.**

For example, "Yes, Sir."

#### **To separate numbers, dates and address.**

For example, I was born on 9th August, 1990 in Islamabad, Pakistan.

#### **When two persons, things or other elements are contrasted, the two are separated by a comma.**

For example, I meant John, not Robin.

#### **Direct quotations are marked by comma.**

For example, She said, "I'm sorry."

**SEMICOLON (;)**

The semicolon represents a stronger pause than a comma. It is used to stress the close relationship between one sentence and another.

For example, Today we love what tomorrow we hate; today we seek what tomorrow we shun; today we desire what tomorrow we fear.

**COLON (:)**

The colon is used to show that something is to follow.

For example, The principle parts of a verb in English are: the present tense, the past tense, and the past participle.

**DASH (-)**

The dash is used to make an abrupt stop or change of thought.

For example, If my brother were alive-but why lament the past?

He has-you may not believe it-failed.

**EXCLAMATION MARK (!)**

The exclamation mark is used after interjections and after phrases and sentences expressing sudden emotion or wish.

For example, Alas! Oh dear!

**INVERTED COMMAS (")**

Inverted Commas are used to enclose the exact words of a speaker, or a quotation.

For example, "I would rather die," he exclaimed, "than join the oppressors of my country."

**QUESTION MARK (?)**

Question Mark is used, instead of the full stop, after a direct question.

For example, Have you finished writing?

**FULL STOP (.)**

The full stop is used to mark the end of a declarative or an imperative sentence. It represents the greatest pause.

For example, Ali, Ahmed and Saboor are best friends.

**Punctuate the following sentences.**

- a. i like playing with my friends sandy sunny sameer
- b. we went through the smoky mountains, near shimla on our way to leh
- c. my favourite soap is pears and my favourite toothpaste is pepsodent
- d. i'm a catholic and that's why i go to st.joseph's school
- e. my friend priya speaks german and she is teaching me some words
- f. he was honest sincere hard working



g. hindus muslims Sikhs christians live together in India

h. long ago in a town in Switzerland there lived a famous man called william

i. akbar the greatest of the mughal emperors ruled wisely

## Lec No.3

## Comprehension

# Introduction

Let's suppose you are presented with a text and you are unable to understand it. In this case what will you do? Same is the condition with comprehension that if you are given with a passage and you are not able to comprehend it then what would you do. You will apply some tips or strategies to understand and solve the questions appropriately. Now let's discuss what is comprehension. The word comprehension means to understand something and after understanding you will be presented with some questions. These questions are mainly of four categories.

- Inference (Based on what is true or false statement)
- Structure (Based on what is true or false statement)
- Vocabulary (Based upon synonyms/antonyms or any phrase given in the text related to context)
- Title

## Why is it important?

Imagine if you cant make out words and understand context, how will you ever be able to contribute effectively while speaking and writing. You will find it extremely challenging to follow questions during examination or you will find it extremely difficult to understand context and interpret the meaning that the context is trying to convey. Therefore, we have to follow four strategies discussed below in order to master reading comprehension skills.

## Four strategies:

- Skimming
- Scanning
- Analyze Positive and Negative details
- Expand Vocabulary

**Skimming:** Skimming means to have a quick read. When you do skimming, you are able to identify what the main theme or message that the passage is trying to convey. In skimming, you understand context as a whole.

**Scanning:** Scanning means to scan for specific details. While scanning the passage, you are condensing essential information and making it easier for you to answer questions appropriately.

Before scanning the text, you must first read the questions. Once you are done with reading the questions, you get to know what is asked in the examination that what is the question of comprehension that is given to you. Then you need to search for the key points in the passage related to that question. For example, any problem addressed in the passage, Are there reasons mentioned? Is there a solution provided? or Looking out for any specific date, time or day mentioned in the passage.

**To Analyze Positive or Negative details:** While reading a passage, you will come across questions like according to the passage, what is true or according to the passage what is not true, so you will need to be familiar to analyze passage for positive or negative detail and read between the lines.

**Expand Vocabulary:** Knowledge on words and applying their meanings go a long way in improving your reading skills as well as comprehension skills. So the question pertaining to synonyms and antonyms will no longer pose a challenge.

By remembering and applying these four strategies while reading a passage, reading comprehension will be quite easy to be done.

**Tip:** While reading a passage, read attentively and notice the necessary information given after some words. These words are given below:

- That                      2) However

Everything that is written after these words in any sentence is informative and essential information related to the questions of comprehension text.

For example: Ahmed told him that he is the CEO of a company.

However, he doesn't have a good sense of business.

### **Reading Comprehension Exercise:**

**Read the passage below and answer the questions.**

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

**Q.1. Marie had a bright mind and a        personality.**

- (A) Strong    (B) lighthearted (C) Humorous    (D) Strange

**Q.2. When she learned that she could not attend the university in Warsaw, she felt        .**

- (A) Hopeless    (B) Annoyed    (C) Depressed    (D) Worried

**Q.3. Marie        by leaving Poland and travelling to France to enter the Sorbonne.**

- (A) Challenged authority    (B) Showed intelligence  
(C) Behaved                      (D) Was distressed

**Q.4 \_\_\_\_\_she remembered their joy together.**

- (A) Dejectedly    (B) Worried              (C) Tearfully              (D) Happily

**Q.5 Her                      began to fade when she returned to the Sorbonne to succeed her husband.**

- (A) Misfortune    (B) Anger    (C) Wretchedness    (D) Disappointment

**Q.6 Even though she became fatally ill from working with radium, Marie Curie was never\_\_\_\_\_.**

- (A) Troubled              (B) Worried    (C) Disappointed              (D) Sorrowful

## **Lec No.4**

## **Paragraph Writing**

**What is a paragraph?** A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme. A paragraph is a component of fictional prose and non-fiction writings. When writing essays, research papers, books, etc., new paragraphs are indented to show their beginnings. Each new paragraph begins with a new indentation. The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. When a new idea is introduced, generally, a writer will introduce a new paragraph.

### **Structure of a paragraph**

A good paragraph will have the following structure:

**Topic Sentence:** A topic sentence is the first sentence of the body paragraph. Simply put, the topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long.

**Supporting Sentences:** The supporting sentences “support” the topic sentence. That is, they explain and elaborate the main viewpoint of the paragraph. The supporting sentences of a paragraph are the sentences between the topic sentence and the concluding sentence.

**Concluding Sentence:** The concluding sentence is the last sentence in the paragraph. It should succinctly end the paragraph and transition to the next paragraph, if appropriate.

**Crafting a Paragraph:** In a way, you could see each paragraph as a mini-essay.

- You introduce the topic
- You provide the contributing information
- You draw a conclusion

“A Paragraph explaining its paragraphs”

The true intent of a paragraph is to express coherent points. It could be one sentence or through many sentences. The idea or what we call the “main idea” of the paragraph always flows in one direction. As soon as this idea changes, we change the paragraph too.

### **What goes into a Paragraph Writing?**

- It all begins with one idea and everything familiar that naturally flows with it fits into one paragraph.
- Every paragraph you write, should have points or sentence(s) related and referring to the central idea.
- These ideas should not be random. It always helps to jot down quick points quickly in a rough sheet, arrange them into a chronological order that flows in one direction making it easier to read.
- Don’t leave any point or sentence hanging loose without any substantiation or explanation. Every statement you make should be backed by logical reasoning that stays in one paragraph.

### **How to organize a Paragraph?**

There are many different ways to organize a paragraph. The organization you choose will depend on the controlling idea of the paragraph. **Below are a few possibilities for organization,**

- **Narration:** Tell a story. Go chronologically, from start to finish.
- **Description:** Provide specific details about what something looks, smells, tastes, sounds or feels like. Organize in order of appearance or by topic.

- **Process:** Explain how something works, step by step. Perhaps follow a sequence—first, second, third.
- **Classification:** Separate into groups or explain the various parts of a topic.
- **Illustration:** Give examples and explain how those examples prove your point.

## Elements of writing a paragraph

**Oneness: Keep One Idea to One Paragraph:** The basic rule with paragraphing is to keep one idea to one paragraph. If you begin to transition into a new idea, it belongs in a new paragraph. You can have one idea and several bits of supporting evidence within a single paragraph. You can also have several points in a single paragraph as long as they relate to the overall topic of the paragraph. If the single points start to get long, then perhaps elaborating on each of them and placing them in their own paragraphs is the route to go.

**Unity:** Paragraph unity is perhaps the most important principle for good paragraphs. A reader quickly loses direction and ends up frustrated when confronted with paragraphs having multiple aims. A unified paragraph leaves a reader feeling secure that the writer is in control of her argument and able to lead the reader toward a clear and satisfying conclusion.

**Logical bridges:** The same idea of a topic is carried over from sentence to sentence. Sequential sentences can be constructed in parallel form by having **Verbal bridges**. Key words can be repeated in several sentences. Synonymous words can be repeated in several sentences. Pronouns can refer to nouns in previous sentences. Transition words can be used to link ideas from different sentences

**The Importance of Topic Sentence:** In establishing unity, coherence, or emphasis, it is important to determine where to put the topic sentence inside the paragraph. Topic sentence is greatly considered in the paragraph construction. It is used to guide the specific focus of the paragraph's composition as well as in cutting out some details within. Furthermore, the topic sentence tells the readers about the things to come up or the things that will follow after.

**Transitions:** Good paragraphs have transitions between preceding and proceeding paragraphs. These transitions are logical and verbal. One paragraph should logically flow to the next. The ideas in a body of work should be organized so each paragraph transitions well to the next. It should not be choppy. Additionally, verbal transitions within and between paragraphs should help the reader move seamlessly through the piece of writing.

**How long a Paragraph should be?** There is no set length to a paragraph. Some paragraphs are only one sentence in length. However, a short paragraph like that should be left only to the expert writer or a specific style of writing. Paragraphs need to be long enough to express any given idea (long enough to thoroughly explain the topic sentence). Research papers may call for paragraphs ten sentences or longer. The overall topic of the writing and content will determine the length of a paragraph. Unfortunately, there is no single number of sentences to a good paragraph. Hence, a general rule is to begin with a topic sentence; develop that topic well with evidence, examples, and explanations; and conclude the paragraph appropriately.

## **Lec No.5**

## **Presentation Skills**

### **Introduction**

Presentation skills can be defined as a set of abilities that; enable an individual to interact with the audience, transmit the messages with clarity, engage the audience in the presentation and interpret and understand the mindsets of the listeners. These skills refine the way you put forward your messages and enhance your persuasive powers.

### **Why presentation skills are important?**

- To properly structure your presentation.
- To overcome nervousness.
- To develop powerful Body Language.
- To deliver effective presentation.
- To learn what not to do during presentation
- To design and use visual aids effectively

### **Personality Development (emphasis on content, style and pronunciation)**

Personality involves your characteristic, behavior, body language, way of speaking, style, attitude, dressing and the way through which see the world and perceive other things. It also involves your mindset as well. In shaping one's personality various factors such as family background, genetics, varied cultures, current situation, environment etc. play a very important role. Your personality is also reflected by how you behave with others. If you have a pleasing personality then you will be respected and appreciated by all. So how communication plays a vital role in personality development?

### **Role of effective communication skills:**

An important aspect that makes your personality is effective communication. Communication helps you to express yourself in the most organized and convincing way. With the help of communication you can express your feelings and knowledge in the most desirable and effective manner. It is very important for a person to speak really well so as to leave a mark. If you do not master the art of expressing, people will not take you seriously and you cannot convince others to listen to your thoughts. Communication skills comprise the following:

#### **1. Speaking skills            2. Listening skills**

#### **3. Non-verbal communication**

Due to its high criticality, It focuses on the most important skill of the above: speaking skills out of the other aspects of listening skills and non-verbal communication. Communication is a two-way process. It has two parts; to convey messages and to receive messages. The communication process thus consists of the sender who is the source of the message, the encoding process, and finally decoding of the same by the receiver.

**Emphasis on Content:**

Any human communication system involves the production of a message by someone and the receiving of that message by someone else. To encode a message, one must possess the necessary encoding skills. Languages are codes. A code may be defined as any group of symbols that can be structured in a way that is meaningful to another person. English language, like any other language, is a code which contains elements that are arranged in a meaningful order. A code has a group of elements (vocabulary) and a set of procedures for combining these elements meaningfully (syntax).

Next is the content (material/message) the message that is selected by the source to express its purpose. Content has both element and structure. When more than one piece of information is to be presented, they should have some order or structure. An individual may sometimes be identified by his characteristic way of structuring messages. This is because the individual communicates in a way that is distinctive to him. He uses a distinctive way or method, which has become his habit by constant use.

By following the three steps one can maintain himself how to pay emphasis on content:

- Plan
- Prepare
- Practice

**Emphasis on Style:****Selection of proper words for effective communication:**

With effective communication, the bond between two individuals is strengthened. Good communication means proper selection of words which will not hurt others and will be effective in convincing others and expressing your feelings. If you want to communicate something to a person then you need to speak convincingly so that the other person can understand what you want to say.

**Always speak confidently for effective communication:**

If you want to impress others then speaking confidently is the key. Signs of nervousness while interacting with others add negativity to your personality. You need not have to feel nervous and you have to feel confident within that you can do it. Focus on your body language while interacting with others and be very particular about the pronunciation of words. Do not fake your accent or speak a word if you do not the pronunciation. To prove that you have good communication skills you need not have to fake an accent. You should have your own style of speaking which builds your personality and that will be your unique style. Confidently speaking helps you to keep your views in an effective way and it also helps in improving your personality.

**Emphasis on Pronunciation:**

To ensure effective communication, it is important to follow pronunciation etiquette. For this, it must be kept in mind that English is a 'stressed language.' Understanding the phonetic symbols

from the phonetic chart of the International Phonetic Association (IPA) is of great help when it comes to learning to pronounce English words correctly.

‘One symbol for every sound and one sound for every symbol’ is the mission of the IPA.

In addition to understanding the phonetic symbols, acquaintance with the stress and rhythmic pattern of the English language is also necessary. The ‘intonation pattern’ of the English language is of utmost importance when it comes to speaking and understanding. Accurate pronunciation is an important part of learning English. The way you speak, your speech sounds can have a big impact on whether or not people understand what you are saying and their initial impression of you. The tricky thing about pronunciation is that it not just a question of acquiring knowledge, it’s a physical skill that you need to **practice regularly**.

### **How to Improve Presentation Skills:**

Development of good presentation skills requires efforts and hard work. To improve your presentation skills, you must:

- **Research the Audience before Presenting:** This will enable you to better understand the traits of the audience. You can then develop messages that can be better understood by your target audience. For instance, in case of an analytical audience, you can add more facts and figures in your presentation.
- **Structure your Presentation Effectively:** The best way to do this is to start with telling the audience with the introduction and what you are going to present. Follow this by presenting the idea and finish off the presentation by repeating the main points.
- **Do a lot of Practice:** Rehearse but do not go for memorizing the presentation. Rehearsals reduce your anxiety and enable you to look confident on the presentation day. Make sure you practice out loud, as it enables you to identify and eliminate errors more efficiently. Do not memorize anything as it will make your presentation look mechanical. This can reduce the degree of audience engagement.

### **Lec No.6      Guided study and practice in Translation into English**

**Introduction:** Any exam has a section on verbal ability and reading comprehension. To determine the writing ability of students, having a good command over English language is imperative. For the sake of studying and practicing translation of Urdu sentences into English, students need to have complete command on the underlying knowledge of **Tenses**. Because without this, they are incapable to learn comprehension skills, vocabulary knowledge and grammar proficiency. Tenses are the backbone of English grammar which denote time reference. You will not be asked the definition directly but tenses come handy when you solve questions on

- Reading comprehension
- Error-spotting
- Fill in the blanks



Tenses are used to show time reference for which a particular action or activity took place. In short it is about the moment of speaking. They play a crucial role in [English language](#). It denotes the time an action takes place whether sometime in the past, in the present or will take some time in the future.



### Types of Tenses

There are three main tenses. The easy way to learn and understand the three types of tenses are

**Past Tense:** An action that has already taken place in the past

**Present Tense:** An action that is currently taking place

**Future Tense:** An action that is likely to take place in the future

Before we go through the basic table that tells you about the types of tenses and the rules you need to follow, we will take a look at the three forms of verbs because, as we know, tenses are applied to the verbs (or the action word) in a sentence.

For Example: Sarah eats apples.

- **Subject** (S) – Sarah
- **Verb** (V) – eat
- **Object** (O) – apple

So, the three forms of the verb “eat” are:

1<sup>st</sup> form of verb(V1)/Infinitive      2<sup>nd</sup> form of verb (V2)/Simple Past      3<sup>rd</sup> form of verb (V3)/Past participle

**Eat**

**Ate**

**Eaten**

### Further Categories of Each Tense:

#### PRESENT TENSE

**i:Simple Present Tense:** Indicates an action that is generally true or habitual. That is, it took place in the past, continue to take place in the present, and will take place in the future. This tense is used to denote

-a habitual action- for instance, "He walk to school".

-general truths- for instance, "The sun rises in the east", "Honesty is the best policy."

-a future event that is part of a fixed timetable, for instance, "The match starts at 9 o' clock."

**ii. Present Continuous Tense:** Indicates an action that is taking place at the moment of speaking. For example, "She is walking", "I am studying".

**iii. Present Perfect Tense:** Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation.

For example, "He has finished the work", "He has slept".

**iv. Present Perfect Continuous Tense:** Indicates an action that started in the past and is continuing at the present time. For example, "He has been sleeping for an hour".

## **PAST TENSE**

**i. Simple Past Tense:** Indicates an action took place before the present moment and that has no real connection with the present time.

For example, "He danced in the function". (The action took place in the past, is finished and is completely unrelated to the present)

"He flew to London yesterday".

**Note:** the verb 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs.

**ii. Past Continuous Tense:** Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past.

For example, "It was getting darker."

"The light went out while they were reading".

**iii. Past Perfect Tense:** Indicates an action in the past that had been completed before another time or event in the past. For example, "He had exercised before it started to rain".

"He had slept before I came back from the market."

## **iv. Past Perfect Continuous Tense-**

Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past.

For example, "At that time, he had been writing a novel for two months".

"He had been exercising when I called".

## **FUTURE TENSE**

**i. Simple Future Tense:** Indicates an action that will take place after the present time and that has no real connection with the present time.

For example, "She will visit her ailing grandmother soon".

"He will walk home".

**ii. Future Perfect Tense:** Indicates an action in the future that will have been completed before another time or event in the future. For example, "By the time we arrive, he will have studied".

**iii. Future Continuous Tense:** Indicates an action in the future that is longer in duration than another action in the future. For example, "He will be walking when it starts to rain".

**iv. Future Perfect Continuous Tense:** Indicates an action in the future that will have been continuing until another time or event in the future.

For example, "He will have been exercising an hour at 2:00".

The rule table you must follow to apply the various tenses are:

Tenses	Simple/Indefinite	Continuous	Perfect	Perfect Continuous
<b>Present</b>	S + V1 + O	S + is/am/are + ING form of V1 + O	S + has/have + V3 + O	S + has been/have been + ING form of V1 + O
<b>Past</b>	S + V2 + O	S + was/were + ING form of V1 + O	S + had + V3 + O	S + had been + ING form of V1 + O
<b>Future</b>	S + will + V1 + O	S + will be + ING form of V1 + O	S + will have + V3 + O	S + will have been + ING form of V1 + O

Based on the above rules and the subject, verb and object the easy way to write sentences will be:

Tenses	Simple/Indefinite	Continuous	Perfect	Perfect Continuous
<b>Present</b>	Sarah eats apples.	Sarah is eating apples.	Sarah has eaten apples.	Sarah has been eating apples.
<b>Past</b>	Sarah ate apples.	Sarah was eating apples.	Sarah had eaten apples.	Sarah had been eating apples.
<b>Future</b>	Sarah will eat apples.	Sarah will be eating apples.	Sarah will have eaten apples.	Sarah will have been eating apples.

### Translation Passages

صدر نے ادیبوں، شاعروں، دانشوروں، مفکروں اور عالموں پر زور دیا ہے کہ اپنی ادبی تخلیقات کے ذریعے ملک کو اسلامی اور فلاحی مملکت بنانے میں حکومت کی مدد کریں۔ صدر گزشتہ روز ایک کتاب کی تعارفی تقریب میں شاعروں اور ادیبوں کے بہت بڑے اجتماع سے خطاب کر رہے تھے۔

The president has stressed upon the writers, poets, intellectuals, thinkers and scholars to help the government, through their literary works, in making the country an Islamic welfare state. The president was addressing a big gathering of poets and writers in the introductory ceremony of a book, yesterday.

اب مڈل تک تعلیم مفت ہو گئی ہے۔ اب غریبوں کے بچے بھی تعلیم حاصل کر سکیں گے۔ حکومت پاکستان نے کالج اور سکول اپنے کنٹرول میں لے لیے ہیں۔ ملک میں ہر شخص کو برابر کے حقوق ہوں گے۔ حکومت ذہین بچوں کی وظائف دے گی۔ وہ اعلیٰ تعلیمی اداروں میں تعلیم حاصل کر سکیں گے۔ ہم نیا اور مضبوط پاکستان بنائیں گے۔ ہمیں ملک کی ترقی کے لیے کوشش کرنی چاہیے۔

Education is free up to the middle classes now. Now the children of the poor will also be able to get education. The government of Pakistan has taken the schools and colleges under its control. Everyone in the country will enjoy equal rights. The government will give scholarships to the intelligent children. They will be able to get education in high-ranking educational institutions. We will build a new powerful Pakistan. We should struggle for the development of the country.

آدمی اپنی قسمت خود بناتا ہے۔ اس کو چاہیے کہ محنت کرے اور لگن سے کام کرے تاکہ اپنی زندگی میں کامیاب ہو سکے۔ محنت اس دنیا کی سب سے بڑی حقیقت ہے جس کو جھٹایا نہیں جاسکتا۔ اگر ہم ماضی میں نظر دوڑائیں تو معلوم ہوگا کہ جتنے بھی عظیم آدمی گزرے ہیں سب نے محنت اور ہمت سے کام لیا اور اپنی قسمت سنواری۔ ابراہم لنکن امریکہ کا صدر گزرا ہے۔ اگر ہم اس کی زندگی کا مطالعہ کریں تو معلوم ہوگا کہ وہ لکڑہارے کا بیٹا تھا لیکن اس کو پڑھنے کا شوق تھا۔

Man shapes his destiny himself. He should work hard and do his duties with devotion so that he may succeed in his life. Hard work is the greatest reality of the world which cannot be denied. If we look into the past, we will come to know that all the great men of the past did their work with hardihood and courage and bettered their lot. Abraham Lincoln was a president of America. If we study his life, we will come to know that he was the son of a woodcutter. But he was fond of getting education.

ہمارے سکولوں میں بچوں کو جسمانی سزا دی جاتی ہے۔ اس کا مقصد بظاہر بچے کی اصلاح کرنا ہوتا ہے۔ لیکن یہ دیکھا جاتا ہے کہ سزا کی وجہ سے بچے خود اعتمادی کھو دیتے ہیں۔ ان میں جارحانہ رویہ پیدا ہوتا ہے اور بغاوت کے جذبات پیدا ہوتے ہیں۔ نتیجے کے طور پر وہ استاد اور سکول سے نفرت کرنا شروع کر دیتے ہیں۔ اور سکول جانا چھوڑ دیتے ہیں۔

**Children are given corporal punishment in our schools. The apparent purpose of this is to reform the child. But it is observed that children lose their self-confidence due to punishment. They become aggressive. Emotions of defiance are developed in them. Consequently, they start hating the teacher and the school and quit schooling.**

علم ایک عظیم قوت ہے۔ علم کے ذریعے ہمیں مادی دولت ہی نہیں بلکہ روحانی سکون بھی حاصل ہوتا ہے۔ ہمارے مذہب میں علم حاصل کرنا ہر شخص پر فرض ہے۔ یہ ایک ایسی چیز ہے جسے کوئی چرا نہیں سکتا۔ علم کے بغیر کوئی انسان اپنی ذات کو بھی نہیں پہچان سکتا اور یوں ہی ساری زندگی اپنے مقصدِ حیات سے بے خبر رہتا ہے۔ علم حاصل کر کے انسان اپنی، اپنے معاشرے اور قوم کی بہتری کا سبب بن سکتا ہے۔

**Knowledge is a great power. Knowledge not only gives us not only money but also spiritual satisfaction. In our religion, getting knowledge is obligatory for everyone. This is the thing that cannot be stolen. Without knowledge, no man can recognize himself and is unaware of his objective throughout his life. Having the knowledge got, a man can bring about the betterment of himself, his society, and his nation.**

رشوت ستانی اور بد عنوانی ہمارے معاشرے کا حصہ بن چکی ہے۔ ان کا تعلق کسی ایک ادارے یا سوسائٹی کے مخصوص حصے سے نہیں ہے۔ بلکہ یہ تو ہر محکمے اور ہر ادارے کا لازمی جزو نظر آتی ہیں۔ زندگی اب بالکل سادہ نہیں رہی۔ درمیانہ طبقہ دولت مندوں کی نقل میں اپنے راستے سے ہٹک گیا ہے۔ ہم سامانِ تعیش کو حاصل کرنے میں اپنا بہت سا وقت صرف کر دیتے ہیں۔ دوسروں کو نیچا دکھانے اور راتوں رات امیر بننے کی دوڑ معاشرے کو رشوت ستانی اور بد عنوانی کی طرف دھکیل رہی ہے۔

**Bribery and corruption have become a part of our society. These things are not related to a specific part of a single department or a society. It seems to be a necessary component of every department and institution. Life is no more quite simple. The middle class has lost its way in order to follow rich people. We lose a lot of time in getting the luxuries of life. The race to defeat other and to become rich is pushing the society towards bribery and corruption.**

<b>Department</b>	Department of Environmental Science, University College of Agriculture & Environmental Sciences
<b>Course Title</b>	Introduction to Environmental Science
<b>Course ID</b>	ES-301
<b>Semester</b>	3(3-0)
<b>Credit Hours</b>	1st
<b>Term</b>	2011
<b>Teacher CMS ID</b>	
<b>Teacher Name</b>	Komal Salahuddin

<b>CMS ID</b>	<b>Student Name</b>	<b>Father Name</b>	<b>CN</b>
SP20C1BE101	Iqra Ali	Ali, Jamat	31205-14
SP20C1BE102	Tauqeer Bilal	Bilal, Muhammad	31302-49
SP20C1BE103	Izzat Aziz	Ali , Arif	52203-16
SP20C1BE104	Sana Haroon	Rashedd, Haroon	31202-39
SP20C1BE105	Urooj Fatima	Ali, Shoukat	31205-69
SP20C1BE106	Nabia Saleem	Sadiq, Saleem	31202-12
SP20C1BE107	Noroz Wahid	Wahid, Abdul	52203-18
SP20C1BE108	Saifullah Khan	Khan, Bakthair	55202-35
SP20C1BE109	Fahim Ullah	Guldad, Guldad	56201-10
SP20C1BE110	Muhammad Azeem	Shafiq, Muhammad	38101-31
SP20C1BE111	Jahanzaib	Hanif, Muhammad	31303-51
SP20C1BE112	Hafeez Ullah	Ameen Khan, Muhammad	21705-84
SP20C1BE113	Maryam Amjad	Farooq, Amjad	31205-86
SP20C1BE114	Farhan Tanveer	Ahmad, Tanveer	31202-53
SP20C1BE115	Maira Bibi	Muhammad Aslam, Malik	31202-10
SP20C1BE116	Niaz Ahmed	Karim, Fazal	52203-72
SP20C1BE117	Murad Ali	Naib Khan, Gul	21505-82
SP20C1BE118	Sajida Basheer	Ahmad, Basheer	31201-11
SP20C1BE119	Muhammad Farhan	Hayat Khan, Sikandar	32104-04
SP20C1BE120	Sundas Nazeer	Ahmad, Nazeer	36201-61
SP20C1BE121	Hira Ashraf	Ashraf Azhar, Muhammad	31202-22
SP20C1BE122	Asma Arshad	Ali, Arshad	31205-78
SP20C1BE123	Aiman Khalid	Mehmood, Khalid	31202-47
SP20C1BE124	Kainat Bibi	Yousaf, Muhammad	31201-52
SP20C1BE125	Sidra Shoukat	Ali Anjum, Shoukat	31205-46
SP20C1BE126	Saleha Fatima	Ashiq Naz, Muhammad	36201-29
SP20C1BE127	Hassan Ali	Mahmood, Khalid	31201-26
SP20C1BE128	Muhammad Kamran	Muhammad Iftikhar, Sheikh	31202-02
SP20C1BE129	Fazeel Ur Rehman	Qayyum, Shahid	31205-43
SP20C1BE130	Rimsha Azhar	Azhar, Muhammad	36202-60
SP20C1BE131	Raees Ashraf	Ashraf, Muhammad	32304-37

SP20C1BE132	Beyam Karim	Bakhsh, Karim	52203-74
SP20C1BE133	Muniza Azhar	Saleem, Azhar	31103-99
SP20C1BE134	Muhammad Mubashar Anwar	Anwar, Muhammad	36104-89
SP20C1BE201	Nimra Malik	Ali, Zulfiqar	36202-61
SP20C1BE202	Amir Muhmmad	Ali, Muhmmad	52203-99
SP20C1BE203	Muhammad Uzair	Rab Nishtar, Abdul	32302-78
SP20C1BE204	Aimal Khan	Khan , Barak	54400-26
SP20C1BE205	Ahsan Bilal	Ahmad, Bilal	31202-66
SP20C1BE206	Rehman Aslam	Aslam, Muhammad	31205-50