

WINNING ENGLISH

GRAMMAR & COMPOSITION

CSS, PMS & Other Competitive Exams



MUREED HUSSAIN JASRA, CSP



ABOUT THE AUTHOR

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JULY 10TH, 2024



Mureed Hussain Jasra developed a passion for the English language during his adolescence which inspired him to become a mentor in English Essay and English Précis. Before joining the Central Superior Service of Pakistan in 2011, he served as an English lecturer for the Federal Government of Pakistan. Holding a Master's degree in English Literature, he has held various positions within the Federal Government, contributing to policy designing and its formulation. Despite his diverse roles, his enduring dedication to teaching fuels his commitment to mentoring young civil service aspirants.

Mr. Jasra has successfully guided numerous top performers in the CSS and PMS exams, demonstrating his exceptional talent for teaching English Essay and English Précis. His book **Winning Essays** has helped thousands of aspirants advance their careers. To further support students preparing for competitive exams, he founded the Civil Services Preparatory School (CSPs) in Islamabad where personalized attention is a key focus.



CSS-PMS PREPARATION

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CSS EXAM (FPSC)

ENGLISH (PRECIS & COMPOSITION) SYLLABUS (100 MARKS)

The examination in this subject will be based upon a paper carrying 100 marks to Test the candidate's abilities to handle Precis Writing, Reading Comprehension, Sentence Structuring, Translation, Grammar and Vocabulary, etc

I. Precis Writing (20 marks)

A carefully selected passage with an orientation of generic understanding and enough flexibility for compression shall be given for précising and suggesting an appropriate title. Out of the total 20 marks allocated to this question, 15 shall go to précising the text and 5 to suggest the title.

II. Reading Comprehension (20 marks)

A carefully selected passage that is rich in substance but not very technical or discipline-specific shall be given, followed by five questions, each carrying four (4) marks.

III. Grammar and Vocabulary (20 marks)

Correct usage of Tense, Articles, Prepositions, Conjunctions, Punctuation, Phrasal Verbs, Synonyms and Antonyms etc.

IV. Sentence Correction (10 marks)

The sentences shall be given each having a clear structural flaw in terms of grammar or punctuation. The candidates shall be asked to rewrite them with really needed corrections only, without making unnecessary alterations. No two or more sentences should have exactly the same problem, and 2- 3 sentences should be based on the correction of punctuation marks.

V. Grouping of Words/Vocabulary (10 marks)

A random list of twenty words of moderate standard (neither very easy nor utterly unfamiliar) shall be given, to be grouped by the candidates in pairs of those having similar or opposite meanings, as may be clearly directed in the question.

VI. Pairs of Words (10 marks)

Ten pairs shall be given of seemingly similar words with different meanings, generally confused in communication, for bringing out the difference in the meaning of any five of them by first explaining them in parenthesis and then using them in sentences.

VII. Translation (10 marks)

Ten short Urdu sentences involving structural composition, significant terms and figurative/idiomatic expressions shall be given, to be accurately translated into English.

PMS PUNJAB (PPSC)

ENGLISH (PRECIS & COMPOSITION) SYLLABUS (100 MARKS)

English (Precis, Comprehension & Translation) subject in the PMS Exam is one of the compulsory subjects. Syllabus outlines of English (Precis, Comprehension & Translation) subject for PMS Exam 2020 as defined by Punjab Public Service Commission (PPSC) Lahore is as under:

- I. **English Precis and Comprehension:** The examination will essentially test the ability of the candidates to handle precis writing, comprehension, syntax, translation, grammar, vocabulary etc.
 - a. **Precis Writing**
A passage of a generic nature with enough room for compression shall be given for writing a precis and suggesting a suitable topic.
 - b. **Reading Comprehension**
A carefully selected passage that is rich in substance but not very technical or discipline-specific shall be given, followed by five questions, each carrying 4 marks.
 - c. **Grammar and Vocabulary**
Questions relating to the correct usage of tense, articles, prepositions, conjunctions, punctuations, verbs, narration and voices shall be given.
 - d. **Sentence Correction**
Sentences may be given, each having a flaw in grammar, punctuation or use of capitals. Candidates shall be expected to correct them without making unnecessary alterations.
 - e. **Grouping of Words & Pair of Words**
Words, chosen randomly, may be given that need to be grouped by candidates in pairs having similar or opposite meanings, use of idioms and proverbs as may be clearly directed in the question, antonyms, synonyms, etc.
- II. **Translation:** A short passage in Urdu that may contain figurative or idiomatic expressions, shall be given for an accurate translation into English.

PMS KP SYLLABUS (KPPSC)

ENGLISH (PRECIS & COMPOSITION) SYLLABUS (100 MARKS)

The examination will be based upon a paper carrying 100 marks and will be geared to test the candidate's ability to handle grammatical structure reading comprehension and analysis and precis writing and composition.

A candidate should be capable of;

- a. Using English correctly and efficiently as a vehicle of communication.
- b. Reading comprehending and analyzing, advanced texts.

1. Grammar and Vocabulary

The candidate's ability to handle the structure of English will be tested by framing items based on grammatical categories that usually create problems for foreign students. There shall be no prescribed course for this purpose.

2. Reading Comprehension and Analysis

Two unseen passages shall be given with a fixed reading time and multiple-choice questions will be placed at the end to be answered. The passage for comprehension shall be fairly technical. The passages would be selected from writings on economic, social, cultural and international affairs.

3. Precis Writing

The candidates will be required to present an acceptable precis of a given passage. The unseen passage will be selected from current, economic, social, cultural and international affairs.

PMS SINDH (SPSC)

ENGLISH (PRECIS & COMPOSITION) SYLLABUS (100 MARKS)

The examination in this subject is based upon a paper carrying 100 marks to test the candidate's abilities to handle precis writing, reading comprehension, sentence structuring, Translation, Grammar, and Vocabulary, etc.

1. Precis Writing: (20 marks)

A carefully selected passage with an orientation of generic understanding and enough flexibility for compression shall be given for Précising and suggesting an appropriate title. Out of the total twelve (20) marks allocated to this question, fifteen (15) shall go to précising the text and five (5) to suggest the title.

2. Reading Comprehension: (20 marks)

A carefully selected passage that is rich in substance but not very technical or discipline-specific shall be given, followed by five questions, each carrying 4 marks.

3. Grammar and Vocabulary: (20 marks)

Correct usage of Tense, Articles, Prepositions, Conjunction, Punctuations, Phrasal Verbs, Synonyms and Antonyms etc.

4. Sentence Correction: (10 marks)

The sentences shall be given each having a clear structural flaw in terms of grammar or punctuation. The candidates shall be asked to rewrite them with really needed corrections only. Without making unnecessary alternations. No two or more sentences should have exactly the same problem, and 2-3 sentences shall be based on the correction of punctuation marks.

5. Grouping of Words/Vocabulary: (10 marks)

A random list of twenty words of moderate standard (neither very easy nor utterly unfamiliar) shall be given, to be grouped by the candidates in pairs of those having similar or opposite meanings, as may be clearly directed in the question.

6. Pair of Words: (10 marks)

Ten pairs shall be given of seemingly similar words with different meanings, generally confused in communication, for bringing out the difference in the meaning of any five of them by first explaining them in parenthesis and then using them in sentences.

7. Translation: (10 marks)

Ten short Urdu / Sindhi sentences, involving structural composition, significant terms and figurative/idiomatic expressions shall be given to be accurately translated into English.

PREFACE

English learning presents a unique challenge for both students and teachers in Pakistan, as it is a second language for many. Therefore, it frequently proves to be a significant hurdle for those preparing for competitive exams, entry tests, and pursuing various academic degrees. This ongoing struggle of the aspirants often leads them to continually be on the lookout for self-study resources to enhance their proficiency in the English language.

While writing this book, I came to realize the pressing need for an English Grammar and Composition book. It becomes evident that existing resources fail to meet the diverse needs of both students and teachers. While a few foreign books are available, they often lack relevance to our educational context and the proficiency level required for competitive exams. On the other hand, many Pakistani authors' books lack clarity on grammar rules and practical exercises crucial for effective learning and writing. Consequently, students find themselves disheartened, losing hope in their ability to improve their English after just a few pages of reading. This realization underscores the urgency of drafting a comprehensive resource tailored to our specific requirements.

This book represents the culmination of my extensive experience of teaching and evaluating English Grammar and Essays across various educational levels. It has been carefully crafted to address the common challenges students encounter while writing. At the end of the book, readers will find practical solved exercises accompanied by the past ten (10) years of CSS and PMS solved papers, allowing for self-assessment. Additionally, exercises from various Universities' Graduation Degree Exams and all Commissions along with Union Public Service Commission (UPSC) solved English (Precis & Composition) papers have been included to enhance understanding.

The key features of this book encompass a comprehensive exploration of grammar, starting with the basics such as letters, words, parts of speech, phrases, clauses and extending to sentence and paragraph construction. Additionally, it covers GRE vocabulary, idioms, pair of words and analogies to enrich language proficiency. In order to hone practical skills, the book offers exercises on precis writing, reading comprehension, and translation. All are supplemented with numerous solved examples. Moreover, PMS aspirants will extract benefit from the dedicated sections on letter/application writing and paragraph construction, complemented by past solved papers to provide an aid in exam preparation.

I am confident that this book, with its distinctive features, will prove invaluable to both students and teachers, much like my previous publication, **Winning Essays**. Should this book effectively serve its intended audience, I believe my considerable effort and dedication will fully be justified.

I am sincerely grateful for your insightful comments and invaluable suggestions which I will diligently incorporate into the next edition.

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July 10, 2024

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The unwavering support, persistent demand, and genuine curiosity of my students and my very close-to-heart team have been the driving force behind this book. Inspired by their enthusiasm and the success of my previous work: **Winning Essays**. I am proud to offer this resource in the hope that it will further empower countless aspirants in their pursuit of academic and professional excellence. To me, serving the students has been the very essence of my life. It is my ardent desire that God, in His benevolence, may enable them to attain the highest achievements. I hope that this enduring effort of mine will establish an everlasting bond between me and my students.

I extend my sincere gratitude to the authors of the numerous reference works that have contributed to the creation of this comprehensive book of English Grammar for Competitive Exams. These works include Practical English Usage by Michael Swan, English Grammar in Use by Raymond Murphy, High School English Grammar and Composition by H. Martin and P. C. Wren, Exploring the World of English by Sayyid Saadat Ali Shah, Contemporary English Grammar by J. D. Murthy, and Essential English for Competitive Exams by M. A. Arora.

I am also indebted to the Punjab University, Federal Public Service Commission (FPSC), Punjab Public Service Commission (PPSC), Sindh Public Service Commission (SPSC), Khyber Pakhtunkhwa Public Service Commission (KPPSC), and Union Public Service Commission (UPSC), India for their invaluable contributions as their question papers have been proven instrumental in developing the exercises and examples within this book.

Mureed Hussain Jasra, CSP

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INTRODUCTION

Before diving into grammar, it is important to understand why we have language and why we learn specific ones. With so many languages around the world, each has its own story. English is one of these languages and is widely used. We learn languages to connect with others and share ideas and cultures. Learning a language is not just useful; it is also enjoyable. Using language is like painting with words, creating art in our interactions. Prior to dealing directly into the rules and structures of grammar, it is imperative to first revel in the beauty and wonder of language itself.

- A. **Language:** As a matter of common knowledge, language is the medium through which we communicate our emotions, ideas, feelings, and thoughts to our fellow human beings.
- B. **Alphabet/Letters:** Language primarily consists of letters, which represent signs or sounds. These letters collectively form the alphabet of a language, and the quantity varies from one language to another. For instance, the English alphabet comprises twenty-six letters. These letters, collectively known as the alphabet, serve the purpose of printing or writing.
- C. **Division of the Alphabet:** The English sound are divided into two classes namely 1. Vowels 2. Consonants
 1. **Vowels:** The five letters “a, e, i, o, u” are known as the vowels in English and we cannot write even a single word without them with a few exception.
 2. **Consonants:** The remaining 21 letters of the alphabet are known as the consonants in English. They are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- D. **Syllable:** A word or a part of a word which consists of a vowel sound is known as a syllable, Example: - EXA-MI-NA-TION
There are four syllables in the word “examination”.
- E. **Word:** A word serves as a fundamental unit in any language, comprising a proper combination of letters. These letters, arranged within a specific language's framework, aim to represent either tangible objects or abstract ideas. Various methods exist for word formation, although these intricacies are typically introduced to students at a later stage of learning, when they delve deeper into language study. Ther are like nation, country, world, poetry, book, newspaper.
- F. **Grammar:** Grammar is a systematic study or scientific method that provides us with the information and guidance necessary to learn a language effectively. The science of grammar teaches us how a language is spoken and written correctly. Therefore, it can be said that grammar is primarily concerned with the formation and classification of words and sentences as well as their practical significance in daily life.

THE PRACTICAL IMPORTANCE OF GRAMMAR

We have learned that Grammar is a scientific study of language, dealing with linguistic problems. In the context of the English language, grammar holds significant importance in practical life. Mastery of grammar is essential for speaking and writing English correctly. The English language is intricately tied to grammar, forming its foundation. Grammar essentially governs and shapes English usage. Therefore, without a solid understanding of grammar, it is impossible to communicate effectively in English. Given these reasons, it is crucial to attain a considerable mastery over grammar.

It should be noted that defining the scope and practical value of grammar is challenging. Nonetheless, attempts have been made to illustrate its functions.

- A. Study of Language:** Grammar is primarily concerned with the study of language, explaining the difficulties and challenges inherent in learning. It serves as a guide, instructing us on how language can effectively be utilized in our day-to-day lives.
- B. Study of Words:** Grammar explains how words are formed and why they are classified into various categories. It also provides instructions on how words are combined and organized into sentences. Additionally, grammar teaches us when and where a particular word should be used. Through grammar, we gain insight into the historical references and significance of different words.
- C. Study of Sentence Structure and Patterns:** What we study in grammar is the structure of sentences. Indeed, sentence structure is vital in every language. Grammar familiarizes us with these patterns, enabling us to understand how sentences are structured and how they are employed in our everyday lives for proper and effective communication.
- D. Study of Parts of Speech:** Grammar thoroughly surveys and defines various parts of speech, studying their functions in detail. It offers ample information on where, when, and how these parts of speech are utilized in both speech and writing. Grammar can be likened to a standard reference book for understanding the intricacies of parts of speech.
- E. Study of Writing Skills:** Grammar is indispensable and advantageous for writers, journalists, and poets immersed in the literary field. It provides invaluable opportunities for those striving to refine their written English. Grammar trains us in crafting paragraphs, essays, and letters in a simple yet dignified style. It delves into various stylistic devices to enhance our writing proficiency. Grammar is often considered an introduction to literary composition.
- F. Study of Communication and Correspondence:** Language, broadly speaking, is one of the most effective means of communication, essential for leading a civilized life. Without proper communication, success in society is unattainable. Grammar, as a science, equips us with powerful communicational abilities and aids. It teaches us how to impress others with our speech and conversation. Whether one is a professor or a politician, proficiency in linguistic skills is paramount for success in their profession. Therefore, grammar is fundamentally concerned with communication and correspondence, earning its status as a science of communication.

PARTS OF SPEECH

Words in the English language are categorized into eight (8) basic types called parts of speech or word classes based on their functions. It is quite important to recognize parts of speech, analyze sentences, and understand sentence structure, as it helps to construct effective sentences. They are;

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

Nouns, Apostrophes and Articles

Nouns: Definition and Types

A noun is the name of any person, animal, place, thing and idea etc. In other words, any name given to anybody, or anything is a noun.

Types:

Nouns can be classified into the following types;

1. **Proper Noun:** A proper noun is specifically used for a person, place, etc. It is unique in its meaning and cannot be used commonly by others. For example, Pakistan, the Indus River, Ali, the Himalayas, etc.
It has always been used as a singular and with a capital letter in any place of a sentence; however, a few proper nouns start with a small letter, such as the names of fruits, vegetables, colors, seasons, and directions.
 - Ahmad likes apples and mangoes.
2. **Common Noun:** A common noun can be commonly used for similar kinds of people, things, or beings. It has singular as well as plural forms. E.g. girls, boys, tables, chairs, people, students, etc.
Common nouns are used as a singular as well as a plural noun. Their first letters are not capitalized unless they appear at the beginning of a sentence. They are further divided into sub types;
 - A. **Singular Noun:** These words are used to name a single person, place, animal, bird, or object. However, they are further used as countable or uncountable nouns;

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CHAPTER 2

PHRASES, CLAUSES AND SENTENCES

PHRASE: ITS TYPES AND FUNCTIONS

Definition: A phrase is a group of words that forms a unit (two or more words) within a sentence but does not contain a subject or a verb. It is either the part of a subject or a predicate. Phrases can serve various grammatical functions within a sentence and come in different types based on their structure and purpose.

- in the east
- for his courage
- at the bus stop

It may be observed that a phrase can be turned into a meaningful sentence;

- The sun rises in the east.
- Eman was waiting at the bus stop.
- He was praised for his courage.

Types of Phrases: Phrases can be categorized into several types based on their structure, function, and the words they contain. Here are some common types of phrases;

1. Adjective Phrase
2. Adverb Phrase
3. Noun Phrase

1. Adjective Phrase: A group of words which does the work of an adjective is called an Adjective Phrase;

- with his wife and children
- in white dress
- with a powerful army
- with long hair

The above Adjective Phrases may be turned into meaningful sentences:

- The man with wife and children is my uncle.
- The girl in white dress is my elder sister.
- The king with a powerful army tried to defeat his enemy.
- I love animals with long hair.

2. Adverb Phrase: A group of words that does the work of an adverb is called an Adverb Phrase;

- with great speed
- without any care

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CHAPTER 3

TENSES, THEIR STRUCTURE, FUNCTIONS AND USAGE

Tense refers to the grammatical form of a verb, which denotes the time and state of an action's occurrence—whether it happened in the past, is happening in the present, or will happen in the future. English encompasses three primary tenses: Past, Present, and Future. Each of these tenses further branches into four subtypes, explaining the precise state or context of the action being described.

Tenses and their Functions

S. No.	Tense	Structure	Functions	Indicating Words	Examples
1	Present Simple	1 st form of the verb and add s/es if the subject is singular	Indicate facts, habits, generalizations, and truths that are not affected by the passage of time	Every day, daily, usually, Generally, never, always or some facts or habit	They write well. She writes a lot of papers for her classes.
2	Present Continuous	Is/am/are with 4 th /ing form of the verb	Describe currently ongoing (usually temporary) actions	Now, at present, at the moment, etc	She is writing a paper for her class.
3	Present Perfect	Has/have with 3 rd form of the verb	Describe events that started in the past and have been recently completed, emphasizing their relevance to the present moment	Just, already, yet, for, since, now, recently, or time not mentioned	She has written papers for most of her classes, but she still has some papers left to write.

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SENTENCE CORRECTION

Sentence correction is a writing practice aimed at refining and enhancing sentences, necessitating adjustments in word choice, grammar, or context for improved comprehension. This process is twofold, involving both the identification of errors and the construction of a clearer meaning from the text by correcting these sentences. It is included in the exam to check the following two abilities;

A. Recognition of Error

B. Correction of Error

A. Recognition of Error: It is the process of finding out the mistakes in a sentence. There are only six types of mistakes:

1. Error of Replacement: It is incorrect usage of any word like;
 - I feel **unwell** among lazy people. (Incorrect)
 - I feel **uneasy** among lazy people.
2. Error of Omission: This is a mistake where one word is missing as; Ali is not only a hard-working but a kind person (Incorrect)
Ali is not only a hard-working **but also** a kind person.
3. Error of Commission: It means once an extra word has been added for example;
 - Until you do not work hard, you cannot pass CSS. (Incorrect)
 - Until you work hard, you cannot pass CSS.
4. The error Grammar: This includes any type of grammar mistake which includes tenses, prepositions, punctuation, use of articles, conditional sentences and spelling.
5. Misplaced Modifier: This means when an adjective and an adverb have not been used near the word to which they are adding meaning for instance;
 - He has passed CSS finally. (Incorrect)
 - He has finally passed CSS. (Correct)
6. The Comma Splice: A comma splice is a particular kind of comma mistake that happens when you use a comma to join two independent clauses like;
 - I am not angry with you, I am not happy with you, either. (Incorrect)
 - I am not angry with you; I am not happy with you, either. (Correct)
 - I am not angry with you, but I am not happy with you, either. (Correct)

B. Correction of Error: Sentence correction involves applying rules to fix mistakes identified during the initial assessment. These rules pertain to various parts of speech and help pinpoint errors. By following these rules, you can identify and rectify mistakes effectively.

Note: Complete book is only available in hard form.

CHAPTER 5

DIRECT AND INDIRECT/ NARRATION

The art of using/reporting the words of a speaker/writer in one speech or writing is known as Narration. There are two ways to convey a message of a person or the words spoken by a person to another person.

Direct Speech: In this form, the actual words of the speaker are put in quotes “ ”.
For example; He says, “He is here.”

Indirect Speech: In this form, the actual words of the speaker are transformed and said/written in a simple manner.

For example; He says that he is here.

It involves a conversation between three or more persons. Suppose your friend whose name is Javed tells you in school, “I will give you a pen”. You come home and you want to tell your brother what your friend told you. There are two ways to tell him.

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

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

In Narration, a minimum of two Independent Clauses are required. One is known as **Reporting Speech** and the other is considered as **Reported Speech**.

Changes required to Convert Direct Speech to Indirect Speech;

This process requires minor and major changes. Major changes are required in Reported Speech whereas minor Changes are required in Reporting Clause.

Major Changes: There are three major changes which are required in the Reported Clause to convey the accurate meanings;

1. Change in some words
2. Change in tenses
3. Change in pronoun

1. **Changes in Some Words:** Adverbs are required to be adjusted as Present, Future and Past have their respective adverbs. If the writer does not change them, it will change meaning. However, the following words require changes, *if the first part (Reporting Speech) is in past tense. If the Reporting Part is in Present and Future, following words do not need any change:*

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

Direct: He said, “He is here.”

Indirect: He said that he was there.

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ACTIVE AND PASSIVE VOICE

It is a grammatical construction of the sentence where the focus of the writer can be judged. The active voice can be used when the subject of a sentence *performs* an action on an object. In other words, the subject does the action, and the object receives the action. The active voice is easy to identify in writing. Whereas, the passive voice is basically the opposite of the active voice: it's when the subject is acted upon by the object. In other words, the subject receives the action, and the object does the action. The passive voice is a little trickier to identify, as it uses more words than the active voice. The basic structure of both are as follows:

Active Voice: Subject (doer) Verb Object (recipient)

- He has delivered a lecture.

Passive Voice: Object (doer) Verb (Helping Verb + be form {be, being, been, is, am, are, was and were} + 3rd form of ver (b) Subject (recipient)

- A lecture has been delivered by him.

Required Changes: The process of changing Active Voice to Passive Voice requires three changes for example:

1. Change the position of a Subject with an Object
2. Only the Third Form (Past Participle) of the Verb
3. Always add **be form {be, being, been, is, am, are, was and were} with the helping verb and main verb as per the following;**
 - a. **All Simple Tenses: is, am, are, was, were and be like**
 - A lecture is delivered by him.
 - A lecture was delivered by him yesterday.
 - A lecture will be delivered by tomorrow.
 - b. **All Continuous Tenses: being**
 - A lecture is being delivered by him.
 - A lecture was being delivered by him.
 - c. **All Perfect Tenses: been**
 - A lecture has been delivered by him.
 - A lecture had already been delivered by him when we reached.
 - A lecture will have been delivered by him.
 - d. **All Model Verbs require: be**
 - Education must be provided by the government to all citizens.

How to Change Imperative Sentences: Imperative sentences are sentences that do not have subjective; therefore, they in the passive voice have the following structure **Let + object + be + past participle.**

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CHAPTER 7

PUNCTUATION

In the ancient world, punctuation was absent across all languages. As civilizations progressed, the written form of language underwent a transformation with the introduction of punctuation. This innovation served to aid readers in distinguishing between words and ideas, while also emulating the natural cadence of spoken language.

Punctuation is a set of symbols that are used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, clauses and sentences. The marks or signs are called punctuation marks. Punctuation marks are signals to readers. When you speak, you can pause, stop, or change your tone of voice to make your meaning clear. You cannot do this when you write. When writing, you must use punctuation marks such as commas and question marks to make your meaning clear. The use of punctuation marks can be very complex. Each punctuation mark can be used in many ways. Here are the punctuation marks that are most commonly used when writing and the most typical way or ways they are used. These include;

1. Full Stop/Period
2. Question Mark
3. Exclamation Mark
4. Capitalization
5. Apostrophe
6. Colon & Dash
7. Brackets, Dashes and Pair of Commas
8. Semicolons
9. Hyphen
10. Comma
11. Speech Marks (Double and single inverted commas)
12. Slash
13. Ellipses

1. **Full Stop/Period (.)** It is used at the end of the sentence when a thought ends and assertive and imperative sentences end with a full stop. In addition, it is also used in unusual abbreviations (where some words and some abbreviations are being used like Z. A. Bhoto whereas Muhammad Bin Salam can be written as MBS as it is a complete/usual abbreviation) and accepted at the end of incomplete word. For example;
 - It is raining today. (Assertive Sentence)
 - Do not interrupt while I am talking. (Imperative Sentence)
 - G.M. Chaudary (Unusual)
 - Int. (Incomplete word)
 - Dr. Akbar (Incomplete word)

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ANALOGY OF THE WORDS

An analogy serves as a means of comparing ideas or objects to elucidate their similarities or differences. It facilitates understanding by drawing parallels between disparate concepts. Analogies aim to clarify complex ideas or entities by drawing comparisons. Metaphors and similes serve as linguistic tools to construct analogies. Consequently, an analogy tends to be more intricate than a simple simile or metaphor.

For instance, consider the analogy: "student: class :: player: team." This analogy is interpreted as "Student is to class as a player is to team." In this comparison, a student corresponds to a class, just as a player corresponds to a team. The relationship depicted is that of a part to a whole, where a student is a constituent of a class, and similarly, a player is a component of a team.

Common Types of Analogies

- | | |
|--------------------------|---|
| 1. Synonyms | joy: happy:: sad: unhappy |
| 2. Antonyms | smile : frown :: light : dark |
| 3. Cause and Effect | storm : rain :: clearing : sunshine |
| 4. Purpose | camera : photograph :: calculator : computation |
| 5. Characteristics | silk : smooth :: cotton : soft |
| 6. Degree | surprised : stunned :: upset : hysterical |
| 7. Whole and Part | class : student :: team : player |
| 8. Action and Object | row : boat :: pedal : bicycle |
| 9. Place and Object | arctic : polar bear :: forest : squirrel |
| 10. Person and Tool | carpenter : hammer :: plumber : wrench |
| 11. Country and currency | Pakistan- paisa:: USA – cent |

Techniques to Solve Analogy Questions;

Analogy questions often appear in various tests, including standardized tests like the CSS, PMS, SAT, GRE, or IQ tests. Here are some techniques to solve analogy questions effectively:

- 1. Identify the Relationship:** Before attempting to solve the analogy, carefully analyze the relationship between the given pair of words. Is it a synonym relationship, antonym relationship, part-to-whole, cause-and-effect, or something else?
- 2. Use Context:** Consider the context in which the words are used. Sometimes, the analogy relies on context-specific meanings rather than the most common usage of words.
- 3. Recognize Word Types:** Pay attention to the types of words used in the analogy pairs. Are they nouns, verbs, adjectives, or adverbs? Understanding the grammatical role

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VOCABULARY: SYNONYMS AND ANTONYMS

Vocabulary forms an integral part of the process of reading and readers' comprehension. It refers to the words needed for communicating effectively. It implies receptive vocabulary and expressive vocabulary. Receptive vocabulary refers to the words that we hear and read while expressive vocabulary implies the words that we speak and write. Vocabulary can be tested via the questions of synonyms, antonyms, analogies, pairs of words and idioms. There are different techniques to remember the vocabulary words;

1. **Regular Revision:** Make a habit of reviewing/revising your vocabulary regularly. Every revision of the vocabulary increases the retention of the vocabulary for long-term.
2. **Read Extensively:** Reading regularly exposes you to a wide range of vocabulary in context and enhances retention abilities. Pay attention to unfamiliar words, look up their meanings, and try to incorporate them into your vocabulary.
3. **Contextual Learning:** Try to learn new words by using them in sentences or phrases rather than trying to remember them in isolation. This helps you understand how the word is used and its meaning in different situations.
4. **Flashcards:** Create flashcards with the word on one side and its definition or a contextual sentence on the other side. Review these flashcards regularly, focusing more on the words you find challenging.
5. **Mnemonics:** Create associations or mental images to help you remember words. These could be visual, auditory, or even based on personal experiences. The more vivid and unique the association, the easier it is to recall the word.
6. **Use it in Conversation or Writing:** Actively using new words in conversation or writing helps reinforce your memory of them. Try to incorporate newly learned vocabulary into your daily communication.
7. **Word Games and Puzzles:** Engage in word games like crossword puzzles, word searches, or Scrabble. These activities make learning vocabulary more enjoyable and can help reinforce your memory through repetition.
8. **Grouping Words:** Group words based on themes, categories, or similarities in meaning. This can help you organize your vocabulary learning and make connections between related words.
9. **Visual Aids:** Create visual aids like mind maps or charts to organize and visualize relationships between words. This can be particularly helpful for learning groups of related words or words with similar meanings.
10. **Language Learning Apps:** Utilize language learning apps or software that offer vocabulary-building exercises and spaced repetition systems. These platforms often provide interactive and engaging ways to learn and review vocabulary.

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CHAPTER 10

PAIR OF WORDS

Pair of words can refer to various linguistic phenomena, but typically it means two words that are closely related in meaning or usage, spelling, and pronunciation. Here are a few types of word pairs:

1. **Synonyms:** Words that have very close meanings and can often be used interchangeably in certain contexts. Example: big and large.
2. **Antonyms:** Words that have opposite meanings. Example: expert and suspect, famous and notorious etc.
3. **Homophones:** Words that sound the same but have different meanings and often different spellings. Example: their and there.
4. **Homographs:** Words that are spelt the same but have different meanings and often different pronunciations. Example: tear (to rip) and tear (a drop of liquid from the eye).
5. **Compound words:** Words formed by combining two or more words to create a new word with a specific meaning. Example: All together and altogether.

Each pair of words serves a unique purpose in language, contributing to its richness and versatility. Following is a comprehensive list of the pairs of words that have been compiled from CSS, PMS, IAS and other competitive exams.

Sr. No.	Word	Meaning	Sentences
1.	Accede	Accept/consent	It is kind of you to accede to my request.
	Concede	Admit	Pakistan conceded the request of the Afghan government for transit trade.
	Exceed	To be greater than	The air quality index of Lahore has exceeded the normal standards. The population of Pakistan has exceeded 220 million figures.
2.	Accept	To consent	He was overjoyed when his marriage proposal for marriage was accepted.
	Except	Exclude from	Bow to none except Allah. All the demands of the protesters were entertained except a few.

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CHAPTER 11

IDIOMS AND PHRASAL VERBS

Idioms and phrasal verbs are fascinating aspects of language that add colour and depth to communication. Idioms are expressions where the meaning of the whole is different from the literal meaning of its parts. Phrasal verbs are combinations of verbs with particles (like prepositions or adverbs) that create unique meanings not always obvious from the individual words. Here are some techniques to retain them:

1. **Regular Revision:** Make a habit of reviewing/revising your idioms and phrasal verbs regularly. Every revision of the idiom enhances retention.
2. **Contextual Understanding:** Instead of memorizing idioms and phrasal verbs out of context, try to understand them in the context of real conversations or texts. This helps you grasp their meaning more naturally.
3. **Use Mnemonics:** Create mental associations or vivid images to link the idiom or phrasal verb with its meaning. This can help in recalling them later.
4. **Practice in Sentences:** Use the idioms and phrasal verbs in your sentences or conversations. The act of using them reinforces your memory and understanding of their usage.
5. **Flashcards:** Write the idiom or phrasal verb on one side of a flashcard and its meaning on the other. Review them regularly, testing yourself until you can recall each one without hesitation.
6. **Reading and Listening:** Expose yourself to a variety of texts and audio materials where idioms and phrasal verbs are used naturally. Pay attention to how they're used and their context.

Following is a comprehensive list of the idioms and phrasal words with meanings and sentences that have been compiled from CSS, PMS, IAS and other competitive exams.

A

- **A1:** (*excellent*): My cell phone is in A1 condition.
- **Achilles' heel:** (one weak spot in one's circumstances or character): The unstable situation in Afghanistan is Pakistan's Achilles' heel.
- **Abc:** (*the rudiments of any subject*): As he does not know the Abc of Chemistry, he must not be appointed as a lecturer in this technical subject.
- **Abound in:** (*have in great numbers or quantity*): Middle Eastern region abounds in oil.
- **Abound with:** (*have in great numbers or quantity*): Pakistan's governance system abounds with many issues including corruption and red-tapism.

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PRECIS WRITING

Precis writing is a brief of a given text. It preserves the essence, main points, and tone of the passage. It involves condensing a longer passage into a shorter form with its original meaning and intent of the author. The term precis is derived from the French word that means “to precise”. Its purpose is to convey the core message of the text with precision. The concept of precis writing dates back to ancient times when scholars and scribes summarized lengthy manuscripts for easier understanding and dissemination of knowledge. However, its modern form became prominent during the 17th and 18th centuries in France, particularly in academic and literary circles. French scholars developed precis writing as a structured exercise to teach students the art of precision.

In English, it is connected with the word ‘precise’ and to quote Oxford English it means “a concise or abridged statement: a summary: an abstract”. To make a precis of a given passage; the essence is to extract its main points and to express them clearly in few words as possible. In fact, a precis is just a straightforward statement of the bare facts without any unnecessary trimmings. It is a condensed piece of composition, continuous and consecutive in its narration, distinct and definite in its meaning, clear and exact in its intelligibility, giving the main idea and the general effect of any verbal, written or spoken matter summarized to save the time of the reader.

Precis should be clearly distinguished from its sister terms like paraphrase, summary, substance, etc. A paraphrase must reproduce not only the substance of a passage but also all its details with changed expression in terms of exchanging words. But a precis must always be shorter than the original, replace all the possible words and sentence structure, especially the words position and order express as tersely as possible only the central theme, shorn of all unimportant details. Precis is not exactly the same as a summary. A summary is simply a brief molding of a passage, caring little for order selection and style of words and sentences and it does not have any limit on the words, whereas a precis is a lucid, succinct and systematic redevelopment of the topic sentence and central ideas as governing them of a given passage with a limit of words that is one-third of the original. In summary, the order of ideas as given in the original need not be always followed, but in a good precis, the order must be preserved. Summary never needs any care about the selection of the words, and their order in a sentence, as it may be an absolute copy of the original, but precis must be a creative work of the writer with possible word replacement and their word order in the sentence.

Precis writing demands precision not only in length (words) but also in content (ideas). Merely reducing the original text words isn't sufficient; rather, the focus lies on distilling the essence by discerning between essential (topic sentences and 3-5 main ideas) and non-essential details (illustration, repetition, examples, quotes etc). A precis retains key

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CHAPTER 13

READING COMPREHENSION

The word *Comprehension* is taken from the word 'Comprehend' which means to understand. Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing the contextual and literal meaning of words, the ability to follow the organization of a passage and to identify antecedents and references in it, the potential to draw inferences from a passage about its contents and the ability to identify the main thoughts of a passage. Further, it also requires a complete understanding of the passage and questions asked and conveys the same in one's own words without changing any meanings in clear, simple and direct diction. It is important that all such answers should be written in complete sentences, except vocabulary questions and must be written in passage tense without any irrelevant details.

There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.), and practising deep reading. The ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is to be read.

In this question, an unseen passage is given with several questions at the end to be answered. The passage for comprehension is fairly technical and is usually selected from writings on economics, sociology, political science, psychology, philosophy, English literature and international affairs.

This question has been added in all competitive exams to check the following two abilities;

- A. Comprehension Abilities (Understanding of the passage)
- B. Composition Skills (Self-writing)

Type of Questions: In questions of reading comprehension following types of questions always appear;

- A. **Factual:** Such questions **focus on obvious details** from the passage. They usually require students to pick out these obvious details to answer but students are to take note **not to lift and to cut out irrelevant parts** in a sentence.
- B. **Inference:** These questions require less obvious details than factual questions. Students need to understand a hidden meaning that is suggested rather than told directly. Hence, pupils must look out for clues from phrases which suggest these hidden meanings.

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ART OF TRANSLATION

Human beings, throughout history, have made an effort to take advantage of various methods of communication to utilize the knowledge of other nations and the objective of preserving this knowledge for the coming generations. As the most effective mode of communication, language has been employed to satisfy the very need of communication. The barrier that may emerge as an obstacle in the way of communication seems to be the fact of diversity of languages throughout the world. In today's world, communication between different nations with different languages is feasible through translation.

Translation is originated from the Latin 'trans+latus', which means carried across.

However, translation is a transfer/changing process which aims to convey the meaning of a source language text into an optimal equivalent -without any change in meaning and message- to a target language text, and which requires the grammar, tenses, sentence formation, vocabulary and the pragmatic understanding and analytical processing of the source as well as the targeted language.

In all Competitive Exams, literal translation is the most effective method to secure maximum marks. When using literal translation, each word is translated directly keeping in mind its contextual meaning and you can never leave or add any word on your own because it always changes meanings. The target text must be idiomatic – if any idiomatic expression is used in the source text- provided retain the same word order, meaning and style as that of the original text at the source text. In Competitive Exams, it can appear in the form of sentences, proverbs and most preferably in paragraphs.

Rules for the Art of Translation

1. **Recognition of Tenses in Urdu:** As students are asked to translate a text from English to Urdu; therefore; they must be fully familiar with English as well as Urdu tenses. The structure of tenses and their recognition of both in Urdu and English are different from one another. In English Verb based sentence structure is used, you change the verb and tense it will also be changed like;

a. I attend my classes regularly. (Present Tense)

b. I attended the lecture yesterday. (Past Tense)

However, in Urdu, last word-based sentence structure is used, you can replace the last word of the sentence and the tense will be changed but verbs always remain the same;

a. وہ سکول جاتا ہے (Wo school jata hai) Present Tense

b. وہ سکول جاتا تھا (Wo school jata tha) Past Tense

You have just changed the word (hai) ہے to (tha) تھا and the tense has been changed from

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FORMAL LETTER AND APPLICATION WRITING

Letters and applications have a rich historical lineage, tracing back to ancient civilizations where clay tablets, papyrus scrolls, and handwritten parchments served as mediums for correspondence. Over time, the development of postal systems during the medieval period facilitated the exchange of letters over long distances, fostering increased communication between individuals and organizations. Despite subsequent technological advancements like the telegraph and telephone, traditional letters retained their significance, especially in formal and official contexts. Even in modern times, with the advent of email and digital communication, letters remain relevant for their structured and documented format, particularly in legal, business, and official communications.

Letters and applications find extensive use in formal communication across various domains. They serve as the preferred mode of correspondence for official matters in government, business, legal, and academic settings. Government agencies utilize letters for issuing notices, invitations, or official statements, while businesses rely on them for formal communication with clients, partners, and stakeholders. Job seekers often submit cover letters alongside resumes to introduce themselves, highlight qualifications, and express interest in specific positions. Additionally, individuals frequently use letters to lodge complaints, make inquiries, or request information from businesses, government agencies, or service providers.

The enduring appeal of letters and applications lies in their formality, legitimacy, and documentation. Their structured format lends an air of professionalism to communication, particularly in formal or legal matters, instilling trust and credibility. Furthermore, letters provide a documented record of communication, serving as valuable evidence or reference for future use. Through carefully crafted language and etiquette, letters ensure clarity, precision, and adherence to formal standards, making them ideal for conveying important messages or requests. Despite the convenience of digital communication, receiving a physical letter can evoke a sense of personal connection and importance, enhancing the overall impact of the correspondence.

Letters and applications play a significant role in Provincial Management Services (PMS) papers. These formal documents adhere to a specific format, serving as a formal channel to address issues or express concerns. Understanding the structure of these letters and applications is crucial for maximizing marks in examinations. A standard letter format follows a set structure to ensure clarity and professionalism. It typically includes the sender's address positioned at the top-right corner, followed by the date of writing. The recipient's address is then aligned on the left side, along with a formal salutation greeting the recipient. The main body of the letter contains the substantive content, organized into paragraphs to address the purpose of the communication clearly and concisely. A polite

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PARAGRAPH WRITING

Paragraph writing is a fundamental skill in both academic and professional settings. A well-crafted paragraph not only conveys a clear and concise idea but also enhances the overall coherence and readability of a document. Typically, a paragraph consists of 150 - 200 words or 4 to 9 sentences that develop a single topic or idea, indicated by a new line and indentation. Paragraphs can be categorized into usual paragraphs and unusual paragraphs. A usual paragraph, often referred to as a body paragraph, focuses on conveying a single idea with supporting details. In contrast, an unusual paragraph serves a different purpose, such as summarizing, introducing, or concluding a larger piece of writing. This type of paragraph might not strictly adhere to the typical 150 - 200 words but instead reach up to 250 words to effectively function as a summary, abstract, or preface, providing a map of the essay by outlining the main argument and key points. Understanding these distinctions is crucial for effective paragraph writing and overall document organization. Furthermore, mastering the art of paragraph writing can significantly enhance a writer's ability to communicate complex ideas clearly and persuasively, making it an indispensable skill in various contexts.

This chapter delves into the art of paragraph writing, exploring its types, functions, and structure. By understanding these elements, writers can effectively communicate their thoughts and engage their audience.

Types of Paragraphs: Understanding the various types of paragraphs is essential for tailoring your writing to different purposes and audiences. Here are the primary types:

1. **Narrative Paragraphs:** Narrative paragraphs tell a story or recount an event. They follow a chronological order and often include vivid descriptions to engage the reader. These paragraphs are commonly used in storytelling, personal essays, and biographies.

Example: Last summer, we embarked on a journey to the mountains. The early morning mist shrouded the peaks, creating an ethereal landscape. As we hiked up the winding trail, the chirping of birds and the rustling of leaves added a symphony to our adventure.

2. **Descriptive Paragraphs:** Descriptive paragraphs aim to paint a picture in the reader's mind by using sensory details and vivid language. They are often found in descriptive essays, travel writing, and character sketches.

Example: The old library was a haven of tranquility. Shelves laden with ancient books lined the walls, and the air was filled with the faint scent of aged paper and leather. Sunlight filtered through stained-glass windows, casting colourful patterns on the wooden floor.

3. **Expository Paragraphs:** Expository paragraphs provide information or explain a concept. They rely on facts, statistics, and logical explanations.

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CSS ENGLISH PRECIS & COMPOSITION SOLVED PAPERS (2023 -2024)

CSS 2023 – Solved English Precis and Composition

Q. 2. Write a précis of the following passage and suggest a suitable title: (20)

On the question of freedom in education, there are at present three main schools of thought, deriving partly from differences as to ends and partly from differences in psychological theory. There are those who say that children should be completely free, however bad they may be; there are those who say they should be completely subject to authority, however good they may be, and there are those who say they should be free, but in spite of freedom they should be always good. This last party is larger than it has any logical right to be; children, like adults, will not all be virtuous if they are all free. The belief that liberty will ensure moral perfection is a relic of Rousseauism, and would not survive a study of animals and babies. Those who hold this belief think that education should have no positive purpose, but should merely offer an environment suitable for spontaneous development. I cannot agree with this school, which seems to me too individualistic, and unduly indifferent to the importance of knowledge. We live in communities which require cooperation, and it would be utopian to expect all the necessary cooperation to result from spontaneous impulse. The existence of a large population in a limited area is only possible owing to science and technique; education must, therefore, hand on the necessary minimum of these. The educators who allow the most freedom are men whose success depends upon a degree of benevolence, self-control, and trained intelligence which can hardly be generated where every impulse is left unchecked; their merits, therefore, are not likely to be perpetuated if their methods are undiluted. Education, viewed from a social standpoint, must be something more positive than a mere opportunity for growth. It must, of course, provide this, but it must also provide a piece of mental and moral equipment which children cannot acquire entirely for themselves.

Precis

There are three predominant ideologies regarding the question of freedom of the learners in education. Some advocate for absolute freedom for children, regardless of behaviour; others plead complete submission to authority, irrespective of virtue; while a larger faction argues for freedom moderated by the necessity of virtue. Yet, the notion that liberty alone guarantees moral excellence is negated by observations of both animals and infants. This belief, rooted in Rousseauism, overlooks the societal need for cooperation and the

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PMS ENGLISH PRECIS & COMPOSITION SOLVED PAPERS (2022 -2023)

PMS 2022 – Solved English Precis and Composition

Q. No. 1: Write a paragraph of 200 words on any of the following topics. (20 marks)

- The role of NCOC in combating Covid-19
- Pleasure of reading
- The role of print journalism in the age of social media
- Optimism in life

Topic: Optimism in Life

Optimism is not merely a disposition; it is a way of life that illuminates the path through trials and tribulations of life. Defined as the belief in a positive outcome, optimism serves as a guiding light that empowers individuals to navigate the complexities of existence with resilience, hope, and unwavering determination. The renowned author, Helen Keller once remarked, "Optimism is the faith that leads to achievement." This sentiment encapsulates the transformative power of optimism in shaping one's life journey. Optimistic individuals possess a steadfast belief in their ability to overcome obstacles and achieve their aspirations, regardless of the challenges they may encounter along the way. They view setbacks not as roadblocks but as opportunities for growth and learning, embodying the words of poet William Ernest Henley, "I am the master of my fate, I am the captain of my soul." Optimism breeds resilience, enabling individuals to bounce back from adversity with renewed vigour and determination. Psychologist Martin Seligman emphasizes the importance of optimism in building psychological resilience. He asserts, "Optimism is invaluable for a meaningful life. With a firm belief in a positive future, individuals can weather life's storms and emerge stronger and more resilient than before." Moreover, optimism fosters a sense of gratitude and appreciation for life's blessings, no matter how small. As bestselling author Elizabeth Gilbert observes, "Optimism is the faith that leads to gratitude. Gratitude is the foundation of abundance." By cultivating an optimistic outlook, individuals cultivate a sense of abundance and fulfilment, finding joy in life's everyday moments and cherishing the journey itself. In conclusion, optimism is a transformative force that empowers individuals to embrace life's challenges with resilience, hope, and gratitude. Through the lens of optimism, life becomes not merely a series of obstacles to overcome but a journey filled with endless possibilities and opportunities for growth and fulfilment.

Q. No. 2: Use any 10 of the following idiomatic expressions in your own words. (10 marks)

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