

Essay

FINAL FORMATS FOR DIRECTED WRITING

10560
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1123 O Level English Language — Paper 2, Section A

This pack contains:

- Page 1A: Universal Body — Quick Reference (Pointer Form)
- Page 1B: Universal Body — Written Shell
- Page 2: Development & Evaluation Practice
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PAGE 1A: UNIVERSAL BODY – QUICK REFERENCE

PARA 2 – Side You DISAGREE With:

- Point 1 (reworded + shortened)
- Point 2 (reworded + shortened)
- Develop Points 1 & 2
- Evaluate Points 1 & 2
- Point 3 (reworded + shortened)
- Point 4 (reworded + shortened)
- Develop Points 3 & 4
- Evaluate Points 3 & 4

PARA 3 – Side You AGREE With:

- Point 1 (reworded + shortened) – evaluate OR develop
- Point 2 (reworded + shortened) – develop
- Point 3 (reworded + shortened) – develop
- Point 4 (reworded + shortened) – develop

PARA 4 – Text-wise Evaluation + Final Stance:

- Text-wise evaluation 1 (pick from the 7 criteria)
- Text-wise evaluation 2
- Text-wise evaluation 3 (minimum)
- Rule of Three
- Final stance (one clear sentence)

THE 7 TEXT-WISE EVALUATION CRITERIA:

1. **Idealistic vs Realistic** → Realistic = Stronger
2. **Age & Experience** → Older = Stronger (BUT if topic is about a specific group, belonging to that group = Stronger)
3. **Short-term vs Long-term** → Long-term = Stronger
4. **Bias** → Unbiased = Stronger
5. **Use of Statistics** → Evidence-backed = Stronger
6. **Individual vs Communal** → Communal = Stronger
7. **Omission of a Point** → If a text ignores something obvious, it is weaker

PAGE 1B: UNIVERSAL BODY – WRITTEN SHELL

PARAGRAPH 2 – Side You DISAGREE With (PDE Format)

It is undeniable that not only does [Point 1 reworded + shortened], but it also [Point 2 reworded + shortened]. {DEVELOP Points 1 & 2 – add a personal example, real-world connection, or consequence.} However, while this mr... etter option, {EVALUATE Points 1 & 2 – explain... impractical.} Similarly, some argue that [Point 3 reworded + shortened], and [DEVELOP Points 3 & 4.} Yet this perspective falls short because {EVALUATE

PARAGRAPH 3 – Side You AGREE With

Option A (recommended):

- [Point 1] – evaluate it (say why it matters most).
- [Point 2] – develop it.
- [Point 3] – develop it.
- [Point 4] – develop it.

Option B: All 4 points developed only (save all evaluation for Para 4).

PARAGRAPH 4 – Text-wise Evaluation + Final Stance

All in all, the argument for [disagree side] relies on a [short-term / idealistic / biased / individual] perspective, whereas [agree side] offers a more [long-term / realistic / objective / communal] approach. Furthermore, the opposing argument is presented by someone [age/experience evaluation], and it completely omits [what they missed]. **Rule of Three.** Hence, I firmly believe that [final stance].

5 Steps for directed writing:

- i) Get points out (points extracted)
 - ii) Reword the points as best as you can
 - iii) Text-wise evaluation → decide which side you agree with
 - iv) Decide which points to evaluate (PDE) in para #2
 - v) Developments
- = complete the response according to the format.

Question	Answer	Marks																		
1	Notes on task:																			
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 25%;">Annotation</th> <th style="width: 75%;">Meaning</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓ 1</td> <td>Indicates ideas selected from Text A (Section A)</td> </tr> <tr> <td style="text-align: center;">✓ 2</td> <td>Indicates ideas selected from Text B (Section A)</td> </tr> <tr> <td style="text-align: center;">EVAL</td> <td>Indicates evaluation of an idea (Section A)</td> </tr> <tr> <td style="text-align: center;">DEV</td> <td>Indicates development of an idea (Section A)</td> </tr> <tr> <td style="text-align: center;">V</td> <td>Indicates merits of vocabulary (including spelling)</td> </tr> <tr> <td style="text-align: center;">P</td> <td>Indicates merits of punctuation</td> </tr> <tr> <td style="text-align: center;">F</td> <td>Indicates effective use of descriptive/narrative and structural features</td> </tr> <tr> <td style="text-align: center;">L5 L4 L3 L2 L1</td> <td>Indicates level of achievement (use of sentence structures and grammar)</td> </tr> </tbody> </table>	Annotation	Meaning	✓ 1	Indicates ideas selected from Text A (Section A)	✓ 2	Indicates ideas selected from Text B (Section A)	EVAL	Indicates evaluation of an idea (Section A)	DEV	Indicates development of an idea (Section A)	V	Indicates merits of vocabulary (including spelling)	P	Indicates merits of punctuation	F	Indicates effective use of descriptive/narrative and structural features	L5 L4 L3 L2 L1	Indicates level of achievement (use of sentence structures and grammar)	
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	<p>Credit <u>any</u> wording in candidate response which captures the <u>idea</u>; it does not need to be expressed in the wording of the texts or of the MS.</p> <p>Evaluation is offering judgement of an idea. Anything which suggests prioritisation of one idea over another, or dismissal of an idea, is valid as evaluation.</p> <p>Also look out for:</p> <ul style="list-style-type: none"> • the use of rhetorical questions which may be evaluative • tone which implies evaluation • emotive vocabulary which implies evaluation <p>Development is adding an example or information additional to an idea already in the text, e.g. a viable alternative, personal experience, etc. whereas evaluation is about offering a judgement of the quality or validity of that idea. It is also possible that we will see development of evaluation.</p> <p>Candidates may also decide to evaluate the actual texts – as well as, or instead of, the ideas and opinions within them – by considering the following aspects:</p> <ul style="list-style-type: none"> • how sensible / convincing the argument is • evidence of bias in the texts • how well supported the argument is (with evidence) • consideration of others' viewpoints • use of language 																			

Summer break:
 job / travel

Developments:

Agreeing

① Result (Benefit) ✓

Travelling is educational.

some candidates developed ideas in a more thoughtful, thorough and personal manner: 'You can learn more about mountains and the different traditional festivals that take place around the world as I did when I visited the Kalash valley at the time of the Uchal festival.' '[The long summer break is] a time to relax. You can distance yourself from your busy life. Therefore by visiting places like mountains you can recharge your brain which allows you to be focused in university.'

② Example (Name) = Name of a place/person

Linguistically, 'For instance' and 'For example' were often good signal phrases preceding development.

③ Personal Experience

Point: It's an important learning experience.

which allows you to be focused in university.'

anecdote from the candidate's own travels: 'When I went abroad without my parents, it helped me to become mature and venture out of my comfort zone.... I became more independent and build my confidence.'

'Whenever I recall my school life I only remember one thing - joyful memories with my mates. We travelled in the country visiting places we only learn about in geography lesson.' Candidates also developed points

④ Statistics (logical)

2005.

The response could have included exemplification of the reduction in animals' lifespans with an additional sentence such as, 'Studies have shown that animals living in the wild live, on average, five years longer than those in captivity'. If slightly fewer ideas had been selected but these had each been developed and evaluated, this would have improved the response.

restrained/restricted.

-- Research shows that
-- 30% of the people..

(facts and figures.)

⑤ Alternative // Solutions: α

S25/uniforms.

Another way in which candidates could demonstrate development was by offering solutions to some of the issues raised in the two texts, e.g., by agreeing that school uniform should be worn and then suggesting that there could be regular non-uniform days as a compromise.

↳ 2

↳ 3

Mobile phones

Evaluations :

o- Tone

Evaluation is offering judgement of an idea. Anything which suggests prioritisation of one idea over another, or dismissal of an idea, is valid as evaluation.

Also look out for:

- the use of rhetorical questions which may be **evaluative**
- tone which implies **evaluation**
- emotive vocabulary which implies **evaluation**

o- Rhetorical questions

It was common to see rhetorical questions used to create an evaluative tone: 'Wouldn't it make better sense to travel while you are young enough to make memories with your friends?' 'Once you start your career, will you have the time or energy to travel?'. Both direct address and emotive appeals were also frequently seen: 'I've seen you with your head buried in books all year.' 'You've been cooped up for so long – think about your mental health and wellbeing.' Devices such as onomatopoeia, hyperbole, and emphatic language, e.g. 'It cannot be ignored', 'You're only young once', were effectively used to persuade in some responses.

o- Points (Result):

Many responses included at least some evaluation, often signalled by phrases such as 'In my opinion...', 'However...', 'You cannot ignore...', or rhetorical questions, e.g. 'Travel might be fun, but at what cost?'. Stronger responses integrated evaluation throughout, weighing the merits of each argument rather than reserving judgement for a concluding paragraph: 'It is true that travel teaches life skills, but important skills can also be gained through work experience.' 'Some people argue that travelling is expensive, but it is worth every penny if it gives you experiences you'll never forget.' Other successful attempts at evaluation included weighing financial constraints, considering long-term benefits, challenging assumptions, e.g. 'Who in their right mind would want to work in their summer break?' or providing evaluation in the form of prioritising a single idea already mentioned in support of the final judgement: 'Of all the benefits of travelling, the most important is definitely making memories with the friends that you won't see as often once you start university.'

o- Text-wise Evaluation

as Jianyu points out.' Another valid approach to evaluation took the form of signalling potential bias in the ideas of the two writers, e.g. pointing out that Hazeema was younger and so might be less mature than Jianyu and so less likely to see the importance of homework.

PDE Format :-

- Evaluation of the ideas selected was required to achieve a mark at Level 4 or above. Candidates needed to ensure that they included this alongside development. For example, candidates could have added an example or information additional to an idea already in the text, and then offered a judgement on the quality or validity of that idea. Using the PDE (Point Development Evaluation) structure would have helped candidates to provide all the required elements. For example, the idea of the zoo being a fun family outing for all ages could be developed and evaluated as follows: 'A visit to the zoo appeals to both children and adults, as they can explore exhibits, attend interactive shows, and enjoy outdoor activities together. However, the ethical concerns regarding animal welfare in zoos are paramount.'

It's a family outing for all ages.

Candidates should be encouraged to avoid repeating points from given texts but rather to interpret and expand on these points with personal insights and original thought. Approaching the question using a clear structure (for example: Point, Development, Evaluation) will support candidates in achieving this. Development of points (extracted from the texts) could be enhanced by including examples from wider reading on, or personal experience of, societal issues.

- Where possible, candidates are encouraged to link points from the two texts and use one to help evaluate the other. An example of this, using the ideas of gaining scientific knowledge (from Text A) and behavioural changes in animals (from Text B), would be as follows: 'Zoos allow researchers to observe animal behaviour without the unpredictable variables present in their natural habitat, such as predation and weather. This setting allows for detailed, long-term research on social interactions, reproduction, and development. However, behaviours in captivity may differ from those in natural habitats due to stress and confinement, raising concerns about the validity of findings'.

Many responses featured creditworthy evaluation, for example, 'Using a mobile phone provides crucial safety for students by allowing instant communication in emergencies, so rather than banning mobile phones, perhaps it would be better to only allow their use at certain times of the day, for example on the journey to and from school when students are more likely to be at risk.' or 'The high cost of mobile phones undoubtedly causes jealousy among students when they don't have the latest model and making sure their children always have the most up to date phone can place financial strain on families.' In the first example, we have evaluation of the idea that mobile phones provide safety, with the use of 'crucial' being a signal that this is evaluative. The development provided here is a solution which supports the evaluation by mentioning that permitting the use of mobile phones on the way to and from school would offer security in emergency situations. The second example picks up on the Text B idea of envy, judging that there is validity in this idea with the use of 'undoubtedly'. The development here comes with the effect of the expense on families.

PAGE 3: ARTICLE FORMAT

Subject: [Make it catchy — a question, wordplay, or pun] [Topic Name] : Blessing or Curse
By line: By [Your Name] *ie. Social Media: Blessing or Curse*

Paragraph 1 — TWO OPTIONS (~35 words each)

Option A — For a TWO-SIDED question (e.g. University vs Workplace): *(Heading option 1)*

[Side A] or [Side B] — which path truly leads to success? In an age where opinions are abundant yet clarity remains scarce, this article endeavours to dissect this polarising debate before arriving at a final verdict.

Option B — For a ONE-SIDED question (e.g. Should social media be banned?): *(Heading option 2)*

Is [topic] truly a blessing, or has it quietly become our greatest curse? In an age where opinions are abundant yet clarity remains scarce, this article endeavours to examine the merits and pitfalls of [topic] before arriving at a final verdict.

Paragraph 2 — Side You Disagree With (PDE Format)

- 2 points (reworded + shortened) → developed → evaluated
- 2 more points (reworded + shortened) → developed → evaluated
- ONE example development (name a person or place)
- End with: "But is that all there is to the story?"

Paragraph 3 — Side You Agree With

- 3–4 points developed (or 1 evaluated + 3 developed)

Paragraph 4 — Text-wise Evaluation

- 3+ criteria from the 7
- Rule of Three
- End with: "Is the answer not evident?"

Paragraph 5 (~35 words)

After all, if we [pun or wordplay related to the topic], [humorous consequence]. Life is far too short to [tie back to topic]! Thank you for reading.

5 THINGS EVERY ARTICLE NEEDS:

- ✓ ONE example development (name a person or place)
- ✓ Use of humour (pun in Para 5)
- ✓ Exclamatory sentence in Para 5
- ✓ Rhetorical questions
- ✓ Ending question in Para 2, 3, and 4

+ Rule of Three in Para 4

FINAL FORMATS FOR DIRECTED WRITING

1. Article Writing

Subject: (Make it catchy)

By line: (Name)

- **Paragraph 1:** Rhetorical question + Purpose
- **Paragraph 2:** 'Side We Disagree With'
 PDE FORMAT- 4 points Developed+ Evaluated
 OR
 2 points developed + 2 points evaluated
 + Allusion (Or Real-Life Example – Name a person)
 + Linking Sentence = '*But is that all there is to the story?*'
- **Paragraph 3:** 'Side We Agree With'
 (4 points developed)
 + Anaphora
 + Linking sentence = '*So, what is our final decision?*'
- **Paragraph 4:** 'Text wise evaluation'
 1. Idealistic vs Realistic
 2. Age
 3. Biasness
 4. Individual vs Communal
 5. Omission of a point
 6. Use Of Statistics
 7. Long term vs Short term
 + Rule of Three
- **Paragraph 5:** 'Ending Paragraph'
 + Use of humour/ Pun
 + Exclamatory statement
 + Thanks

Article Writing:-

Subject

Byline

Para 1: Rhetorical question + Purpose

Para 2: Side we Disagree with (2 points developed) + Evaluative phrase (i.e. may seem like the better option but) + 2 points evaluated + Allusion + linking sentence =
But is that all there is to the story?

Para 3: Side we agree with (3/4 points developed) + Anaphora + linking sentence =
So what is our final decision?

Para 4: Tentative evaluation + Rule of Three

Para 5: Pun + Enclamatory statement +
Thanks

[Catchy Title/Subject regarding the topic]

Byline: By Jaweria Amer

Paragraph 1: [Rhetorical Question]? I am sure you have considered [briefly state the common viewpoint] but let us take a step back and mull over [Purpose of the article/the core issue].

Paragraph 2: Side We Disagree With (PDE Format)

It is undeniable that not only does [Point 1 developed], but it also [Point 2 developed]. However, while this may seem like the better option, [Evaluate Points 1 & 2 by explaining why they are flawed, impractical, or limited]. Similarly, some argue that [Point 3 developed], and [Point 4 developed]. Yet, this perspective falls short because [Evaluate Points 3 & 4]. Consider [Allusion or Real-Life Example, e.g., a famous person or historical event]; their experience showed us that [explain how the example disproves the disagreeing side]; yet is that all there is to the story?

Paragraph 3: Side We Agree With

Many people argue that [Point 1 of your side, developed]. Additionally, [Point 2 developed]. Moreover, [Point 3 developed]. Most importantly, [Point 4 developed]. [Anaphora phrase, e.g., "To choose this path is to..."], [Repeat Anaphora phrase], and [Repeat Anaphora phrase]; so, what is our final decision?

Paragraph 4: Text-wise Evaluation

All in all, building upon public view, most experienced adults advocate for [Your Side] as they mull over the merits and demerits better. When we evaluate the opposing view, it relies too heavily on a **[Choose one: short-term / idealistic / biased / individual]** perspective, whereas the reality requires a more **[long-term / realistic / objective / communal]** approach. Furthermore, the opposing argument completely omits the fact that **[point out an "Omission of a point" or "Age" factor]**. Hence, you must concur that our chosen approach yields outcomes that are **[Rule of Three: Adjective 1], [Adjective 2], and [Adjective 3]**.

Paragraph 5: Ending Paragraph Remember, when you [restate the main action of the topic], don't forget [insert Pun or humorous observation].

[Exclamatory statement summarizing your passion for the topic!] Thank you for reading.

PAGE 4: REPORT FORMAT

To: [As given — e.g. The Principal] **Date:** [Any date]

Heading — TWO OPTIONS:

Option A: A report about [topic]

Option B: An assessment of [topic]: findings and recommendations

Subheading 1: Introduction

Paragraph 1 (~35 words):

As per [Title]'s instruction, this report aims to examine whether [state the core issue]; drawing upon student perspectives and prevailing trends, the subsequent findings evaluate both approaches in order to determine the most beneficial course of action.

Subheading 2: [e.g. 'Perceived Benefits of...']

Paragraph 2 — PDE Format:

- Same universal body
- ONE statistics development (e.g. "Studies consistently show that...")
- ONE quotation for development (made up)
- Formal transition words throughout

Subheading 3: [e.g. 'Merits of...']

Paragraph 3 — Side You Agree With:

- Same universal body
- Long-term future idea (e.g. "This approach secures a future where...")
- Formal transition words throughout

Subheading 4: Final Comments

Paragraph 4 — Text-wise Evaluation:

- Same universal body
- Rule of Three
- Final recommendation: "I recommend..."

Subheading 5: Conclusion

Paragraph 5 (~35 words):

Any individual who has persevered thus far deserves my utmost gratitude; this report has achieved its aim to inform and illuminate, and it now entrusts you — as someone more well-versed on this matter — to act on these findings judiciously.

Reported by: [Your Name]

5 THINGS EVERY REPORT NEEDS:

- ✓ **Formal transition words (However, Furthermore, Moreover, On the contrary, Therefore, Thus, Hence, Consequently, Nevertheless, In addition)**
- ✓ **ONE statistics development**
- ✓ **Heading**

2. Report Writing

To: [Name e.g The Editor / The Principal] **Date:**
Heading: [A report about /on _____]

Subheading #1: Introduction Paragraph 1:

Paragraph 1: "As per [Name/Title]'s instruction, the report aims to examine whether [state the core issue]. Drawing upon student interviews and prevalent trends, the findings evaluate both approaches in order to determine the best solution."

Subheading #2: [Perceived benefits of _____]

Paragraph 2: 'Side We Disagree With' (PDE FORMAT)

- 4 points Developed+ Evaluated OR
 - 2 points developed + 2 points evaluated
 - Evaluative Phrase (i.e., *may seem like the better option but...*)
- Support:** + Facts and figures / Statistics (i.e., *Studies show that...*)

Subheading #3: [Merits of _____]

Paragraph 3: 'Side We Agree With'

Rule of Three + Side we agree with (3 to 4 points developed) + Long-term future idea

Subheading #4: Final Comments:

Paragraph 4: 'Text-wise Evaluation & Recommendations'

(Choose relevant angles from your list):

- | | | |
|-----------------------------------|-----------------------------------|--------------------|
| 1. <i>Idealistic vs Realistic</i> | 2. <i>Age</i> | 3. <i>Biasness</i> |
| 4. <i>Individual vs Communal</i> | 5. <i>Omission of a point</i> | |
| 6. <i>Use Of Statistics</i> | 7. <i>Long term vs Short term</i> | |

+ Quotations (From the provided text OR made up)

+ Final recommendations (I recommend ...)

Subheading #5: Paragraph 5: 'Ending Paragraph'

Thank + Closing Sentence: Any individual who has made it thus far deserves my utmost gratitude. The report has achieved its aim to educate and now entrusts you to act on said arguments wisely.

Sign-off: Reported by: [Your Name]

To: The editor ✓

Heading: Reeducating the education ^{it's}

Subheading # 1: Introduction

As per ^{instruction,} Para 1: The report aims to examine whether ^{homes} ✓

Drawing upon student interviews and prevalent trends, the ^{ings}
evaluate both approaches in order to determine the ^{tion.}

Subheading # 2: Side 1

Para 2: Side we Disagree with (2 p

developed) + Evaluative phrase (ie. may seem like ^{better}
option but) + 2 points evaluated + Facts and figures ^{statistics}
ie. ^{udies show that}

Subheading # 3: Side 2

Para 3: Rule of Three + Side we ag with ⁽³⁻⁴⁾

(3/4 points developed) + Long term ^{uture idea}

Subheading # 4: Final Comments

Para 4: Tentwise evaluation + Quotations

+ Final recommendations <sup>↳ from the text OR
made up</sup>

Subheading # 5: Conclusion

Para 5: Thank + closing sentence

Any individual who has made it thus far deserves my
utmost gratitude. The report has achieved its aim
to educate, and now entrusts you to act on said
arguments wisely.

Reported by: [Name]

To: [Insert Recipient, e.g., The Principal / The Editor]

Heading: [A report on/ about _____]

Subheading #1: Introduction As per [Name/Title of the person who requested the report]'s instruction, the report aims to examine whether [state the core issue or topic]. Drawing upon [mention your sources, e.g., student interviews and prevalent trends], the findings evaluate both approaches in order to determine the best solution.

Subheading #2: [Insert Title for the Opposing View] It is undeniable that [Point 1 for the side you DISAGREE with, developed], and [Point 2 developed]. This may seem like the better option, but [Evaluate Points 1 & 2 by explaining why they are flawed or impractical]. Furthermore, some argue that [Point 3 developed], and [Point 4 developed]. However, [Evaluate Points 3 & 4]. In fact, recent statistics show that [Insert a relevant fact, figure, or statistic to disprove the opposing side or support your evaluation].

Subheading #3: [Insert Title for Your Chosen View] To ensure outcomes that are [Rule of Three: Adjective 1], [Adjective 2], and [Adjective 3], we must look at the alternative. I firmly believe that [Point 1 for the side you AGREE with, developed]. Not only that, but [Point 2 developed]. Moreover, [Point 3 developed], and [Point 4 developed]. Ultimately, this approach secures a long-term future where [explain the long-term future benefit or idea].

Subheading #4: Final Comments When evaluating the opposing view, it becomes clear that it relies too heavily on an [**Choose one: idealistic / biased / individual / short-term**] perspective, whereas our reality demands a more [**realistic / objective / communal / long-term**] approach. It completely omits the fact that [**point out an "Omission of a point" or "Age" factor**]. As [Name an expert or reference the provided text] stated, "[Insert a relevant quotation from the text or make one up]." Therefore, my final recommendation is to [state what specific action should be taken based on these findings].

Subheading #5: Conclusion Any individual who has made it thus far deserves my utmost gratitude. The report has achieved its aim to educate, and now entrusts you to act on said arguments wisely.

Reported by: [Your Name .i.e. Jaweria Amer]

PAGE 5: SPEECH FORMAT

Paragraph 1 (~35 words)

Good morning, everyone! [Rhetorical question]? Today — as your fellow student who has contemplated this matter extensively — I stand before you to share my views on [topic], a subject that profoundly affects us all.

Paragraph 2 — Side You Disagree With (PDE Format)

- [Refer to audience: "My dear friends,"]
- Same universal body
- Real-life example
- Communal words (us, we, our)

Paragraph 3 — Side You Agree With

- [Refer to audience: "That being said, my classmates,"]
- Same universal body
- Communal words

Paragraph 4 — Text-wise Evaluation

- [Refer to audience: "My respected listeners,"]
- Same universal body
- Rule of Three
- Communal words
- Idiom or common phrase (e.g. "Actions speak louder than words")

Paragraph 5 (~35 words)

[Refer to audience: "My friends,"] it is time to [CALL TO ACTION — ONE PHRASE CAPITALISED]! [State your key point], I repeat, [same key point]. I would like to extend my sincerest gratitude for your unwavering attention. Thank you!

5 THINGS EVERY SPEECH NEEDS:

- ✓ Refer to the audience in EVERY paragraph
- ✓ Communal words throughout (us, we, our)
- ✓ ONE capitalised sentence (call to action in Para 5)
- ✓ ONE repetition in Para 5 ("[point], I repeat, [point]")
- ✓ Idiom or common phrase (in Para 4)

+ Rule of Three in Para 4

3. Speech Writing

Salutation: (i.e., Good Morning Everyone!)

Paragraph 1: Introduction

- Salutation + Greetings
- Rhetorical question
- Purpose

Paragraph 2: 'Side We Disagree With'

- Refer to the audience
- **PDE FORMAT:** (4 Points developed+ evaluated) + Evaluative phrase ('seems like the better option') – **A total of 4 points mentioned**
- Real-life example
- Ending sentence

Paragraph 3: 'Side We Agree With'

- Refer to the audience + "That being said,"
- Rule of three
- Side you agree with (**A total of 4 points developed**)
- Anaphora (Repeated from 1st paragraph)
- Connecting sentence

Paragraph 4: 'Text-wise evaluation'

- Refer to the audience
- Text-wise evaluation (e.g., *Idealistic vs Realistic, Age, Biasness, Individual vs Communal, Omission of a point, Use Of Statistics, Long term vs Short term*)
- Finalizing sentence (Use a Common phrase)

Paragraph 5: 'Ending Paragraph' (Conclusion)

- Call to action (with one phrase CAPITALIZED)
- Repetition (Say the same sentence twice)
- Express Gratitude (Thanks)

First Paragraph: Introduction :-

(80/100)

① Salutation + Greetings + rhetorical question + Purpose
(ie. Good Morning Everyone!)

Second Paragraph: Disagree side :-

Online

② Refer to the audience + 2 points developed + seems like the better option + 2 evaluated + Real life example + Ending sentence

Third Paragraph: Side that you agree with :-

③ Refer to the audience + Rule of three + Side you Agree With + Anaphora (from 1st paragraph) + Connecting Sentence

Fourth Paragraph:- Textwise evaluation :-

④ Refer to the audience + Text wise evaluation Finalizing sentence → (Common phrase)

Fifth Paragraph:- Conclusion

⑤ Call to action (One phrase CAPITALIZED) + Repetition (from 1st paragraph) + Express Gratitude.

↳ Anaphora!

[Salutation, e.g., Good morning, respected teachers and fellow students!]

Paragraph 1: [Rhetorical question, e.g., Do you ever wonder if...?] My name is [Your Name], and I stand before you today to share my thoughts on [Topic]. The purpose of my speech today is to explore [state the core issue or the main point you want to convey].

Paragraph 2: [Refer to the audience, e.g., My dear friends,] it is undeniable that [Point 1 for the side you DISAGREE with, developed]. Furthermore, [Point 2 for the side you DISAGREE with, developed]. This may seem like the better option, but [Evaluate Point 1 and 2, explaining why they are flawed or impractical]. Take the example of [Real-life example, e.g., a specific person, place, or situation]; their experience proved that [explain how the example disproves the opposing side]. But is that all there is to the story?

Paragraph 3: [Refer to the audience, e.g., Ladies and gentlemen,] if we truly want an outcome that is [Rule of Three: Adjective 1], [Adjective 2], and [Adjective 3], we must look at the alternative. I firmly believe that [Point 1 for the side you AGREE with, developed]. Not only that, but [Point 2 developed]. [Anaphora phrase, e.g., "We must prioritize..."], [Repeat Anaphora phrase], and [Repeat Anaphora phrase]. So, what is our final decision?

Paragraph 4: [Refer to the audience, e.g., Respected listeners,] when we evaluate the opposing view, it is clear that it relies too heavily on a **[Choose one: short-term / idealistic / biased / individual]** perspective, whereas our reality demands a more **[long-term / realistic / objective / communal]** approach. As the common phrase goes, "[Insert a relevant idiom/proverb, e.g., 'A chain is only as strong as its weakest link' or 'Actions speak louder than words']".

Paragraph 5: My friends, it is time to **[CALL TO ACTION WITH ONE PHRASE CAPITALIZED, e.g., STEP UP AND TAKE RESPONSIBILITY]**! As I asked at the beginning, [Repetition: Briefly reference your opening rhetorical question or main theme].

PAGE 6: FORMAL EMAIL FORMAT

To: [As given]

From: [Your Name]

Subject: [Short + relevant — e.g. 'Regarding the proposed ban on...']

Dear [Title/Name as given],

Cannot use: Slangs, jokes, puns, contractions, abbreviations

Paragraph 1 (~35 words)

With the changing times, [topic] has become a matter of considerable debate; as per your request, the subsequent email aims to meticulously weigh both perspectives, and the points are laid out below for your esteemed consideration.

Paragraph 2 — Side You Disagree With (PDE Format)

- Same universal body
- ONE statistics development
- Quotation (from text or made up)
- Formal transition words throughout

Paragraph 3 — Side You Agree With

- Same universal body
- Formal transition words

Paragraph 4 — Text-wise Evaluation

- Same universal body
- Rule of Three
- Praise the receiver: "Since you are more well-versed on this matter..."
- 3+ text-wise evaluations
- Final recommendation

Paragraph 5 (~35 words)

I am honoured that you took the time to consider my suggestions; ultimately — given your expertise and sound judgement — I trust you will undertake the decision that most effectively supports our collective goals, and I eagerly await your response.

Regards,

[Your Full Name]

5 THINGS EVERY FORMAL EMAIL NEEDS:

- ✓ **Formal transition words (However, Furthermore, Moreover, On the contrary, Therefore, Thus, Hence, Consequently, Nevertheless, In addition)**
- ✓ **ONE statistics development**
- ✓ **Salutation (Dear [Title],)**
- ✓ **Valediction (Regards,)**
- ✓ **Praise the receiver ("Since you are more well-versed..." / "Given your expertise...")**

+ Rule of Three in Para 4

FORMAL EMAIL

To: _____

From: _____

Subject: _____

Respected _____, (or as given in the question)

Cannot use:

Slangs | Jokes | Puns | Contractions (don't) | Abbreviations (omg)

① **Introduction (~35 words)**

With the changing times, [topic] has become a prevalent trend. As per your request, the subsequent email aims to meticulously weigh this matter. The points are laid out below for your consideration.

② **Side You Disagree With**

2 points + Development + Evaluation

2 points + Development + Evaluation

(P.D.E format) — Develop and evaluate same points

Use of Quotations

③ **Side You Agree With**

1 point evaluated + 3 points developed

Use of Statistics + Rule of Three

④ **Evaluation — Textwise**

Use praise words: e.g. "You are the expert on the matter" / "Since you are more well-versed on the situation"

Give 2/3 textwise evaluations + Final Recommendation

⑤ **Thank + Decision + Hint at Response**

I am honoured that you took out the time and paid heed to my suggestions. Ultimately, I know you will undertake the decision that most effectively supports our goals.

Regards,

[Your Full Name]

To:-
From:-
Subject:-

Cannot x slang
use:- x jokes
x puns

Formal Email

headmaster

x (contractions) (don't)
x abbreviations
→ simple (cong)

Respected (designation), (or given in the question)

With the changing times, students plagiarizing homework has become a prevalent trend. As per your request, the subsequent letter aims to meticulously weigh ^{on} this matter. The points are laid out below for your consideration. - 35 words.

②: Side you disagree with - 'Quotations'
2 points + Development + Evaluation
2 points + Development + Evaluation
(P.D.E format) - Develop and evaluate some points.

③: Side you agree with - Use of statistics +
1 point evaluated + Rule of Three
3 points developed

④: Evaluation - Tentwise + Use of Praise words
↳ Give 2/3 tent wise evaluations ie. You are the expert on the matter
+ Final recommendation

⑤: Thank + Decision + Hint at response

I am honoured that you took out the time and paid heed to my suggestions. Ultimately, I know you will undertake the decision that most effectively supports our goals.

Regards,

[Your Name]

PAGE 7: FORMAL LETTER FORMAT

To: [As given]

From: [Your Name]

Dear [Title/Name as given],

No subject line. Cannot use: Slangs, jokes, puns, contractions, abbreviations

Paragraph 1 (~35 words)

With the changing times, [topic] has become a matter of considerable debate; as per your request, the subsequent letter aims to meticulously weigh both perspectives, and the points are laid out below for your esteemed consideration.

Paragraph 2 — Side You Disagree With (PDE Format)

- Same universal body
- ONE statistics development
- Quotation (from text or made up)
- Formal transition words throughout

Paragraph 3 — Side You Agree With

- Same universal body
- Formal transition words

Paragraph 4 — Text-wise Evaluation

- Same universal body
- Rule of Three
- Praise the receiver
- 3+ text-wise evaluations
- Final recommendation

Paragraph 5 (~35 words)

I am honoured that you took the time to consider my suggestions; ultimately — given your expertise and sound judgement — I trust you will undertake the decision that most effectively supports our collective goals, and I eagerly await your response.

Yours sincerely,

[Your Full Name]

5 THINGS EVERY FORMAL LETTER NEEDS:

- ✓ Formal transition words (However, Furthermore, Moreover, On the contrary, Therefore, Thus, Hence, Consequently, Nevertheless, In addition)
- ✓ ONE statistics development
- ✓ Salutation (Dear [Title],)
- ✓ Valediction (Yours sincerely,)
- ✓ Praise the receiver

+ Rule of Three in Para 4

Cannot x slangs

use :- x jokes
x puns

x Contractions (don't)
x abbreviations
→ simple (cong)

Formal letter

headmaster

Respected (designation), (or given in the question)

①: With the changing times, students plagiarizing homework has become a prevalent trend. As per your request, the subsequent letter aims to meticulously weigh ^{on} this matter. The points are laid out below for your consideration. - 35 words.

②: Side you disagree with - 'Quotations'
2 points + Development + Evaluation
2 points + Development + Evaluation
(P.D.E format) - Develop and evaluate some points.

③: Side you agree with - Use of statistics +
1 point evaluated + Rule of Three
3 points developed

④: Evaluation - Tentwise + Use of Praise words
↳ Give 2/3 tent wise evaluations ie. You are the expert on the matter
+ Final recommendation

⑤: Thank + Decision + Hint at response

I am honoured that you took out the time and paid heed to my suggestions. Ultimately, I know you will undertake the decision that most effectively supports our goals.

Yours respectfully,
[Your Name]

FORMAL LETTER

To: _____

From: _____

Respected _____, *(or as given in the question)*

Cannot use:

Slangs | Jokes | Puns | Contractions (don't) | Abbreviations (omg)

① **Introduction (~35 words)**

With the changing times, [topic] has become a prevalent trend. As per your request, the subsequent letter aims to meticulously weigh this matter. The points are laid out below for your consideration.

② **Side You Disagree With**

2 points developed + Evaluative Phrase (*i.e. "may seem like the better option but"*)

+ 2 points evaluated

Use of Quotations

③ **Side You Agree With**

3/4 points developed

Use of Statistics + Rule of Three

④ **Evaluation – Textwise**

Use praise words: e.g. "You are the expert on the matter"

Give 2/3 textwise evaluations + Final Recommendation (~25 words)

⑤ **Thank + Decision + Hint at Response**

I am honoured that you took out the time and paid heed to my suggestions. Ultimately, I know you will undertake the decision that most effectively supports our goals.

Yours sincerely,

[Your Full Name]

INFORMAL EMAIL

Written to someone you are acquainted with — i.e. family members or friends

To: _____

From: _____

Subject: _____

Dear _____, *(Salutation)*

Language Guidelines — Must Include:

- ◆ Modal Auxiliary Verbs (*May, Can, Must, Should, etc.*)
- ◆ At least one **Hyperbole**
- ◆ At least one **Suggestion**
- ◆ At least one **Rhetorical Question**
- ◆ **Idioms**
- ◆ **Contractions** (*They've, Should've, Weren't, etc.*)
- ◆ Sentences showing **close connection** (*As you know... / As you enjoy this... / You of all people understand...*)

① **Introduction**

Hey, I just finished reading your mail regarding [topic name]. You know, I am so glad you've asked me for my opinion because I have quite a lot of opinions on this, so here goes nothing!
(CCX sentence — showing close connection)

② **Side You Disagree With — P.D.E Format**

2 points — *"Some people claim..."* (in tandem)
(Thus,...) + Development + (Albeit this lacks credibility...) + Evaluation
+ 2 more points (P.D.E)
Total: 3/4 points developed and evaluated

③ **Side You Agree With**

1 point evaluated + 3/4 points developed

④ **Textwise Evaluation + Final Recommendation**

⑤ **Closing**

Well, kudos to you for listening to me ramble on about that dilemma. I really hope I succored you in getting a little close to the final call, but I've gotta dash now as my mum's calling!
(CCX sentence)

Love,

[Your First Name]

Informal Email

(Written to someone you are acquainted with)
ie. Family members or friends.

To:

From:

Subject:

Dear _____,

(Salutation)

#1: Hey, I just finished reading your mail regarding
(topic name). You know, I am
so glad you've asked me for my opinion because I
have quite a lot of opinions on this, so here goes nothing!

CCX
Sentence

#2: Side You Disagree with [P.D.E] format
2 points → Some people claim _____
(Thus,..) + Development + (Albeit this lacks credibility...) + Evaluation
+ 2 more points (P.D.E)
(Total 3/4 points developed and evaluated)

in tandem
with

#3: Side You Agree with
1 point evaluated + 3/4 points developed.

#4: Textwise evaluation + Final Recommendation

#5: Well, kudos to you for listening to me ramble on
about that dilemma. I really hope I succored you
in getting a little close to the final call, but
I've gotta dash now as my mum's calling!

→ CCX
Sentence

Love,

[Your First Name]

PAGE 8: INFORMAL EMAIL FORMAT

To: [Name]
From: [Your Name]
Subject: [Casual but relevant]
Dear [First Name],

Must use: contractions, idioms, rhetorical questions, close-connection sentences

Paragraph 1 (~35 words)

Hey, I just finished reading your mail regarding [topic]; you know — as someone who has wrestled with this dilemma myself — I am so glad you've asked for my opinion because I have quite a lot to say, so here goes nothing!

Paragraph 2 — Side You Disagree With (PDE Format, informal tone)

- Same universal body, contractions allowed
- ONE personal experience development
- Conditional sentence: "If I were in your place, I would..."
- ONE idiom

Paragraph 3 — Side You Agree With (informal tone)

- Same universal body
- Close-connection sentence ("As you know..." / "You of all people understand...")

Paragraph 4 — Text-wise Evaluation (informal tone)

- Same universal body
- Rule of Three
- Final recommendation (casual)

Paragraph 5 (~35 words)

Well, kudos to you for listening to me ramble on about that dilemma; I genuinely hope I've helped you get a little closer to the final call — but I've gotta dash now as my mum's calling, so take care!

Love,
 [Your First Name]

5 THINGS EVERY INFORMAL EMAIL NEEDS:

- ✓ ONE personal experience development
- ✓ Contractions throughout (don't, I've, you're, etc.)
- ✓ Conditional sentence ("If I were in your place...")
- ✓ Close-connection sentences ("As you know..." / "You of all people understand...")
- ✓ Idioms (1–2)

+ Rule of Three in Para 4

PAGE 9: INFORMAL LETTER FORMAT

Dear [First Name],

No subject line. Must use: contractions, idioms, rhetorical questions, close-connection sentences

Paragraph 1 (~35 words)

Hey, I just finished reading your letter regarding [topic]; you know — as someone who has wrestled with this dilemma myself — I am so glad you've asked for my opinion because I have quite a lot to say, so here goes nothing!

Paragraph 2 — Side You Disagree With (PDE Format, informal tone)

- Same universal body, contractions allowed
- ONE personal experience development
- Conditional sentence: "If I were in your place, I would..."
- ONE idiom

Paragraph 3 — Side You Agree With (informal tone)

- Same universal body
- Close-connection sentence

Paragraph 4 — Text-wise Evaluation (informal tone)

- Same universal body
- Rule of Three
- Final recommendation (casual)

Formal	Informal

Paragraph 5 (~35 words)

Well, kudos to you for listening to me ramble on about that dilemma; I genuinely hope I've helped you get a little closer to the final call — but I've gotta dash now as my mum's calling, so take care!

Yours faithfully,

[Your First Name]

5 THINGS EVERY INFORMAL LETTER NEEDS:

- ✓ ONE personal experience development
- ✓ Contractions throughout (don't, I've, you're, etc.)
- ✓ Conditional sentence ("If I were in your place...")
- ✓ Close-connection sentences ("As you know..." / "You of all people understand...")
- ✓ Idioms (1–2)

+ Rule of Three in Para 4

INFORMAL LETTER

Written to someone you are acquainted with — i.e. family members or friends

Dear _____, (*Salutation*)

Language Guidelines — Must Include:

- ◆ Modal Auxiliary Verbs (*May, Can, Must, Should, etc.*)
- ◆ At least one **Hyperbole**
- ◆ At least one **Suggestion**
- ◆ At least one **Rhetorical Question**
- ◆ **Idioms**
- ◆ **Contractions** (*They've, Should've, Weren't, etc.*)
- ◆ Sentences showing **close connection** (*As you know... / As you enjoy this... / You of all people understand...*)

① **Introduction**

Hey, I just finished reading your mail regarding [topic name]. You know, I am so glad you've asked me for my opinion because I have quite a lot of opinions on this, so here goes nothing!
(CCX sentence — showing close connection)

② **Side You Disagree With — P.D.E Format**

2 points — *"Some people claim..."* (in tandem)
 (Thus,...) + Development + (Albeit this lacks credibility...) + Evaluation
 + 2 more points (P.D.E)
Total: 3/4 points developed and evaluated

③ **Side You Agree With**

1 point evaluated + 3/4 points developed

④ **Textwise Evaluation + Final Recommendation**

⑤ **Closing**

Well, kudos to you for listening to me ramble on about that dilemma. I really hope I succored you in getting a little close to the final call, but I've gotta dash now as my mum's calling!
(CCX sentence)

Yours faithfully,
 [Your First Name]

Informal letter

(Written to someone you are acquainted with)
ie. Family members or friends.

Dear _____, (salutation)

#1: Hey, I just finished reading your mail regarding
(topic name). You know, I am
so glad you've asked me for my opinion because I
have quite a lot of opinions on this, so here goes nothing!

CC
sentence

#2: Side You Disagree with [P.D.E] format
2 points → Some people claim _____ in tandem with _____
(Thus,...) + Development + (Albeit this lacks credibility...) + Evaluation
+ 2 more points (P.D.E)
(Total 3/4 points developed and evaluated)

#3: Side You Agree with
1 point evaluated + 3/4 points developed.

#4: Tentative evaluation + Final Recommendation

#5: Well, kudos to you for listening to me ramble on
about that dilemma I really hope I succored you
in getting a little close to the final call, but
I've gotta dash now as my mum's calling!

→ CC x
Sentence

Yours faithfully,
[Your First Name]

Javeria Amer

Examples Of Allusion In Article Writing:

1. The Titanic (Historical)

- **Meaning:** A colossal, disastrous failure, especially of a project or system that was proudly declared "invincible" or "too big to fail."
- **Example in an article:** "The new mega-mall project was touted as an unsinkable success, but without proper parking infrastructure, it quickly turned into a financial Titanic."

2. A Trojan Horse (Greek Mythology/History)

- **Meaning:** Something that appears harmless, attractive, or beneficial on the outside, but contains a hidden, destructive threat inside.
- **Example in an article:** "That 'free' social media app turned out to be a Trojan horse, secretly harvesting teenagers' personal data while they were distracted by the colorful filters."

3. The Bermuda Triangle (Geography/Pop Culture)

- **Meaning:** A place or situation where things (like time, money, or resources) mysteriously disappear without a trace.
- **Example in an article:** "For many students, TikTok has become a digital Bermuda Triangle where hours of productive study time simply vanish without a trace."

4. Einstein (Historical Figure)

- **Meaning:** A universally recognized symbol of genius; often used to point out that a solution is just basic common sense (sometimes used slightly sarcastically).
- **Example in an article:** "You do not need to be an Einstein to figure out that cutting down all the shade trees in Karachi will only make the summer heatwaves more unbearable."

5. An Achilles' Heel (Greek Mythology)

- **Meaning:** A fatal weakness in spite of overall strength.

- **Example in an article:** "The city's rapid urbanization shows immense economic progress, but its lack of a proper waste management system remains its Achilles' heel."

6. Frankenstein's Monster (Literature)

- **Meaning:** A creation that turns against or ruins its creator.
- **Example in an article:** "We built social media to connect us, but with the rapid rise of cyberbullying and isolation, it seems we have created a Frankenstein's monster."

7. Kryptonite (Pop Culture/Superman)

- **Meaning:** The one ultimate weakness that drains someone's power, focus, or potential.
- **Example in an article:** "Many teenagers have all the potential in the world, but endless scrolling on social media has become their absolute Kryptonite during exam season."

8. The Midas Touch (Greek Mythology)

- **Meaning:** The ability to make everything one touches wildly successful or profitable.
- **Example in an article:** "It seems that today's teenage fashion influencers have the Midas touch, turning the simplest daily routines into highly profitable brand sponsorships."

9. The Boy Who Cried Wolf (Fable)

- **Meaning:** Someone who gives false alarms so often that people stop believing them when a real crisis happens.
- **Example in an article:** "If news channels continue to sensationalize minor political squabbles for ratings, they risk becoming the boy who cried wolf when a genuine national emergency strikes."

10. A Scrooge (Literature - A Christmas Carol)

- **Meaning:** A selfish person who hates spending money or lacks generosity.
- **Example in an article:** "You do not have to be a Scrooge to realize that spending tens of thousands of rupees on a designer outfit you will only wear once is deeply impractical."

Rule Of Three

VERBS

A

- To recognise a problem, accept it, and respond to it → *Acknowledge, accept, act*
- To aim high and move forward → *Aim, aspire, achieve*

B

- To improve something gradually → *Build, bolster, boost*
- To damage or weaken → *Break, bruise, burden*

C

- To manage something effectively → *Control, coordinate, command*
- To question rules or ideas → *Challenge, criticise, confront*

D

- To explain clearly and thoroughly → *Describe, define, demonstrate*
- To lose motivation → *Doubt, delay, drift*

E

- To make something better → *Enhance, enrich, elevate*
- To motivate or give confidence → *Encourage, empower, enable*

F

- To handle failure positively → *Fail, fix, flourish*
- To avoid responsibility → *Flee, forget, forsake*

G

- To improve or progress → *Grow, gain, graduate*
- To understand deeply → *Grasp, gauge, generalise*

H

- To conceal information → *Hide, hush, hoard*

- To help someone improve → *Help, hone, heal*

I

- To influence others → *Inspire, inform, influence*
- To cause harm → *Ignore, insult, injure*

J

- To react quickly → *Jump, judge, justify*

K

- To maintain or preserve → *Keep, conserve, continue*

L

- To gain understanding → *Learn, listen, reflect*
- To waste time → *Linger, loiter, lag*

M

- To organise and lead → *Manage, motivate, monitor*
- To increase difficulty → *Magnify, multiply, complicate*

N

- To reject or refuse → *Neglect, deny, dismiss*

O

- To put plans into action → *Organise, operate, optimise*
- To look closely → *Observe, outline, object*

P

- To get ready and perform well → *Plan, practise, perform*
- To make progress → *Push, persist, prevail*

Q

- To ask for clarity → *Question, query, qualify*

R

- To overcome difficulty → *Recover, rebuild, rise*
- To think again → *Reflect, reconsider, revise*

S

- To achieve success → *Strive, struggle, succeed*
- To organise ideas → *Select, structure, support*

T

- To gain understanding over time → *Think, test, transform*
- To communicate clearly → *Teach, train, transfer*

U

- To reveal truth → *Uncover, understand, unveil*

V

- To show evidence → *Verify, validate, value*

W

- To improve effort → *Work, widen, win*
- To hesitate → *Wait, waver, withdraw*

X

- To examine closely → *X-ray, xerox, cross-examine* (advanced / stylistic)

Y

- To desire strongly → *Yearn, yelp, yield*

Z

- To relax or lose focus → *Zone out, zigzag, zero-in* (stylistic / modern)

ADJECTIVES

A

- *Alert, aware, attentive*
- *Ambitious, adaptable, assertive*
- *Angry, anxious, agitated*

B

- *Bold, brave, balanced*
- *Busy, burdened, breathless*
- *Bright, bold, believable*

C

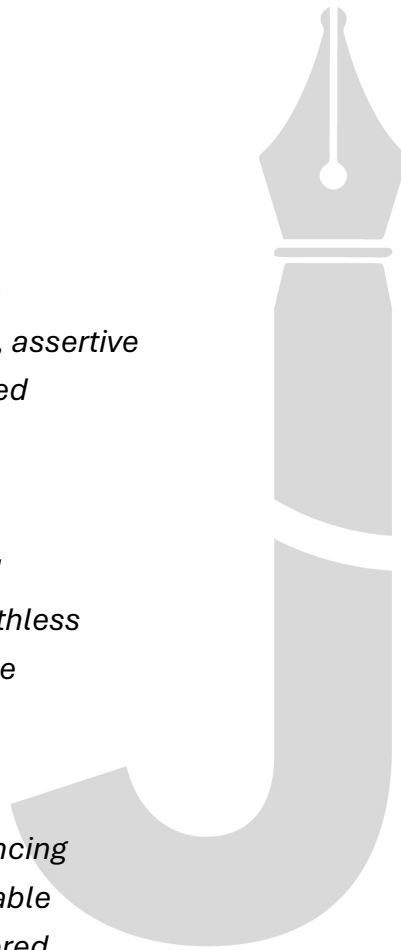
- *Clear, concise, convincing*
- *Calm, confident, capable*
- *Cold, cramped, cluttered*

D

- *Dark, damp, deserted*
- *Determined, disciplined, driven*
- *Delicate, detailed, deliberate*

E

- *Engaging, effective, efficient*



- *Energetic, enthusiastic, eager*
- *Empty, eerie, echoing*

F

- *Firm, fair, focused*
- *Fragile, frightened, frozen*
- *Fast, flexible, functional*

G

- *Gentle, generous, genuine*
- *Grim, grey, gloomy*
- *Grounded, grateful, graceful*

H

- *Harsh, heavy, humid*
- *Hopeful, honest, hardworking*
- *Hollow, hushed, hidden*

I

- *Intelligent, informed, insightful*
- *Icy, isolated, intimidating*
- *Impatient, impulsive, insecure*

J

- *Joyful, jaunty, jubilant*
- *Just, justified, judicious*

K

- *Kind, knowledgeable, keen*
- *Keen, careful, capable*

L

- *Lazy, lethargic, listless*
- *Logical, level-headed, literate*



- *Lonely, lost, lopsided*

M

- *Mature, methodical, mindful*
- *Messy, muddled, mismanaged*
- *Moody, miserable, muted*

N

- *Nervous, naïve, needy*
- *Neat, neutral, necessary*

O

- *Organised, orderly, efficient*
- *Obvious, objective, observable*
- *Old, overgrown, overlooked*

P

- *Polite, patient, professional*
- *Practical, purposeful, persuasive*
- *Pale, panicked, perspiring*

Q

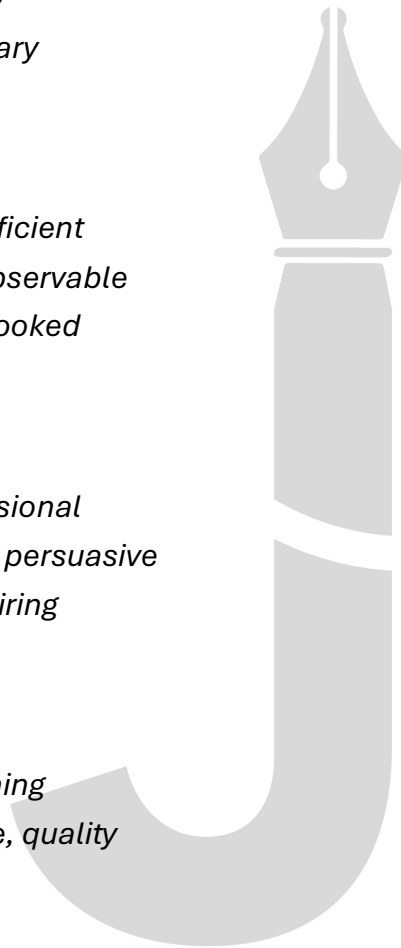
- *Quick, quiet, questioning*
- *Qualified, quantifiable, quality*

R

- *Reliable, responsible, resilient*
- *Rapid, realistic, relevant*
- *Rough, rugged, ruined*

S

- *Smart, strategic, successful*
- *Strong, steady, secure*
- *Silent, still, suffocating*



T

- *Thoughtful, thorough, truthful*
- *Tense, tired, trembling*
- *Timely, targeted, transparent*

U

- *Unclear, unfair, unrealistic*
- *Unique, useful, user-friendly*

V

- *Valid, valuable, verifiable*
- *Vivid, vibrant, visual*
- *Vulnerable, vacant, volatile*

W

- *Wise, well-informed, willing*
- *Weak, weary, worried*
- *Warm, welcoming, well-lit*

X

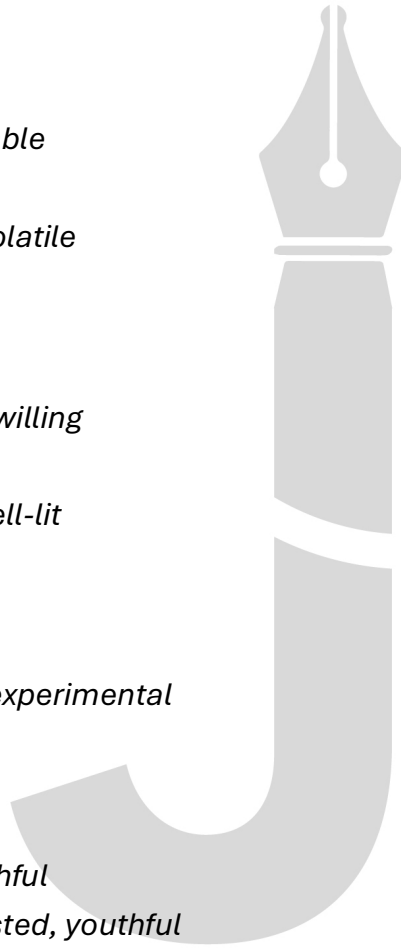
- *Xenial, x-factor-rich, experimental*

Y

- *Young, yearning, youthful*
- *Yielding, yet-to-be-tested, youthful*

Z

- *Zealous, zesty, zero-tolerance*
- *Zigzagging, zoned-out, zombie-like*



Literary Devices: Antithesis, Anaphora, Allusion, and Puns

Antithesis

Antithesis is the deliberate contrast of two opposite ideas in a balanced sentence to highlight a clear comparison or argument.

- We must learn from the past, not live in it.
- Small effort today leads to great success tomorrow.
- The plan is simple in design but complex in execution.
- He spoke with kindness but acted with cruelty.

Anaphora

Anaphora is the repetition of a word or phrase at the beginning of successive sentences or clauses to create emphasis and rhythm.

- We believe in fairness. We believe in honesty. We believe in justice.
- Every voice matters. Every choice matters. Every action matters.
- This is our duty. This is our promise. This is our future.
- They wanted change. They wanted progress. They wanted stability.

Allusion

Allusion is a brief reference to a well-known person, place, event, book, or idea that adds deeper meaning to the sentence.

- He faced the challenge like David against Goliath.
- Opening that secret could become a Pandora's box of problems.
- Her patience reminded everyone of Mother Teresa.
- The ambitious project turned into our Titanic.

Puns (Wordplay for Memorable Endings)

A pun is a play on words that uses double meanings or similar sounds to create humour, emphasis, or a memorable closing line.

- If we do not turn the page now, this chapter of mistakes will keep repeating itself.
- Our future should not be written in pencil; it must be permanent ink.
- If we keep brushing problems under the carpet, soon we will trip over the mess.
- Let us not sleep on this issue, or our dreams of progress will remain only dreams.
- If we fail to plant ideas today, we cannot expect to harvest change tomorrow.
- A society that closes its eyes to truth will eventually lose its vision.