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Functional english Mid-Term exam assignment

**Mid-Term Assignment**

**Total Marks: 30**

**Instructor: Naeem Ullah Kaka Khel**

**Subject: Functional English**

**Q (1) How to write an essay, explain step by step?**

**Ans)** **INTRODUCTION:-**

Essays are common in middle school, high school and college. You may even need to write essays in the business world (although they are usually called "reports" at that point). An [essay](http://www.yourdictionary.com/essay) is defined as "a short piece of writing that expresses information as well as the writer's opinion." An essay is not like a mystery novel which keeps the reader in suspense; it should not slowly reveal the argument to the reader. Instead, the contention and supporting arguments are usually stated in the introduction.

When writing an introduction, you should typically use a ‘general to specific’ structure. That is, introduce the particular problem or topic the essay will address in a general sense to provide context, before narrowing down to your particular position and line of argument.

**Steps to Writing an Essay:-**

For some, writing an essay is as simple as sitting down at their computer and beginning to type. But, a lot more planning goes into writing an essay successfully. If you have never written an essay before, or if you struggle with writing and want to improve your skills, it is a good idea to follow a number of important steps in the essay writing process.

For example, to write an essay, you should generally:

1. Decide what kind of essay to write
2. Brainstorm your topic
3. Research the topic
4. Develop a thesis
5. Outline your essay
6. Write your essay
7. Edit your writing to check spelling and grammar

**Choose the Type of Essay:-**

The first step to writing an essay is to define what type of essay you are writing. There are four main categories into which essays can be grouped:

[**Narrative Essay**](http://grammar.yourdictionary.com/grammar-rules-and-tips/tips-for-writing-a-personal-narrative-essay.html): Tell a story or impart information about your subject in a straightforward, orderly manner, like in a story. When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph.

Since a narrative relies on personal experiences, it often is in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. It is usually filled with details that are carefully selected to explain, support, or embellish the story. All of the details relate to the main point the writer is attempting to make.

**To summarize, the narrative essay**

* is told from a particular point of view
* makes and supports a point
* is filled with precise detail
* uses vivid verbs and modifiers
* uses conflict and sequence as does any story
* may use dialogue

[**Persuasive Essay**](http://grammar.yourdictionary.com/style-and-usage/persuasive-essay-writing-made-easy.html)**:** A persuasive essay, also known as an argumentative essay, is a piece of academic writing where you use logic and reason to show that your point of view is more legitimate than any other. You must expose clear arguments and support them by convincing facts and logical reasons. Do you know what the biggest problem with these types of assignments is? Students don’t get enough instructions. Sure, they might ask the professor for the persuasive essay definition, but the instructions won’t go much further than that. You’ll be left with a general theme and a requirement to complete the essay by a specific deadline.

With such lack of information, it’s difficult for you to get ideas that would spark your inspiration for academic writing. You don’t even have a precise topic, so you have to start from that step. Convince the reader about some point of view.

[**Expository Essay**](http://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-an-excellent-expository-essay.html): Explain to the reader how to do a given process. You could, for example, write an expository essay with step-by-step instructions on how to make a peanut butter sandwich.

An expository essay is an essay that requires to examine a specific topic and give arguments. It involves a presentation of the main thought in a clear manner using the contrast and comparison and including the relevant examples and explanations of certain phenomena. There are a lot of expository essay topics to choose from. Haven’t been assigned a definite topic yet and need to make a choice on your own? Then you should focus on your reader. Brainstorm ideas and choose the topic which is able to attract your audience. Avoid general topics and be specific. Narrow your research sphere, making it clear and concise.

[**Descriptive Essay**](https://examples.yourdictionary.com/descriptive-text-examples.html)**:** Focus on the details of what is going on. For example, if you want to write a descriptive essay about your trip to the park, you would give great detail about what you experienced: how the grass felt beneath your feet, what the park benches looked like, and anything else the reader would need to feel as if he were there.

**Brainstorm:-**

You cannot write an essay unless you have an idea of what to write about. Brainstorming is the process in which you come up with the [essay topic](https://grammar.yourdictionary.com/style-and-usage/top-10-argumentative-essay-topics.html). You need to simply sit and think of ideas during this phase.

1. Write down everything that comes to mind as you can always narrow those topics down later.
2. Use clustering or mind mapping to brainstorm and come up with an essay idea. This involves writing your topic or idea in the center of the paper and creating bubbles (clouds or clusters) of related ideas around it.
3. Brainstorming can be a great way to develop a topic more deeply and to recognize connections between various facets of your topic.

**Research the Topic:-**

Once you have done your brainstorming and chosen your topic, you may need to do some research to write a good essay. Go to the library or search online for information about your topic. Interview people who might be experts in the subject.

Keep your research organized so it will be easy for you to refer back to. This will also make it easier to [cite your sources](http://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-an-essay-mla-style.html) when writing your final essay.

**Develop a Thesis:-**

Your [thesis statement](https://grammar.yourdictionary.com/grammar/writing/what-is-a-thesis-statement.html) is the main point of your essay. It is essentially one sentence that says what the essay is about. For example, your thesis statement might be "Dogs are descended from wolves." You can then use this as the basic premise to write your entire essay, remembering that all of the different points throughout need to lead back to this one main thesis. You should usually state your thesis in your introductory paragraph. The t

Think of yourself as a member of a jury, listening to a lawyer who is presenting an opening argument. You'll want to know very soon whether the lawyer believes the accused to be guilty or not guilty, and how the lawyer plans to convince you. Readers of academic essays are like jury members: before they have read too far, they want to know what the essay argues as well as how the writer plans to make the argument. After reading your thesis statement, the reader should think, "This essay is going to try to convince me of something. I'm not convinced yet, but I'm interested to see how I might be."

**A thesis is never a question.** Readers of academic essays expect to have questions discussed, explored, or even answered. A question ("Why did communism collapse in Eastern Europe?") is not an argument, and without an argument, a thesis is dead in the water.

**A thesis is never a list.**"For political, economic, social and cultural reasons, communism collapsed in Eastern Europe" does a good job of "telegraphing" the reader what to expect in the essay—a section about political reasons, a section about economic reasons, a section about social reasons, and a section about cultural reasons. However, political, economic, social and cultural reasons are pretty much the only possible reasons why communism could collapse. This sentence lacks tension and doesn't advance an argument. Everyone knows that politics, economics, and culture are important.

**Outline Your Essay:-**

The next step is to outline what you are going to write about. This means you want to essentially draw the skeleton of your paper. Writing an outline can help to ensure your paper is logical, well organized and flows properly. Once a topic has been chosen, ideas have been generated through brainstorming and free writing, and a working thesis has been created, the last step a writer can perform in the prewriting stage is creating an outline. An outline allows a writer to categorize the main points, to organize the paragraphs into an order that makes sense, and to make sure that each paragraph/idea can be fully developed. Essentially, an outline helps prevent a writer from getting stuck when performing the actual writing of the essay.

An outline provides a map of where to go with the essay. A well-developed outline will show what the thesis of the essay is, what the main idea of each body paragraph is, and the evidence/support that will be offered in each paragraph to substantiate the main points.

**Write the Essay:-**

Once you have an outline, it's time to start writing. Write based on the outline itself, fleshing out your basic skeleton to create a whole, cohesive and clear essay.

You'll want to edit and re-read your essay, checking to make sure it sounds exactly the way you want it to. Here are some things to remember:

1. Revise for clarity, consistency, and structure.
2. Support your thesis adequately with the information in your paragraphs. Each paragraph should have [its own topic sentence](https://examples.yourdictionary.com/examples-of-topic-sentences.html). This is the most important sentence in the paragraph that tells readers what the rest of the paragraph will be about.
3. Make sure everything flows together. As you move through the essay, transition words will be paramount. [Transition words](https://grammar.yourdictionary.com/for-students-and-parents/how/how-do-i-include-transition-words-in-my-essay.html) are the glue that connects every paragraph together and prevents the essay from sounding disjointed.
4. Reread your [introduction](https://grammar.yourdictionary.com/grammar/writing/how-to-write-a-hook.html) and [conclusion](https://grammar.yourdictionary.com/grammar/writing/how-to-write-a-conclusion.html). Will the reader walk away knowing exactly what your paper was about?

**Check Spelling and Grammar:-**

Now the essay is written, but you're not quite done. Reread what you've written, looking out for mistakes and typos.

* Revise for technical errors.
* Check for [grammar](https://examples.yourdictionary.com/bad-grammar-examples.html), [punctuation](https://grammar.yourdictionary.com/punctuation/punctuation-rules-help.html) and [spelling](https://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html) errors. You cannot always count on spell check to recognize every spelling error. Sometimes, you can spell a word incorrectly but your misspelling will also be a word, such as spelling "from" as "form.“ Another common area of concern is quotation marks. It's important to cite your sources with accuracy and clarity. Follow these guidelines on [how to use quotes in essays and speeches](https://quotes.yourdictionary.com/articles/how-to-use-quotes-in-essays-and-speeches.html).

**Q (2) Define synonyms, antonyms and homonyms with example?**

**Ans) Synonym:-**

* A **synonym** is a word that has the same or nearly the same meaning as another word. one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses.
* Example:
  + Cold and Chilly
    - Susie’s feet were cold, so she put on her slippers.
    - Susie’s feet were chilly, so she put on her slippers.

More Examples:

* **Baffle**: confuse, deceive
* **Beautiful**: attractive, pretty, lovely, stunning
* **Bossy**: controlling, tyrannical
* **Fair**: just, objective, impartial, unbiased
* **Funny**: humorous, comical, hilarious, hysterical
* **Happy**: content, joyful, mirthful, upbeat
* **Hardworking**: diligent, determined, industrious, enterprising
* **Honest**: honorable, fair, sincere, trustworthy

**Antonym:-**

* An **antonym** is a word opposite in meaning to another word. Life is full of *antonyms*, from the "stop" and "go" of a traffic signal to side-by-side restroom doors labeled "men" and "women." Most antonyms are pretty obvious, like "good" and "bad," or "black" and "white." Some words can be transformed into their *antonyms* simply by adding the prefixes "un," "in," or "non," as when "likable" is changed into its antonym, "unlikable." The word *antonym* itself takes the Greek word *anti*, meaning "opposite," and adds it to -*onym*, which comes from the Greek *onoma*, or "name." So *antonym* literally means "opposite-name."
* Example:
  + Short and Tall
    - The person on the left is short.
    - The person on the right is tall.

**Homonym:-**

* A **homonym** is a word that is the same as another in sound and/or spelling but different in meaning.one of two or more words spelled and pronounced alike but different in meaning (such as the noun *quail* and the verb *quail*)
* Example:
  + Ant and Aunt
    - An ant is an insect.
    - An aunt is the sister of your mother or father.

**Q (3) What is a paragraph, explain?**

**Ans)** **Definition of Paragraph:**

* A paragraph is made of a few sentences that talk about ONE single topic. You should have at least five to seven sentences in your paragraph.
* • Your topic can have some evidence or examples to support it, but these should all be related to each other. Do not introduce any new topic.
* • Each paragraph should have coherence and cohesion.

**Different Parts of a Paragraph:**

Topic Sentence

* A Topic Sentence is a sentence that tells the reader what your paragraph is about. You can write your topic sentence in the beginning, middle, or end of your paragraph. If you are a new writer, it might be easier for you to start your paragraph with your topic sentence and take it from there.
* Remember this formula:
* Topic Sentence= Topic + Controlling Idea

Controlling Idea:

* As the name suggests, controlling idea controls your thoughts and ideas. The controlling idea tells your reader what specific aspect of this topic you are going to write about**.**

**Example of Topic Sentence and Controlling Idea:**

* Look at the following word:

Raw Vegetables

* • If I say raw vegetable, nobody will know what I will write about raw vegetables. I could write about how they are planted, what they are used for, different recipes calling for raw vegetables, the vitamins in them, etc.
* • By writing a controlling idea, I can clarify what I am talking about.

**Look at the following example:**

Raw vegetables might not be as healthy as we thought they were.

* • Here I made it clear that I am going to talk about the health related aspect of raw vegetables. So, my topic is “raw vegetables” and my controlling idea is “might not be as healthy as we thought they were”. I also started my sentence with a shocking claim that raw vegetables might actually be harmful!

**Supporting Details:**

* If your paragraph has five sentences, usually the three sentences after the Topic Sentence are called the Supporting Details (Sentences). These sentences give explanation, evidence, and reason for your claim.

**Example of Supporting Sentence:**

* • Take the example of our paragraph about Raw Vegetables. I can write three supporting sentences bringing evidence to support my claim that raw vegetables might not be as healthy for you.

**Read the first supporting sentence below:**

* We all agree that raw vegetables are full of vitamins and minerals, but some of these raw vegetables can also carry toxic ingredients that can cause severe harm to your health if you don’t cook them.

**Concluding Sentence:**

* The last sentence in your paragraph is called a Concluding Sentence. The Concluding Sentence does NOT introduce anything new. It either summarizes what you already talked about or paraphrases the Topic Sentence.

Example of Concluding Sentence:

* Raw vegetables have always been considered one of our best friends when it comes to our diet, but we should always familiarize ourselves with the ingredients inside them and the best way to eat them: cooked or uncooked.

**KINDS OF PARAGRAPH:**

Narrative Paragraph

* • In a Narrative Paragraph, you will share your story or what happened with your reader. Again, to get your readers involved in your story in a better way, try using the Journalists’ Questions: why, who, where, what, when, where. Try to write the events in your story chronologically (in order of their occurrence).

**Descriptive Paragraph:**

* In a Descriptive Paragraph, you should try to engage your reader by answering the Journalists’ Questions: why, who, where, what, when, where. If applicable, you should also describe how you, as the writer, felt. You should use active voice (normal) verbs in this kind of paragraph. In sentences with active voice verbs we know who the doer of the action is. For example: George washed my car yesterday.

**Definition Paragraph:**

* In a Definition Paragraph you explain something to the reader: an unfamiliar term, concept, or a cultural event, etc. You can do this by likening it to something your audience is familiar with, or by giving synonyms and explanations for it.

**Classification Paragraph:**

* In Classification Paragraph, you need to put items into different groups or categories where they belong based on a criteria or rule. You should start by identifying what it is that you are classifying. You can categorize things from the most educational to the least educational, or from the most watched TV show to the least watched TV show, but make sure that your categories are consistent. In this type of paragraph you do both comparing and defining.