

IQRA NATIONAL UNIVERSITY PESHAWAR

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DEPARTEMENT : BS{SE}

Subject : ENGLISH

QNo1: What are affixes; explain all of them with proper examples; underline each affix in the example?

Answer: **Affixes**:

An affix is a set of letters generally added to the beginning or end of a root word to modify its meaning.

Example:

- I inspire myself.
- May your choices refect your hopes, not your fears?
- Many foxes grow gray but few grow good.
- Wanting to be someone else is a waste of who you are.

Explanation:

The root is the portion of the word that remains when all prefixes and suffixes have been removed. Typically, they can stand alone. In the word untouchable, "touch" is the root.

The two main types of affixes are prefixes and suffixes. In the "untouchable" example above, "un-" is the prefix and "-able" is the suffix. For another example, let's examine the root word reserve. Thanks to affixes, it can be transformed into unreserved by the prefix "un-" or even unreservedly by the suffixes "-ed" and "-ly."

Prefixes:

Prefixes are attached to the beginning of a root word. They create a new word with a new meaning.

Here's a list of common prefixes, along with their meaning and a sample sentence:

- anti- (against or opposite)
Do you think the ending of the latest Avengers movie was anticlimactic?
- dis- (lack of, apart, reversal, or not)
Her lack of French put her at a disadvantage throughout her travels.
- in- (not, in or on)
The new employee felt her two hours of training was inadequate.
- mis- (wrong or negation)
The ancient manual was full of misinformation.
- non- (not)
The worst part of a low-fat diet is nonfat milk.
- pre- (before or in front of)
Her grandmother's world knowledge predates her mother's.
- un- (not or reversal)
This tart pie is rather unsavory.

Suffixes:

Suffixes are attached to the end of a root word. They, too, create a new word with a new meaning.

Review this list of common suffixes, along with their meanings and sample sentences:

- able (able to, susceptible of, or given to)
How did we manage before portable laptops?
- -ible (able to be or relevant to)
When he mutters, his speech is incomprehensible.
- -er (more, relating to origin or designating role)
Since he's a professional driver, it seems only fair that his Corvette is faster than my Mini Cooper.
- -ful (full of)
I am grateful for my editor's keen eye.
- -less (without)
Life without books is meaningless.
- -ment (action, result, or resulting state)
His poor choices resulted in a disenfranchisement from the community.

- -ly (in a specified manner)
They unsuccessfully planned an attack on innocent tourists.

QNo2: Write down the synonyms of the given words

- 1) Jumped
- 2) Judgment
- 3) Circular
- 4) Shameful
- 5) Freedom

Answer: Synonyms:

A synonym is a word that has the same or nearly same meaning as another word.

The synonyms of this given words are:

- 1) Bounce
- 2) Understanding
- 3) Round
- 4) Disgraceful
- 5) Liberty

1) Jumped:

Jumped across the ditch.

2) Judgment:

The court will give its judgment in this case tomorrow morning.

3) Circular:

A rather circular discussion of the problem that never addresses it directly

4) Shameful:

Shameful behavior by a bunch of drunken boor.

5) Freedom:

The state of being free from the control or power of another.

QNo3: What are the different parts of a paragraph, explain all of them?

Answer: Paragraph:

A paragraph is a distinct section of your writing that deals with a single topic or point. It is indicated by a new line and an indentation. They usually start with a main idea and then give evidence to support that main idea.

OR

The definition of a paragraph is a clear section of a written or printed work that contains one thought and normally begins on a new line.

Each paragraph should have coherence and cohesion.

Different parts of a paragraph and it's Explanation:

Different Parts of a Paragraph:

Topic Sentence:

A topic sentence is a sentence that introduces a paragraph by presenting the one topic that will be the focus of that 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

Example:

Here are some examples:

- Topic Sentence: There are many reasons why pollution in ABC Town is the worst in the world.
- The topic is "pollution in ABC Town is the worst in the world" and the controlling idea is "many reasons."
- Topic Sentence: To be an effective CEO requires certain characteristics.
- The topic is "To be an effective CEO" and the controlling idea is "certain characteristics."

Controlling Idea:

The controlling idea is the main idea that the writer is developing in a composition.

The controlling idea usually expresses a definite opinion or attitude about the topic of the composition.

2. The controlling idea can be supported within the paragraphs of the composition.
3. The controlling idea gives direction to the composition. It lets the reader know what to expect, and it gives a definite focus to the entire composition.
4. The paragraphs in a composition are related to the controlling idea like the sentences in a paragraph are related to the topic sentences. It is the controlling idea that ties all the paragraphs together and makes them part of the larger composition concept.
5. Without a controlling idea, the composition lacks focus. The writer has nothing to center the composition on, and the reader may not know the writer's point.

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!

Different Parts of a Paragraph:

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.

A concluding sentence indicates that you are bringing closure to a paragraph. For each paragraph, the reader should be able to identify what you're key points are, based on the concluding sentence. It should not include any information that was not discussed in the paragraph.

Example of Concluding Sentence:

Clearly, there is a significant correlation between the use of Marijuana and health risks that indicate that this substance should remain illegal. A concluding sentence can be used to give an overview of the main points of the 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.

Process Paragraph:

A Process Paragraph gives your reader a step by step of how to do things, for example, cooking, building, or assembling something. The kinds of verbs you use in this paragraph, should be imperative. Imperative verbs are the base form of the verbs used to address the person in front of you, such as drink, wash, grate, etc.

Coherence vs. Cohesion

- When you write an essay, it should be both cohesive and coherent. An essay is cohesive if the parts in it are linked together. An essay is coherent if it makes sense.

Compare the following sentences

- I am a doctor. A doctor works in a hospital. It is a place where you cure sick people. Patients get medication from a pharmacy. (this paragraph makes no sense- although it seems like the words in it refer to the same things. So, it is cohesive, but not coherent.)

- I am a doctor. I work in a hospital nearby. This hospital is a modern one with good facilities. Our main goal is to serve and care for sick people. At times patients need love and care more than medication. (This paragraph is both cohesive and coherent).

QNo4: Discuss logically the steps of writing an essay:

Answer: Essay Writing:

1. **Research:** Begin the essay writing process by researching your topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.

2. **Analysis:** Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence. Look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyze essays written by others.

3. **Brainstorming:** Your essay will require insight of your own, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them. Meditate

with a pen in your hand. Take walks and think and think until you come up with original insights to write about.

4. **Thesis**: Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically impossible to write a good essay without a clear thesis.

5. **Outline**: Sketch out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

6. **Introduction**: Now sit down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a buildup of the issue, a stage of bringing your reader into the essay's argument.

7. **Paragraphs**: Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay try talking the essay.

8. **Conclusion**: Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

QNo5: What is the difference between concluding paragraph and conclusion?

Answer: **Concluding Paragraph**:

A **concluding paragraph** is the last paragraph in an academic essay and generally summarizes the essay, presents the main idea of the essay, or gives an overall solution to a problem or argument given in the essay. The type of concluding paragraph will depend on the assignment. Let's look at some examples for an essay on the topic of making the sale of soda illegal in Minnesota. We'll go through sample concluding paragraphs for each type of paragraph we'll talk about here

Summary Concluding Paragraph

Our first type of concluding paragraph is the summary concluding paragraph. This kind of concluding paragraph will do three things: First, it will restate the **thesis statement** (the main idea) of the essay to emphasize the main point; next, it will outline the main points of the essay; finally, it will leave the reader with a moral or lesson of some kind related to the topic. In this kind of concluding paragraph, you don't present any new information.

A summary concluding paragraph related to our hypothetical proposal might look like this:

The Minnesota State Legislature should make the sale of soda illegal. The sale of soda is contributing to the obesity epidemic in our state. By making the sale of soda illegal, childhood obesity will decrease, and, as a result, the occurrence of adult diabetes and other health complications will also decrease. We have to ask ourselves: Are we what we drink?

Main Idea Concluding Paragraph

A main idea concluding paragraph presents the thesis statement of the essay. In this kind of essay, the thesis statement isn't presented in the introduction but appears only in the concluding paragraph. This could also be called a **deductive conclusion** because it presents the conclusion or main idea that the entire essay has proven.

Conclusion:

In a conclusion paragraph, you summarize what you've written about in your paper. When you're writing a good conclusion paragraph, you need to think about the main point that you want to get across and be sure it's included.

- **Use your introductory paragraph as a guide.** You may have started by saying, "There are three classes at school that I absolutely can't wait to go to every day." You can start your conclusion by saying, "Gym, Math, and Art are the three classes I try to never miss."
- **If it's a longer paper, a good place to start is by looking at what each paragraph was about.** For example, if you write a paper about zoo animals, each paragraph would probably be about one particular animal. In your conclusion, you should briefly mention each animal again. "Zoo animals like polar bears, lions, and giraffes are amazing creatures."

- **Leave your readers with something to think about.** Suggest that they learn more with a sentence like, “We have a lot to learn about global warming.” You can also give them something to do after reading your paper. For example, “It’s easy to make your own popsicles. Grab some orange juice and give it a try!”

Conclusion paragraph:

- A conclusion is what you will leave with your reader
- It “wraps up” your essay
- It demonstrates to the reader that you accomplished what you set out to do
- It shows how you have proved your thesis
- It provides the reader with a sense of closure on the topic

Structure

- A conclusion is the opposite of the introduction
- Remember that the introduction begins general and ends specific
- The conclusion begins specific and moves to the general

cluding strategies that do not work

- Beginning with an unnecessary, overused phrase
- These may work in speeches, but they come across as wooden and trite in writing
 - “in conclusion”
 - “in summary”
 - “in closing”
 - “as shown in the essay”
- Stating the thesis for the very first time
- Introducing a new idea or subtopic in your conclusion
- Making sentimental, emotional appeals that are out of character with the rest of the paper
- Including evidence (quotations, statistics, etc.) that should be in the body of the paper

Ineffective conclusions

- “That’s My Story and I’m Sticking to It”
 - Restates the thesis and is usually painfully short
 - Does not push ideas forward
 - Written when the writer can’t think of anything else to say
 - Example
 - In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.
- “Sherlock Holmes”
 - State the thesis for the first time in the conclusion
 - Writer thinks it would be more dramatic to keep the reader in suspense and then “wow” them with the main idea, as in a Sherlock Holmes mystery
 - Readers want an analytical discussion of the topic in academic style, with the thesis statement up front
- “America the Beautiful”
 - Draws on emotion to make its appeal
 - Out of character with the rest of the paper
- “Grab Bag”
 - Includes extra information thought of or found but couldn’t integrate into the main body
 - Creates confusion for the reader

Conclusion outline:

- Topic sentence
 - Fresh rephrasing of thesis statement
- Supporting sentences
 - Summarize or wrap up the main points in the body of the essay
 - Explain how ideas fit together
- Closing sentence
 - Final words
 - Connects back to the introduction
 - Provides a sense of closure.

