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**Q.1 How to write an essay, explain in details?**

**Ans: Essay**

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** is defined as "a short piece of writing that expresses information as well as the writer's opinion."

Or

The word "Essay" is derived from the Latin verb "Exigere", which means to:

Examine

Test

Drive out

It is an organized piece of writing that focuses on a single topic or theme. Moreover, it is organized around a general idea or thesis.

Or

Essay is a short piece of writing on a particular subject, especially one done by students as part of the work for a course.

## **How to write 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:**

- **Decide what kind of essay to write**
- **Brainstorm your topic**
- **Research the topic**
- **Develop a thesis**
- **Outline your essay**
- **Write your essay**
- **Edit your writing to check spelling and grammar**

### **1. 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:** Tell a story or impart information about your subject in a straightforward, orderly manner, like in a story.

**Persuasive Essay:** Convince the reader about some point of view.

**Expository Essay:** 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.

**Descriptive Essay:** 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.

### **2. 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. You need to simply sit and think of ideas during this phase.

- A. Write down everything that comes to mind as you can always narrow those topics down later.**
- B. 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.**
- C. Brainstorming can be a great way to develop a topic more deeply and to recognize connections between various facets of your topic.**

### **3. 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 when writing your final essay.**

### **4. Develop a Thesis**

**Your thesis statement 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 thesis statement should be broad enough that you have enough to say about it, but not so broad that you can't be thorough.**

**To help you structure a perfectly clear thesis, check out these These Statement Examples.**

### **5. 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**

## 6. 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**. 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** are the glue that connects every paragraph together and prevents the essay from sounding disjointed.
4. Reread your **introduction** and **conclusion**. Will the reader walk away knowing exactly what your paper was about?

## 7. 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**, **punctuation** and **spelling** 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**.
- You might also want to consider the difference between quoting, paraphrasing, and summarizing. Quoting is reserved for lines of text that are

identical to an original piece of writing. Paraphrasing is reserved for large sections of someone else's writing that you want to convey in your own words. Summarizing puts the main points from someone else's text into your own words. Here's more on [When to Quote, Paraphrase, or Summarize](#).



**Q.2 What are prefixes and suffixes, explain in details ?**

**Ans: Word Parts**

- **Prefix - beginning**
- **Suffix – ending**
- **Root – main word**

## **Prefix**

A prefix is an affix which is placed before the stem of a word. Adding it to the beginning of one word changes it into another word. For example, when the prefix un- is added to the word happy, it creates the word unhappy.

- **Word that has its own meaning**
- **add to change meaning of words**

## **Common Prefixes**

- | <b>Prefix</b> | <b>Meaning</b> |
|---------------|----------------|
| • pre-        | before         |
| • un-         | not            |
| • dis-        | not            |
| • re-         | again          |

- mis- not
- im- not
- bi- two
- de- not
- Disorder = Not in order
- Reread = Read again etc

## Suffix

Suffix is group of letters attached to ends of words.

It can indicate what part of speech the word belongs

also changes meaning

### Common suffixes

Suffix	Meaning
• Er	doer
• Able	able to
• Ous	full of
• Ness	state of being
• Ful	full of
• ly or -y	like
• ment	state of

Kindness = State of being

## Root word

Root word is a word that you can add beginnings and ends to

- Why look at root word?

Help to find meanings of words



**Q.3** What are the type of fragment sentences, explain ?

Ans: **Fragment Sentence**

**Fragment:** A small part broken off or separated from something.

**Synonym:** Piece

- Sentence fragments are groups of words that don't express a complete thought. They are only part of a sentence.
- They are fine to use in conversation, but they are a no-no when it comes to any kind of formal or academic writing.
- We talk about sentence fragments in contrast to complete sentences.
- A complete sentence expresses a complete thought.

**Here are a few examples of fragments and complete sentences:**

**Fragments:**

*On the table.*

*Over there.*

*This thing.*

*If I walk home.*

**Complete Sentences:**

*My hat is on the table.*

*The dog ran over there.*

*This thing is bothering me!*

*I'll call you if I walk home.*

## Recognizing Sentence Fragments:

When a group of words is missing important information, it no longer expresses a complete thought.

There are four types of sentence fragments:

1. Missing Subject Fragments
2. Missing Verb Fragments
3. Missing a Subject and a Verb Fragments
4. Dependent Clause Fragments

### Sentence Fragment 1 (Missing Subject Fragment):

Subjects tell whom or what the sentence is about.

If the subject is missing, we are left wondering who or what performed the action.

*Ran around the tree.*

(Who ran around the tree?)

*Will walk into the room.*

(Who will walk into the room?)

*Shot through the sky.*

(What shot through the sky?)

### Fixing Sentence Fragment 1 (Missing Subject Fragment):

We can fix each of those fragments and turn them into sentences by adding a subject.

*The dog ran around the tree.*

*The president will walk into the room.*



*A rocket shot through the sky.*

## **Sentence Fragment 2 (Missing Verb Fragment):**

Verbs tell what the subject did or is.

If the verb is missing, we are left wondering what the subject did or what the subject is.

*My little brother .*

(My little brother did/is what?)

*My cute little dog.*

(The cute little dog did/is what?)

## **Fixing Sentence Fragment 2 (Missing Verb Fragment):**

We can fix these types of fragments by adding a verb.

*My little brother ran away.*

*My cute little dog is cuddly.*

## **Sentence Fragment 3 (Missing Subject and Verb):**

Some fragments are missing both subjects and verbs. That means that we don't know whom the sentence is about or what they did or are.

*On the table.*

*Over there.*

These are prepositional phrases rather than clauses.

### **Fixing Sentence Fragment 3 (Missing Subject and Verb Fragments):**

We need to add a subject and a verb to these prepositional phrases in order to make them complete sentences.

*The corn is on the table.*

*My doggie ran over there.*

### **Sentence Fragment 4 (Dependent Clause Fragments):**

Dependent clauses are groups of words that have a subject and a verb, but don't express a complete thought on their own. They are sentence fragments and dependent upon an independent clause .

*Whenever I walk the dog.*

*Until my little sister walks into the room.*

### **Fixing Sentence Fragment 4 (Dependent Clause Fragment):**

You can fix these kinds of fragments by connecting the dependent clause to an independent clause (a group of words with a subject and a verb that expresses a complete thought).

You can add the independent clause to the beginning or the end of the dependent clause.

*Whenever I walk the dog, I feel great.*

*I will stay here until my little sister walks into the room.*

## **Sentence Fragments without a Subject**

**1. Shows no improvement in your efficiency.**

**REV: The evaluation shows no improvement in your efficiency.**

**2. Slammed the door and left.**

**REV: Sarah slammed the door and left.**

**3. Running down the lane and into the forest.**

**REV: The moose was running down the lane and into the forest**

**4. Discovered the cure for the disease.**

**REV: The researcher discovered the cure for the disease.**

**5. Gave many reasons but no logical ones.**

**REV: Our boss gave many reasons but no logical ones.**

## **Sentence Fragments without a Verb**

**1 A time of wonder and amazement.**

**REV: That was a time of wonder and amazement.**

**2 Clothes and shoes scattered around the room.**

**REV: Clothes and shoes were scattered around the room.**

**3 The elected official for our district.**

**REV: The elected official for our district was at the ribbon cutting ceremony.**

**4 The answer to our prayers.**

**REV: The answer to our prayers is a corporate sponsorship.**

**5 Showing her award and gloating.**

**REV: Terri was showing her award and gloating.**



**THE End**