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# [ENGLISH-I(FUNCTIONAL ENGLISH)]

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[Final Exam Assignment]



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# FINAL EXAM ASSIGNMENT

Q1. What are the methods and steps for writing an essay?

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

## **METHODS OF WRITING 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 FOLLOW THESE METHODS: -**

- 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: -

- **TYPES 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.

- Write down everything that comes to mind as you can always narrow those topics down later.
- 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.
- 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 thorough.

### **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."

Q2. What is a Paragraph, explain the elements in detail?

**ANS: -**

### **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.

Q3. What is a sentence and a fragment sentence, explain all the types and differences?

**ANS: -**

## **SENTENCE:**

A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

## **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.

## **RECOGNIZING SENTENCE FRAGMENTS:**

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.

Q4. What are types of an essay, explain in detail?

**ANS: -**

### **TYPES OF ESSAY:**

Effectively writing different types of essays has become critical to academic success. Essay writing is a common school assignment, a part of standardized tests, and a requirement on college applications. Often on tests, choosing the correct type of essay to write in response to a writing prompt is key to getting the question right. Clearly, students can't afford to remain confused about types of essays.

There are over a dozen types of essays, so it's easy to get confused. However, rest assured, the number is actually more manageable. Essentially there are four major types of essays, with the variations making up the remainder.

#### **Four Major Types of Essays:**

Distinguishing between types of essays is simply a matter of determining the

writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes:

- **Narrative Essays: (Telling a Story)**

In a **narrative essay**, the writer tells a story about a real-life experience. While telling a story may sound easy to do, the narrative essay challenges students to think and write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

- Personal narratives are naturally written in first person ("I").
- The purpose of the story should be stated in the opening sentence.
- The story should be told in chronological order (1st, 2nd, 3rd).
- You may add dialogue between characters.
- Make sure to include vivid and descriptive details so your reader will feel as if they were there.

## **2. Descriptive Essays: (Painting a Picture)**

A cousin of the narrative essay, a **descriptive essay** paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description's sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

- They are very similar to narrative essays.
- The purpose of the story should be stated in the opening sentence.
- The essay should be written in some logical narrative order.
- When describing the topic, cover the five senses in order to be as descriptive as possible.

- Get creative and try to describe every detail making it more descriptive leaving your reader with a lasting impression.

### **3. Expository Essays: (Just the Facts)**

The **expository essay** is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person.

- Expository essays are written in third person – (stay away from “I” or “you”).
- Make sure your thesis is included in your introductory paragraph.
- It is important to just state the facts and keep your opinion out of the essay.
- Each body paragraph should cover a separate point that ties back into the thesis.
- In the conclusion, you need to restate your thesis, using different wording, as well as your points stated in the body paragraphs.

### **4. Persuasive Essays: (Convince Me)**

While like an expository essay in its presentation of facts, the goal of the **persuasive essay** is to convince the reader to accept the writer’s point of view or recommendation. The writer must build a case using facts and logic, as well as examples, expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct.

- A person should choose a side in which he will advocate.
- The writer must understand the audience’s perspective on the topic.
- Research! A persuasive essay is highly dependent on the resources you can provide to back up your reasonings.
- Make sure to cite any resources used within your essay to avoid plagiarism.

- Identify the most convincing evidence and key points for the opposing view.

Q5. Define and explain Comprehension?

**ANS: -**

### **COMPREHENSION:**

Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active, and have the skills to absorb what they read, analyze it, make sense of it, and make it their own.

Strong readers think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They know when they have problems with understanding and what thinking strategies to use to resolve these problems when they pop up.

### **IMPORTANCE OF COMPREHENSION:**

- Readers need to analyze what is essential in learning.
- The demand of high stakes testing, students need to learn to extract important information and transfer their knowledge.
- Students need to use their comprehension skills across different mediums such as text interpretation, understanding of meanings etc.
- It helps to understand complex ideas.

### **FIVE MAIN THINKING STRATEGIES:**

- Questions
- Think aloud
- Infers
- Visualizes
- Determine what's important

## **QUESTIONING:**

Active minds ask questions about the existence, feel or express doubts about; raise objections to the things in surrounding. Questions helps the reader to understand the topic easily. It involves the reader in the subject.

Why it is important?

The questions clarify our understanding and focus our reading. They also help us to dig deeper for finding the truth.

## **THINK ALOUD:**

For finding answers, it is essential to ask relevant questions. The effective way for solving matters is to think aloud in mind and concentrate on main ideas. It is in a way to express one's thoughts as soon as they occur.

Why thinking aloud is always effective?

- Helps students to determine what they should do and don't as they read
- Improves pronunciation
- Reader remain focused on the text.

## **THINKING ALOUD ACTIVITIES:**

- Ask the author
- Share your review
- Hand gestures
- Make a summary
- Note down important points

## **INFERCING:**

It is combining schema and the prior knowledge with clues proving in the text to generate a new idea. Basically, in simple words inferencing is to deduce or conclude (something) from evidence and reasoning rather than from explicit statements.

The reason it is important in comprehension is because it includes a number of skills under one umbrella like drawing conclusion, context clues, prediction etc.



## **INFERCING ACTIVITIES:**

- Exchange compare writing
- Story impression
- Probable passages
- Possible sentences

## **QUESTIONS TO ASK FOR AN INFERENCE LESSON:**

- What is really going on?
- How do you know that?
- How do the characters feel?
- What clues the writer gave?
- What do you already know?

## **VISUALIZES:**

Taking the words of the text and mixing them with the reader preconceived ideas to create pictures in mind. It helps to enhance the understanding of the text and brings life to reading. When we visualize, we are inferring but with mental images rather than words and thoughts; like creating a movie in our mind.

## **ACTIVITIES FOR VISUALIZATION:**

- IEPC: Imagine, Elaborate, Predict, Confirm
- Talking drawings
- Image comparisons

## **DETERMINING WHAT'S IMPORTANT:**

Determine the key words, themes, important events as we read. It is suggested to see the big picture and not get bogged down

with small details. To finalize the ideas given in the context, the first thing is to make links between them. Generation of ideas are based on previous knowledge of the matter but to reach at the core is just like making one's way in the forest of words. Thoughts are considered to be there but reading a text is leading the reader to reach them.

## **WAYS TO DETERMINE:**

- Think aloud for fiction
- Topic vs. detail
- Reading for answers to a specific question
- For generalizing the content
- Making up summaries
- Group discussions