

ENG101 Final terms Most Important Topics

Prepared by VU Learning

Video Link: <https://youtu.be/4NcvIqN0z40>

Most repeated topics in Eng101 final terms exams related to Subjective Part are given below:

1. Define 'clause'?

Ans: A clause is group of words which contains *subject and verb*.

2. Define Independent Clause & Dependent Clause?

Ans: A clause is group of words which contains *subject and verb* and also can *stand alone* is called **independent clause**.

A clause is group of words which contains *subject and verb*, but *cannot stand alone* called **Dependent clause**.

3. Fragment SENTENCE?

Ans: A **sentence** is a group of words that must contain a subject and a verb. Simple unit. Now A sentence fragment, it have *no subject or a verb* or because it *does not express a complete thought*.

4. Select the correct verb in each sentence?

Ans: Prepare form of verbs.

5. What is apostrophe?

Ans: It is punctuation mark ('). In English it is used for several purposes: The marking of the omission of one or more letters, to show someone owns etc.(can't from cannot.)

6. Define Cause and effect?

What are Cause and Effect?



The Cause is **WHY** something happened.

The Effect is **WHAT** happened.

The Cause happens first, but does not always come first in sentences and texts.

CREATED USING

Angela was happy **BECAUSE** she got to eat cake for dessert.



The **CAUSE** was: Angela got to eat cake for dessert.

The **EFFECT** was: Angela was happy.

CREATED USING

7. Define the role of Unity in a sentence?

Ans: Unity: A good sentence should have *unity*, that is, it must express *one main idea*. By unity we mean that every part of a sentence/composition must contribute to *one main unifying thought*.

8. Write an essay...?

9. Define 'Parallelism'?

Ans: However, if *two ideas are co ordinate*, they must be given *equal rank* in the sentence. This is known as parallelism.

10. What is the role of "emphasis" in effective sentence?

Ans: By emphasis it means that the *most important parts* of a sentence/composition must be so placed that *attention* is directed toward them rather than toward less important parts.

11. Define 'Language Function' in simple words?

Ans: A language function is *something you want to do with language*. The primary function of language is to give information and convey essential commands, feelings and emotions. **Functions** represent the active use of **language** for a specific purpose. **Language** forms deal with the *internal grammatical structure* of *words and phrases* as well as the **word** them.

12. Identify the given sentences as comma splice (CP) or complete sentence (CS)?

Ans: A comma splice is known as a grammatical error, or a *mis-use of commas*.

Example: My mother and sister bake nearly every evening, we then enjoy eating together.

Correction: My mother and sister bake nearly every evening. We then enjoy eating together.

13. Change the voice of these sentences?

Ans: Revise Last 3 or 4 lectures from handouts otherwise practice it:

- **Simple Present**

Use the simple present tense to make a generalization, to present a state of being, or to indicate a habitual or repeated action.

Active
base form or “-s/-es” form

Professor Brown **teaches** at Hunter.

All humans **are** equal.

Maria **eats** in the cafeteria.

Passive
am/is/are + past participle

Sonia **is taught** by Professor Brown.

All humans **are created** equal.

The cafeteria **is cleaned**

- **Present Progressive**

Use the present progressive to describe an ongoing activity or a temporary action.

Active
am/is/are + -ing

The students **are learning** Spanish.

I am working at McDonald’s until I finish school.

Passive
am/is/are + being + -ed/-en

Classes **are being conducted** in Spanish.

He **is being hired** to work at McDonald’s.

- **Present Perfect**

Use the present perfect to describe an action occurring in the past but relevant to the present, or extending to the present.

Active
has/have + -ed/-en

Hunter **has opened** a language institute in East Harlem.

Passive
has/have + been + -ed/-en

The language institute **has been opened** to relocate students off the main campus.

VU Learning

- **Present Perfect Progressive**

Use the present perfect progressive to describe an ongoing action beginning before now and is still relevant to the present.

Active

has/have + been + -ing

Hunter has been awarding BA and MA diplomas for over one hundred years.

Passive

has/have + been + being + -ed/-en

Note: Because of awkward construction, the perfect progressive form is not used in the passive voice. Instead, an adverb may be used to show continuing action: "We have been repeatedly scolded for being late."

Past Time

- **Simple Past**

Use the simple past to indicate a general or habitual action occurring in the past or at a specific time in the past.

Active

base + -ed or irregular form

Our family **bought** all our clothes at Sears when I was young.

Passive

was/were + -ed/-en

The clothes **were bought** by my mother

VU Learning

Active
would + base

We would usually eat burgers in the food court.

Passive
would + be + -ed/-en

Most of the french fries would be eaten before we got to the table.

Dr. Murray and Anna C. Rockowitz Writing Center, Hunter College, City University of New York

- **Past Progressive**

Use the past progressive to indicate an ongoing action in the past or an action continuing through a specific past time.

Active
was/were + -ing

Mary and Paul were dating in those days.

Passive
was/were + being + -ed/-en

One afternoon, Mary was being kissed by Paul when her mother passed by.

- **Past Perfect**

Use the past perfect to indicate an action completed prior to a particular time or before another action in the past.

Active
had + -ed/-en

Passive
had + been + -ed/-en

VU Learning

Use the past perfect to indicate an action completed prior to a particular time or before another action in the past.

Active
had + -ed/-en

Passive
had + been + -ed/-en

Completed:

Mary's mother was shocked because she **had forbidden** her daughter to date.

Mary **had been kissed** many times before that day.

- **Past Perfect Progressive**

Use the past perfect progressive to indicate a continuing action that began before a past action or time.

Active
had + been + -ing

Passive
had + been + being + -ed/-en

Mary **had been trying** to tell her mother about Paul for a long time.

Future Time

- **Simple Future**

Use the future to indicate an action that is expected to take place at a future time.

Active
will + base

Passive
will + be + -ed/-en

Paul and Mary **will marry** in June.

They **will be married** by a priest and a rabbi.

or
am/is/are going to + base

or
am/is/are + going to be + -ed/-en

Mary **is going to wear** her grandmother's gown.

The gown **is going to be adjusted** to fit Mary.

WU Learning

- **Future Progressive**

Use the future progressive to indicate an action in future with emphasis on continuing action.

Active

will + base + -ing

Mary and Paul will be spending lots of time on the beach.

Passive

will + be + being + -ed/en

Note: Not used in the passive voice.

- **Future Perfect**

Use the future perfect to indicate a future action expected to be completed before another future action or time.

Active

will + have + -ed/-en

By their wedding date, they will have saved enough money to buy a house.

Passive

will + have + been + -ed/en

Note: Not used in the passive voice.

- **Future Perfect Progressive**

Use the future perfect progressive to indicate an action projected to have been going on for a while before a time in the future.

Active

will + have + been + -ing

When they celebrate their first anniversary, they will have been living together for a full year.

Passive

will + have + been + being + -ed/-en

Note: Not used in the passive voice.

14. Locate 'gerund' in each sentence?

ANS: A **gerund** is a noun made from a verb by adding "-ing." **Infinitives** are the "to" form of the verb. Editing, Hanging, Catching, Knowing, Studying, taking etc.

15. What are the main parts to form a passive sentence?

Ans: Subject, Verb, Object.

16. Identify the sentences as run-on (R) or complete sentences(C)?

Ans: A **run-on sentence** occurs when two or more independent clauses (also known as complete **sentences**) are *connected improperly*.

(Prepare all sentence errors.)

17. Describe the three main parts of the verb of the following words?

Ans: Verbs are the action words in a sentence that describe what the subject is doing.

18. Name four general principles of notes-making while writing?

Ans: 1. Clear Identification,
2. Develop them flexibly,
3. Leave room for your comments,
4. Develop an abbreviation system.

19. Discuss your understanding of the term ‘Tense’ used in grammar?

Ans: Tense is the *form of a verb* used to *show the time of action* or the state of that verb as expressed in a sentence.

Also Practice all types of Tenses.

How can be fixed comma splices?

Comma splices can be fixed three different ways:

1. Add a coordinating *conjunction* (for, and, nor, but, or, yet, so) after the comma.
2. Change the comma to *semicolon*.
3. Change the comma to a *period*.

20. Use semicolons or commas to revise each comma splice or fused sentence into a correct compound sentence?

Ans: Clear these concepts and read also rules of solving comma splice.

21. Define ‘Time Relaters’?

Ans: Time relaters are words used to show *time in sequence*For example: earlier Preceding, former, previous, already, earlier/previous, prior, first, so far, before, formerly, yet, before that ,up to now/then, before then ,In the beginning ,until now/then, (long) ago.

22. How many kinds of irony are usually known?

Irony is found in everyday *conversation as well as in writing*. **Irony** is a figure of speech in which words are used in such a way that their **intended meaning is different from the actual meaning of the words**. It usually takes two forms situational and verbal.

- ❖ **Situational irony** occurs when the discrepancy lies in the situation itself. **You expect something but something else happens**. Or a situation calls for an expected response but something unexpected happens instead e.g. there is a house on fire and you expect the fire fighter to aim a water hose / pipe at the fire, but instead he aims a petrol pipe / hose. That would be very ironical.
- ❖ **Verbal irony** occurs when there is discrepancy between **what is said and what is meant** e.g. usually the exact opposite, or a near opposite of what is meant: an eager cricket player looks out of the window and sees that it is raining. "Oh, great!" he says, meaning exactly the opposite. Another example to illustrate this: After seeing a terrible performance by an actor in a movie someone might say "Now that's an actor who is sure to win the Best Actor Award for this year!" – Both examples illustrate verbal irony.

23. Define bad construction in a sentence with example.

Ans: A **sentence** using *negative construction* expresses **bad** news or the writer's dissatisfaction or unhappiness. **"That is not a bad thing."** This sentence uses negative construction to say something positive.

"I am not satisfied." This sentence uses negative construction, and fits within the criteria of the question.

24. Join the sentences/sentence fragments given below using cause and effect Conjunctions. Like:

Question: They received a high mark on their exam. They had studied hard.

Ans: They received a high mark on their exam *because* they had studied hard.

26. What are contractions? Explain through examples.

- **Ans:** A contractions are two *words made shorter* by placing an apostrophe where letters have been omitted. For example: I'm: I am
- **Can't:** can not
- **He's:** he is
- **We've:** we have
- **Could've:** could have

27. Do you think unity plays an important role in clarifying the meaning of a paragraph? Explain with your own points.

Ans: Yes, by unity we mean that every part of a sentence/composition must contribute to *one main unifying thought*. It gives us *only one main idea* of paragraph.

28. Change sequence sentence into possessive sentence?

29. Types of sentences?

Ans: Practice of all types of sentences.

30. What is meant by Brainstorming and clustering?

Ans: **Brainstorming** is a technique used to inspire creative thinking and develop ideas. In composition: brainstorming means to *write down ideas freely*.

Brainstorming helps you explore *connections between ideas*. **Clustering** is a type of *pre-writing* that allows a writer to explore many ideas as soon as they occur to them.

31. Write three sentences of Indefinite articles.

Ans: Indefinite articles are **a** and **an**.

32. Write down types of articles?

WVA Learning

Articles

What Are Articles?

Articles are words that define a noun as specific or unspecific. Consider the following examples:

Example After **the** long day, **the** cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

Example After **a** long day, **a** cup of tea tastes particularly good.

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long day.

VU Learning

The Definite Article

The definite article is the word *the*. It limits the meaning of a noun to one particular thing. For example, your friend might ask, “Are you going to **the** party this weekend?” The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of the definite article *the* used in context:

- | | |
|---------|---|
| Example | Please give me the hammer. |
| Example | Please give me the red hammer; the blue one is too small. |
| Example | Please give me the nail. |
| Example | Please give me the large nail; it's the only one strong enough to hold this painting. |
| Example | Please give me the hammer and the nail. |

The Indefinite Article

The indefinite article takes two forms. It's the word *a* when it precedes a word that begins with a consonant. It's the word *an* when it precedes a word that begins with a vowel. The indefinite article indicates that a noun refers to a general idea rather than a particular thing. For example, you might ask your friend, “Should I bring *a* gift to the party?” Your friend will understand that you are not asking about a specific type of gift or a specific item. “I am going to bring *an* apple pie,” your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns. Consider the following examples of indefinite articles used in context:

- | | |
|---------|--|
| Example | Please hand me a book; any book will do. |
| Example | Please hand me an autobiography; any autobiography will do. |

33. Describe “content” word?

Ans: Content is defined as what is **inside or included in something**.

An example of content is the *words inside a book*.

34. What are 5 Characteristic of Academic essay?

Ans: Characteristics of Academic Essays:

1. *General concepts to particular and vice versa.*
2. *Gather combine description with analysis.*
3. *Relate ideas from printed source.*
4. *Consider various aspects of a problem.*

35. Underline the Clichés words.

Ans: Cliches are *over-use* of words or phrase over phrase again.

36. Define Effective Sentences: Unity, Coherence, And Emphasis?

- ❖ By unity we mean that every part of a sentence/composition must contribute to **one main unifying thought**.
- ❖ By coherence we mean that the various parts of a sentence/composition must follow one another in an order which makes their **relationship clear**.
- ❖ By emphasis we mean that the **most important parts** of a sentence/composition must be so placed that **attention** is directed toward them rather than toward less important parts.

37. What are the five elements of a well-written paragraph?

- I. A topic sentence
- II. Supporting sentences
- III. A concluding sentence
- IV. Unity
- V. Coherence

38. Prepare Parts of Speech?

Ans: https://youtu.be/7_QP2q8LvI0

39. *Main Idea of Paragraph? (Most Important Topic)*

40. *Topic Sentence, Topic Paragraph, Supporting Details, etc...*

Video Link:

<https://youtu.be/4NcvIqN0z40>

Channel VU Learning:

<https://www.youtube.com/c/VUlearning62>

If you want to Prepare ENG101 Short lecture then Visit:

https://www.youtube.com/playlist?list=PLh_A9ZhFFwtrzW1JkVgnM2yk-MMUVGKvq

Remember me in your prayers and keep supporting me

Regards: Maria Parveen (VU Learning)

Best of Luck...!

VU Learning