

## Department of Art & Design

Subject: Functional English

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**Plagiarized answers are not acceptable.**

**Q1. Voice refers to the form of a verb that indicates when a grammatical subject performs the action. What are the mechanics of voices which are generally preferred to use in academic writing?**

**Answer. 1.**

**Definition.**

Voice in grammar form of a verb indicating the relation between the participants in a narrated event (subject, object) and the event itself.

Common distinctions of voice found in languages are those of active

passive and middle voice. These distinctions may be made by inflection as in Latin or by syntactic variation, as in English. The active-passive opposition can be illustrated by the following sentences.

**Example.**

Active. The hunter killed the bear.

Passive. The bear was killed by a hunter.

The action remains the same but the focus is different.

A common purpose of academic writing is to present a clear position and provide the evidence to support it. Your reader wants to see that you have voice of your own. At the time of academic writing you have to build your own position and it may need resources from the voice of scholars and other resources. You may also have to argue on some points that you didn't consider it as your opinion of its incompetence. In this process you also have to distinguish between your own voice and that of the other.

**Direct and Indirect voice in Academic writing.**

Direct voice is the type of writing your own ideas and having the paste

part of another but the other voice should be used as a sparingly not as substitute for your ideas .

### **For example**

Watching a clip of the witcher series and than writing on its wisdom part I should use this compliment as to broaden my idea and to convey it conveniently. I should take this compliment as People who are destined by destiny will always find each other. So in direct voice you have to build your own voice and should get help from some famous scholars for convincing your readers.

Indirect voice on the other hand is a summary or paraphrasing some one else writing so that to clear the point of the writer for other and for yourself so it should be remembered that indirect voice is someone else writing in your short and precise writing.

For example if I should paraphrase the poem **"The voice of God"**.

I wanted to hear the voice of god so I go to the most religious place but

god explained go to the people I live among them.

## **Labeling voices.**

The use of other voices in your writing needs to be label according to the context. Exception in this manner is that you should keep your ideas dates places of your own you should not mixed it with the other voices or you will be targeted for plagiarism.

## **Using your voice confidently.**

You should be aware of the fact to not hesitate in expressing your thoughts and ideas thoroughly.

**For example** if writing on a topic that has several writers like The life of Iqbal you should not be hesitate to Express your own thoughts and words.

**Q2. It is common practice in linguistics to attempt to use selectional constraints and semantic type hierarchies as primary knowledge resources to perform word sense disambiguation. In the light of this statement how would you design lexical set on physical and metaphysical categories.**

**Answer.2.**

**Lexical set number 1.**

**Meta physical.**

## **Travel**

### **1. Exploring the world.**

Meeting new people

Making friends

New cultures

New food and festivals .

### **2 filming**

Capturing beauty

Memories

Shooting new cultures

### **3 Transport**

Experiencing new adventures

Using various transportation

Enjoying different companies

### **4. Accommodation**

Proper clothes for different weathers

Tents

Tools for traveling

Accessories

☆. Meta physical number 2.

# **Health**

## **1 diet Fruits**

Vegetables

Fibers

## **2 Exercise**

Gym

Yoga

Jogging

## **3 sleep**

Insomnia

Best mattress

Ample time

## **4 stress**

Works

Causes

Relationships

Exams

**Physical number 1.**

**1. Football**

**1 Striking**

Pace

Control

Dribbling

Free kicks

**2. Midfield**

Passing

Retaining the ball

Pressure maintaining

Moving the ball forward

**3. Defense**

Tackling

Heading

Defending

Stamina

Crossing

**4 Goalkeeping**

Catching

Assists

Maintaining field



Backing team  
Saves

## **Physical number 2.**

### **Cellphone**

#### **1. Entertainment**

Tv shows

Online gaming

Watching movies

Cricket and football

#### **2 Camera**

Capturing memories

Selfies

Filming

#### **3 communication**

Contacting very fast

Emergency use

Making world global village

#### **4 social media**

Making new friends

Updating about the world

Knowing about favorite personalities

#### **5 Learning**

Online classes

Assignment

E books

YouTube videos.

**Q3. How does the figurative expression enlighten the common idioms in English language?**

## **Answer. 3.**

### **Definition**

An idiom (also called idiomatic expression) is an expression word or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idioms individual elements. In other words idioms don't mean exactly what the words say. They have however hidden meaning.

### **OR**

An idiom is a phrase, saying or a group of words that has a metaphorical meaning which has become accepted in common usage.

### **Figurative expression.**

In traditional English language words are used according to the meaning or words in traditional English language words can note which they convey while in literal English words denotes their actions. Or in other words in modern day words are used and are receive by our brain to decode it so we can understand what the person tries to convey. Sometimes words are used opposed to there meaning actually they are used metaphorically to convey the message indirectly this is called figurative expression. And this is the figures of speech.

### **Figurative expression enlightening the idioms in English language.**

English idioms and phrases, with their meaning and examples for students and teachers. They are also frequently asked in

competitive exams. Though the popularity of the idioms may vary from region to region, still the list is rather popular around the globe.

### **1.A hot potato**

**Meaning:** a controversial issue or situation that is awkward or unpleasant to deal with.

**Example:** The subject of bullying and fighting in my school is a hot potato.

### **2.Piece of cake**

**Meaning:** something that is easy to do

**Example:** Learning English is a piece of cake as long as you do it with our website.

### **3.Once in a blue moon**

**Meaning:** very rarely

**Example:** I go to visit my grandfather only once in a blue moon.

**Q4. Poor spelling makes poor communication. What are the requirements of high degree accuracy in academic writing?**

**Answer. 4.**

### **Features of academic writing Introduction**

Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are ten main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately. It is also well organised and planned.

### **Complexity**

Written language is relatively more complex than spoken language.

Written language has longer words, it is lexically more dense and it has

a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.

### **Formality**

Academic writing is relatively formal. In general this means that in an essay you should avoid colloquial words and expressions.

### **Precision**

In academic writing, facts and figures are given precisely.

### **Objectivity**

Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).

## **Explicitness**

Academic writing is explicit about the relationships in the text.

Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signalling words.

## **Accuracy**

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics" general English does not.

## **Responsibility**

In academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you use.

## **Organisation**

Academic writing is well organised. It flows easily from one section to the next in a logical fashion. A good place to start is the genre of your text. Once you have decided on the genre, the structure is easily determined..

## **Planning**

Academic writing is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan.

**Q5. Read the following passage and answer the questions given at the end.**

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt



that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of

everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

## QUESTIONS

**Q1.** What is the difference between the approaches of Socrates and Aristotle?

**Answer. 1.**

The main difference between the ideas of Aristotle and Socrates was that that Aristotle emphasizes that human nature and habits are equally important factors for education the sole aim of which was that to produce good and virtuous citizens. He emphasized that teachers should teach students systematically and repetition is the door of success.

On the other hand Socrates believes on the talent of human nature he emphasized and ask his listeners to come up with new questions . He actually wanted to balance theoretically and practical mind set so that to achieve better results.

**Q2.** Why do educationists consider philosophy a 'weak and woolly' field?

**Answer. 2.**

According to the ancient educationalists philosophy is the weak field of education due to the lack of its appliances in the practical world also it is regarded as far from reality.

**Q3.** What do you understand by the term 'Perennialism', in the context of the given comprehension passage?

**Answer.3.**

Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro.

According to it teachers should teach first about the people not about machines and techniques. And it also includes that people should teach those things first that are more important to the people in every aspect of the world like reasoning and principles not just facts.

**Q4.** Were Plato's beliefs about education democratic?

**Answer.4.**

Although Plato believed that talent and education is not distributed genetically meaning he was against the tyrant king rules and that of the order of father to son emperorship yet his education method was not democratic.

**Q5.** Why did Aquinas propose a model of education which did not lay much emphasis on facts?

**Answer.5.**

Because he wanted to study the things that are most important to people and are not changes by the time. And facts are the things that some people consider it humiliation. In his view the sole importance of teaching is of reasoning and principles.

**The end.**