**Department of Art & Design**

**Subject: Functional English**

**Total Marks: 50**

**June 26, 2020**

**Student ID 16987**

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?

Ans: In academic writing both the voice both the voices which make either the subject involvement as active or passive are used depending upon the importance of the subject. However academic writing encourages use of the active voice over passive voice for clarity. Writing in the active voice means the subject of the sentence clearly performs the action that the verb expresses. Academic writing stresses using the active voice to make it clear to the reader who is taking action in the sentence. The reason is that the use of passive voice often makes it difficult for the reader to determine who is taking the action of the verb. In addition, the active voice stresses that the actor (or grammatical subject) precedes the verb, again, putting emphasis on the subject. The order of words in a sentence with active voice is subject, verb, and object. **Example:** I conducted a study of elementary school teachers. This sentence structure puts the emphasis of the sentence on the subject, clarifying who conducted the study.

**Example:** A study was conducted of elementary school teachers. In this sentence, it is not clear to the reader who conducted this study. Generally, in scholarly writing, with its emphasis on precision and clarity, the active voice is preferred. However, the passive voice is acceptable in some instances, for example: if the reader is aware of who the actor is; in expository writing, where the goal of the discussion is to provide background, context, or an in-depth explanation; if the writer wants to focus on the object or the implications of the actor’s action; or to vary sentence structure. Also, much like for anthropomorphism, different writing styles have different preferences. So, though we may see the passive voice used heavily in articles that we read for our courses and study, it does not mean that academic writing advocates the same usage.

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?

**Metaphysical** Metaphysics is the branch of philosophy that examines the fundamental nature of reality. The term “metaphysics” comes from two Greek words that, together, literally mean “after” or behind or among the natural. It has been suggested that the term might have been coined by a first century AD editor who assembled various small selections of Aristotle works into the treatise we now known by the name metaphysics the metaphysics investigation include objects and their properties or substance and attribute, universal and particulars, space and time cause and effect etc.

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

A figurative expression is a type of phrase or expression which does not give the lateral meaning of the constituents of that expression into meaning. So the words may not convey the literal meaning of them. They may convey the indirect meanings which may be just the opposite of their literal meanings. Such symbolical and metaphorical meanings are called Figurative. They contain the figure of speech and may be called an idiom too. In nut shell it can be say that all figurative expressions are idioms in general which have enlighten the daily use of the idioms in English language. Let us see few examples of Figurative Expression which have been also used as idioms in daily use of English language.

**Example-1:** The figurative expression 'Yellow Press 'does not give the literal meaning that the press which is in Yellow color. On the contrary, it conveys the meaning of The News Papers which publish sensational and unscrupulous stories about crime, sex etc...

**Example-2:** The figurative expression ' in the same boat' does not convey the literal meaning. It has the figurative meaning that in the same misfortune or circumstances.

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

Spelling is important in academic writing and some will lose marks if their writing has spelling errors. Academics especially its writing are often accused of being pedantic about grammar, spelling and punctuation, but all these seemingly endless rules are actually about effective communication – expressing yourself clearly, accurately and precisely. It is true that language is dynamic, so conventional rules about grammar and spelling cannot be ignored. The term accuracy in this regard means the correct use of the principles of its grammar, spelling of words and the pronunciation. No academic writings are said to be accurate if it is poor in the mentioned three segments. Poor spelling in this regard sometimes can change the meaning what a writer means to write an academic work. To improve the spelling, the development of technology in this regard is of very importance. One can easily rely on the spell check option provided in the computers and smartphone using dictionary and online services.

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 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?

**Ans:** the approaches were different Aristotle felt the need for repetition to develop good habits in student. Socrates felt that student need to be constantly questioned

Q2. Why do educationists consider philosophy a ‘weak and woolly’ field?

**Ans:** it is not practically applicable because educationists believe that philosophical abstractions are not suitable for practical application

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

**Ans:** During the Medieval period, **t**he 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.

Q4. Were Plato’s beliefs about education democratic?

**Ans:** Plato beliefs were democratic but not his suggested practices.

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

 **Ans:** Aquinas proposed a model of education which did not lay much emphasis on facts because he was of the opinions that facts are apt to change over time and 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.