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## **Questions and Answers**

**Question no: 1**

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

**Ans:-** Voice refers to the form that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action.

In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. Active verbs are the stronger and usually more emphatic than forms of the verb "be" or verbs in the passive voice.

Mechanics of voices which are preferred on use in academic writing:

Both voices are grammatically correct but Active voice is always preferred over passive voice because active voice has

usually very concise, clear and interesting writing. Active voice places the “ actor” of the action at the beginning of the sentence and the “ Receiver” of the action at the end of the sentence. While in passive voice the sentence structure is inverse, with the receiver at the beginning and the actor at the end.

Active voice: The award-winning chef prepares each meal with loving care.

Passive Voice: Each meal is prepared with loving care by the award-winning chef.

In the above example of an active sentence, the simple subject is “chef” and “prepares” is the verb: the chef prepares “each meal with loving care.” In the passive sentence, “meal” is the simple subject and “is prepared” is the verb: each meal is prepared “by the award-winning chef.” In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same basic components, their structure makes them different from each other. Active sentences are about what people (or thing) do, while Passive sentences are about what happens to people (or thing).

## Use of Active and Passive voice

1. Subject moves to the place of object.
2. Object comes to the place of subject.
3. 3<sup>rd</sup> form of verb will be in passive voice.
4. “By” will be used in passive voice.
5. Perfect continuous or tenses will not be converted in the

Passive voice

6. Future continuous tense cannot be converted into passive voice.

7. "Been" is added in perfect tense in passive voice.

8. "Being" is added in continuous tense passive voice.

9. Without an object a sentence cannot be converted into passive voice.

10. Certain pronoun will change in passive voice.

He into Him

She into Her

You into you

We into us

I into Me

They into them

11. Helping verb of particular tense will be used in particular passive voice.

**Question no: 2:-**

**It is common practice in linguistics to attempt to use selectional constraints and the 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?**

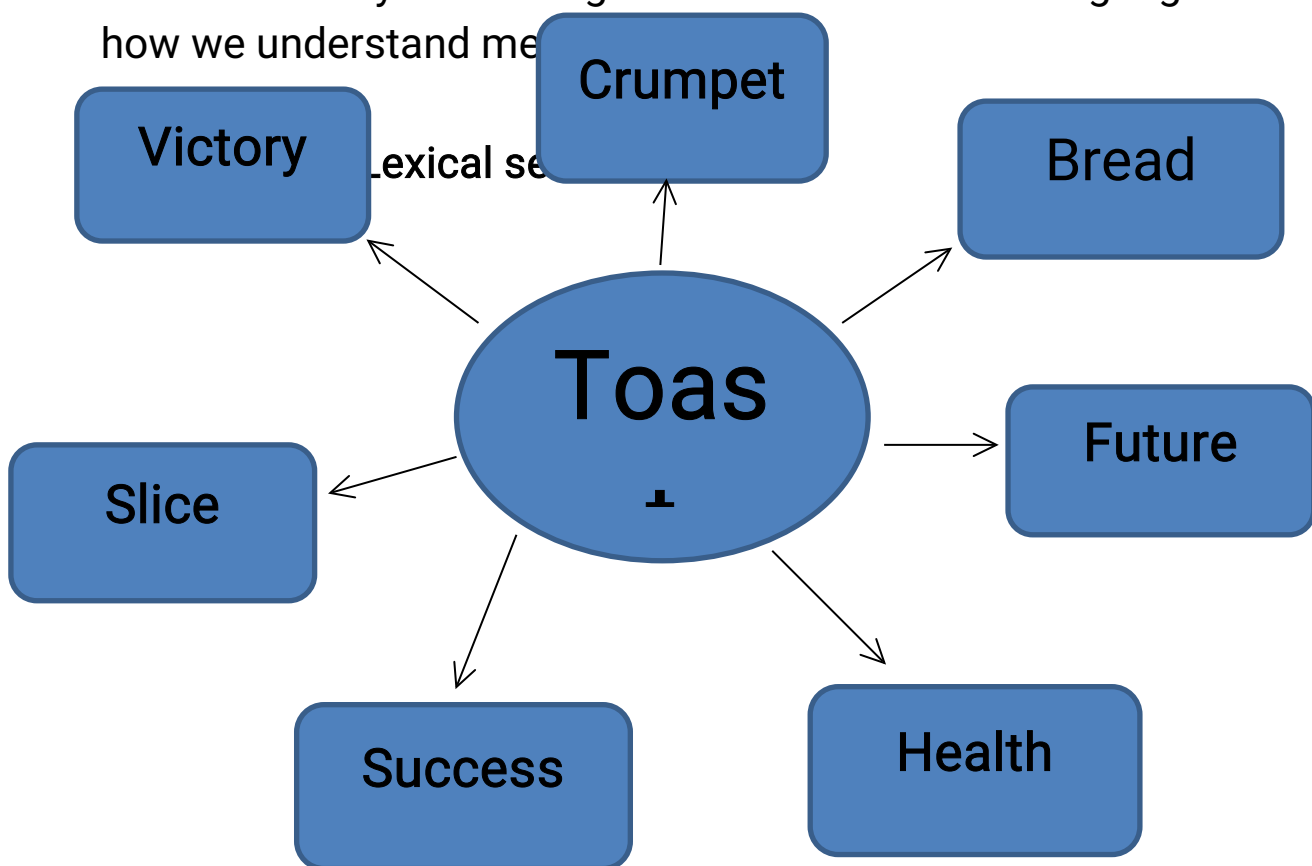
**Ans:-**

It is common practice in linguistics to attempt to use selectional constraints and the semantic type hierarchies as primary knowledge resources to perform word sense disambiguation. The most widely adopted methodology is to start from a given ontology of types and tries to use its implied conceptual categories to specify the combinatorial constraints on lexical items. Semantic induction of senses for both nouns

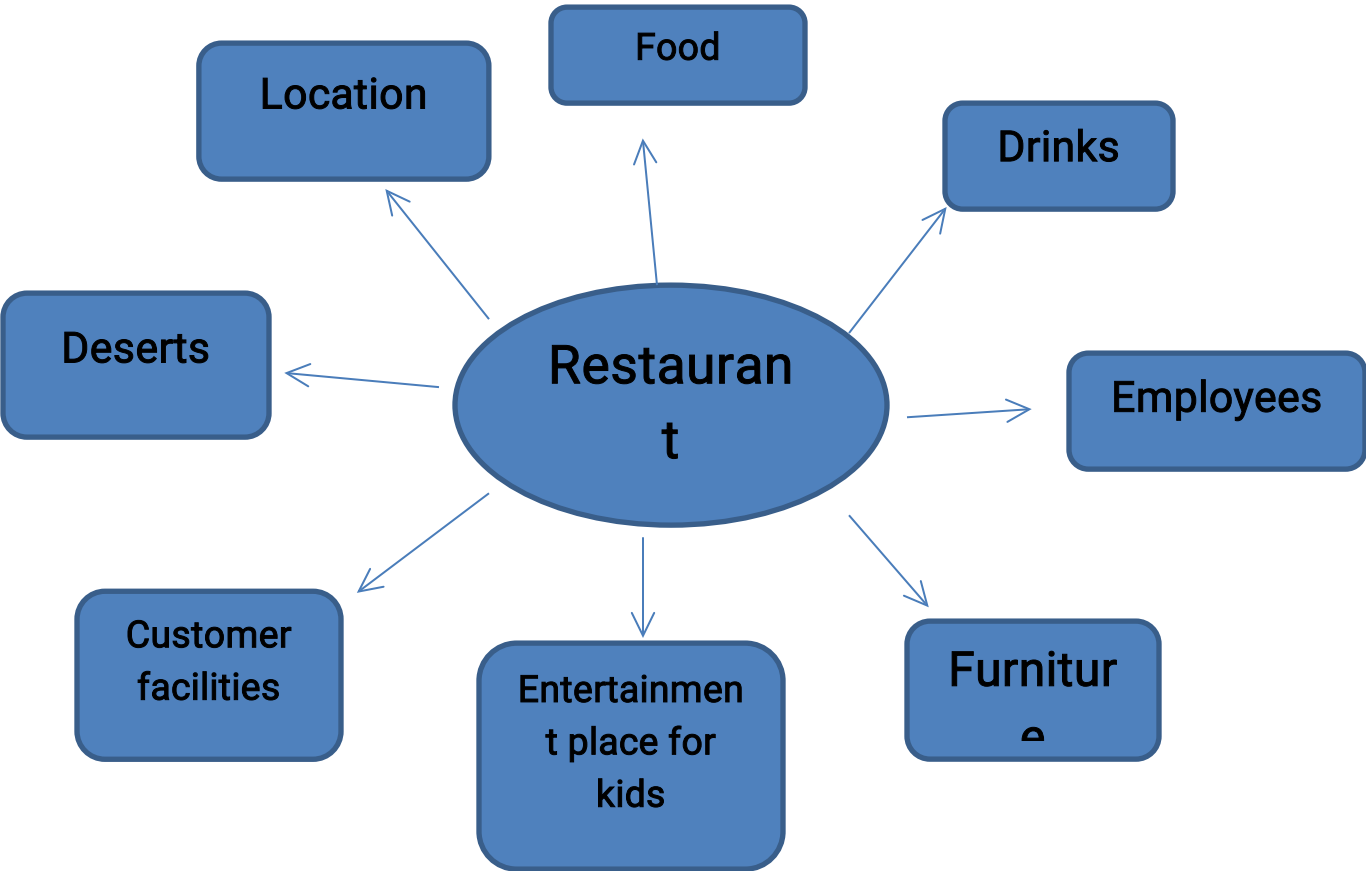
and verbs in texts. Practical results have shown, however, that there are a number of problems with such an approach. The paradigmatic sets of words belonging to different types. Also, the internal composition of these sets changes from verb to verb, so that no stable generalization seems possible as to which lexemes belonging to which semantic type.

Linguistics is the scientific study of language. It involves the analysis of language form, language meaning, and language in context. Linguists traditionally analyze human language by observing an interplay, between sound and meaning. The study of English is an example of linguistics.

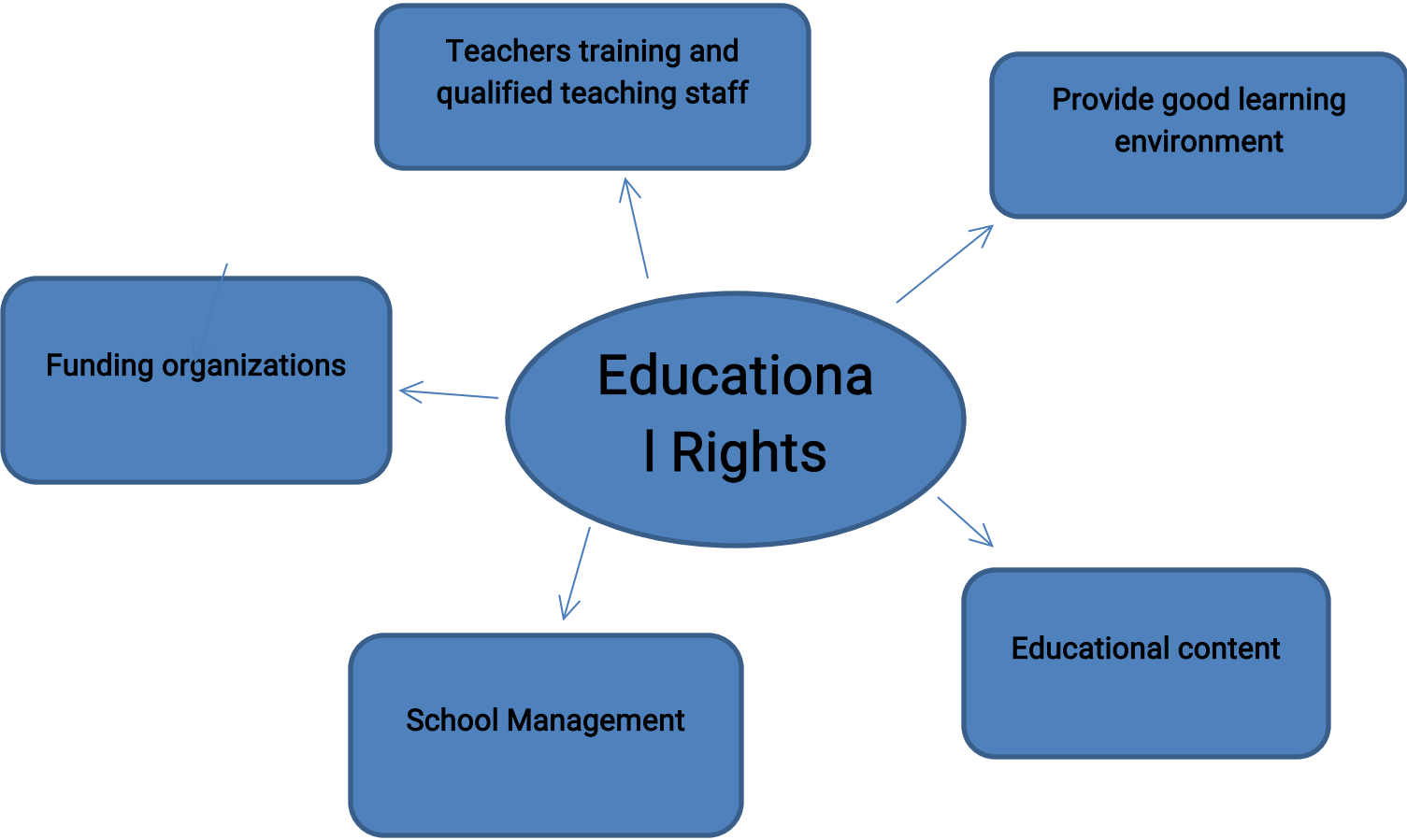
Semantic means the meaning and interpretation of word, sign, and sentence structure. Semantic can also refer to the branch of study within linguistics that deals with language and how we understand me



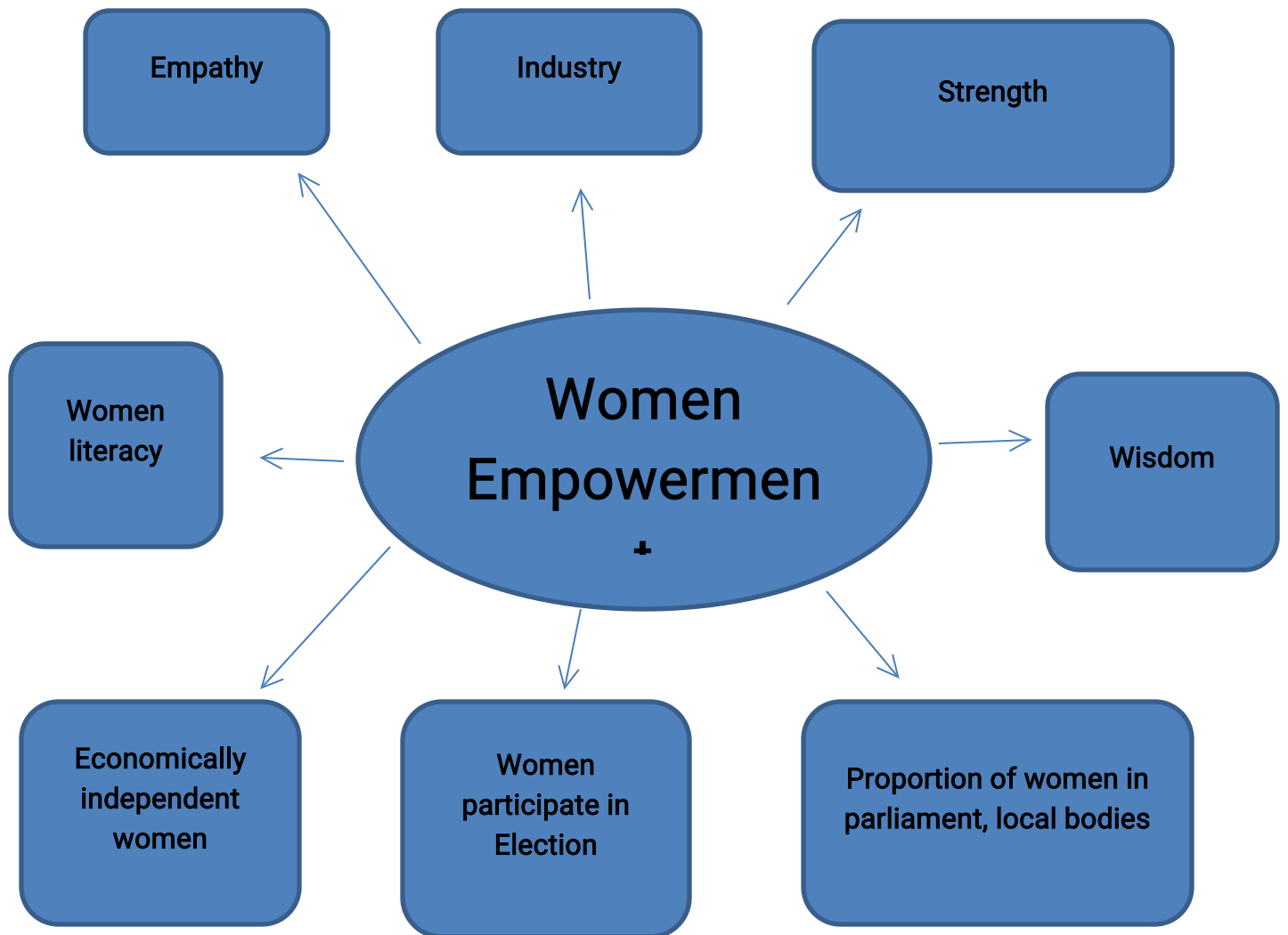
Physical Lexical Set:  
no: 2



**Metaphysical Lexical set:  
no: 1**



Metaphysical Lexical set:  
no: 2



**Question no: 3:-**

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

**Ans:-**

### **Idioms:-**

An idiom is a phrase or expression whose meaning can't be understood from the ordinary meanings of the words in it. For example, "Get off my back!" is an idiom meaning "stop bothering me!" The idiom "you hit the nail on the head" means "you're exactly right."

An idiom is an expression with a figurative meaning that differs from the literal meaning. We hear idioms every day- both in conversation and in the media. Used correctly, idioms can amplify message in a way that draws reader in and helps to awaken their senses.

## **Enlightening of common idioms in English**

English is considered to be not only the most popular and demandable language in the world but also one of the most beautiful languages. Moreover, the English language is particularly rich in lexis. Without doubt, idioms play a great role in the enrichment of the English language. Idioms represent unique cultural and historical information as well as broaden people's understanding and manipulation of English. Native speakers use idioms to make their speech more color full and alive. That is why



it is definitely important for non-native speakers. Idioms build up some distinctive features which can differ from one language to another.

There are a large number of Idioms and they are used very commonly in all languages. There are estimated to be at least 25,000 idiomatic expressions in the English language. Idioms in fact, evolve the language; they are the building blocks of a language and civilization.

Idioms help learners to encounter and understand the workings of natural human language; that is, they help them to gain a deeper knowledge of the creative expression of human thought and language development over time.

In conclusion, it should be mentioned that non-native speakers, who learn idioms, can be involved in the real English language environment.

**Question no: 4:-**

**Poor spelling makes poor communication. What is the requirement of high degree accuracy in academic writing?**

**Ans:-**

If we say poor spelling makes poor communication than It would be right because spelling is the process of representing language by mean of a writing system. Students need to learn to spell words conventionally so that they can communicate effectively through writing. Spelling is the prominent component of standardized tests. The ability to spell is a basic skill, closely

linked to reading and writing.

Good spellers are usually better readers and writers than those students who have weak spelling skills. While poor spelling skills are associated with poor writing skills. Bad spelling also gives others a bad impression about you. No matter what you say, if the spelling is poor the reader will notice this before anything else.

## **Requirement of high degree accuracy in academic writing:**

Accuracy refers to how correct a learner's use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. There are some qualities of a good writer which are required for academic writers :

- a) Starting with good ideas..
- b) Having a clear sense of audience, purpose
- c) Approaching the "so what" questions
- d) Using a logical progression of ideas
- e) Using sources judiciously
- f) Writing clearly and Direct
- g) Writing specific and detail-oriented prose
- h) Use of correct spelling
- i) Use of punctuation to make sentence more powerful.
- j) Use of correct grammar

**Question no:5**

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 emphasizes 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:-** Their approaches were different and this difference is quite explicitly explained in the passage as: Aristotle considered human nature, habit and reason to be equally important and should 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 emphasizes 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.

**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:-** It refers to something is of ceaseless importance because the term comes from the root word 'perennial' – which means ceaseless.

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

**Ans:-** Yes, Plato's 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:-** Facts change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.