

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?

Academic writing:

Is clear, concise, focused, structured and backed up by evidence .Its purpose is to aid the reader's understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated.

ANS:

MECHANICS OF VOICE

- ❖ Subjects moves to the place of object.
- ❖ Objects continuous to be place of object.
- ❖ 3rd form of the verb will be in passive voice.
- ❖ By will be in passive voice
- ❖ Perfect continuous of tenses will not be converted in to passive voice.
- ❖ Future continuous cannot be converted into passive voice.
- ❖ Been in added in perfect tenses in passive voice.
- ❖ Being is added in continuous tense of passive voice.
- ❖ Without an object a sentence cannot be converted in passive voice.
- ❖ He>him>She>her, you>you, we>us, I>me, they>them.
- ❖ The helping verb of particular tense will be used in particular passive voice.

Q#2. 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?

Ans:

Linguistics is the study language –how it is put together how it functions.

Various building blocks of different types of sizes are combined to make up a language. Sounds are brought together and sometimes when this happens, they change their form and do interesting things.

SEMANTICS:

Is the field in which lexical sets are particularly useful.

MEANING:

(WORD ASSOCIATION, CONCEPT)

CATEGORIES: Example

'cat ,dog ,tortoise, goldfish, gerbil' is the part of topical lexical set pets,

And 'quickly, happily, completely, dramatically, angrily' is part of the syntactic lexical set adverbs.

Thanksgiving, day of the dead, Halloween, New Year, Christmas. Is part of the lexical sets holidays.

Volleyball, Football, aerobics, soccer, jogging. Is part of the lexical sets sports.

Q#3. How does the figurative expression enlighten the common idioms in English language?

ANSWER:

Figurative/Idiomatic expression:

Figurative/Idiomatic expressions are a type of informal language that have a meaning different from the meaning of the words in the expression.

Here is an example of Figurative/Idiomatic expression:

“HOLD YOUR TONGUE”

This idiom does not actually mean that you should restrict your figures in your mouth and grab a hold of your tongue.

It means that you should not talk.

People “hold their tongues” when they are in situation where they want to talk, but it would be better if they did not. So, while their tongue is ready to do some talking, they hold it and do not say anything.

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 messages in a way that draws readers in and helps to awaken their senses.

The answer is clear – no. Idioms, such as “it cost an arm and a leg” are informal which means they are not suitable for IELTS writing task 2 academic or general training essays.

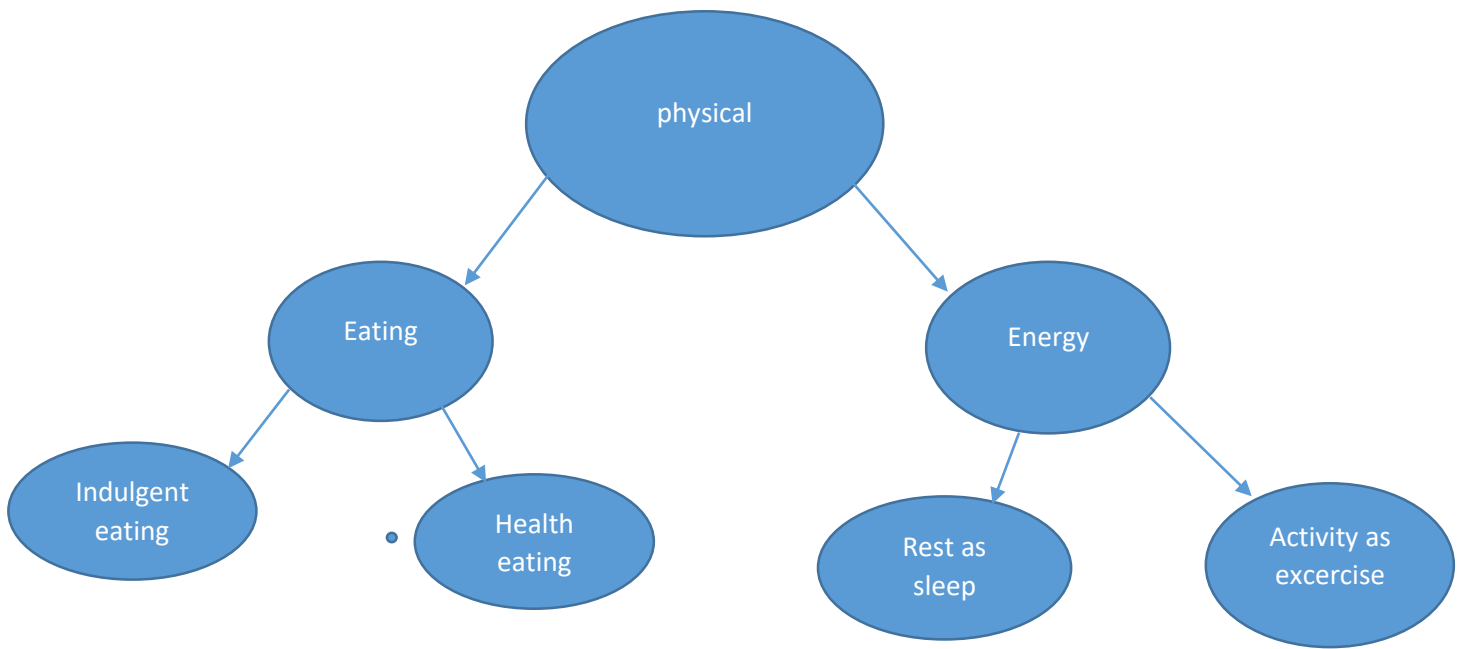
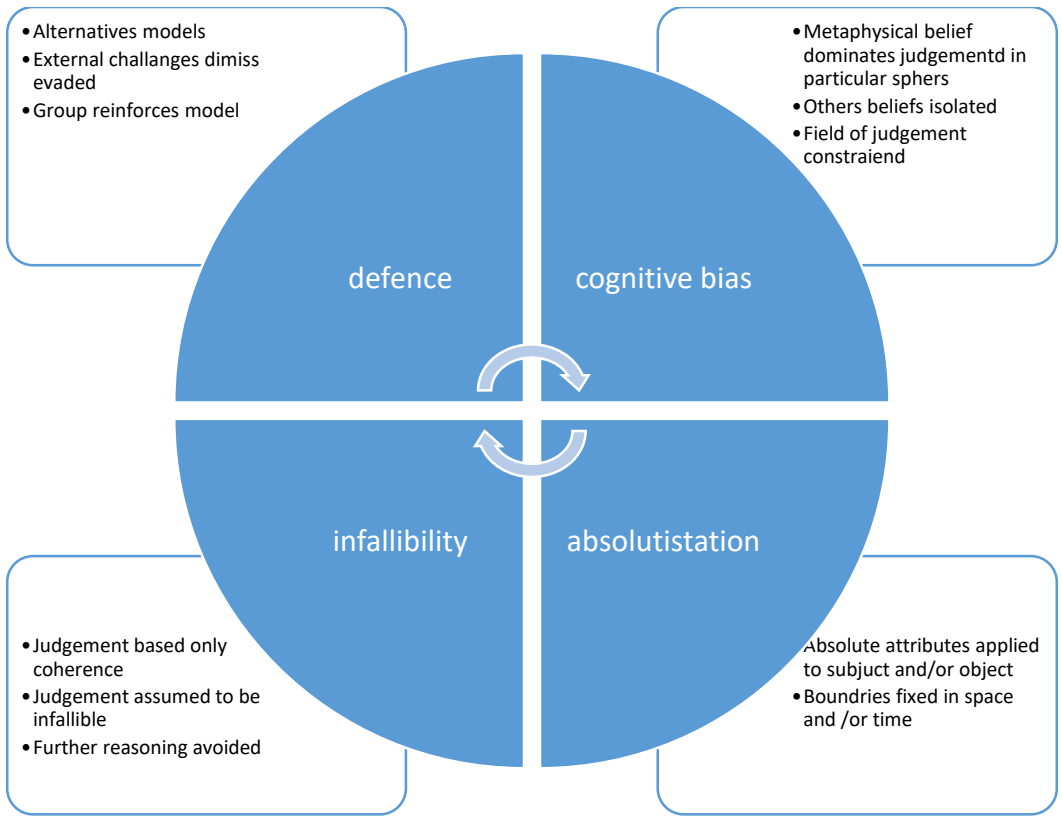
However, idioms are only one type of idiomatic language. ... Instead, use the idea from the quote and write it in your own words.

Such idioms are not used in formal conversations or writing. This is simply not true. A narrower definition of idiom is that an idiom is a phrase whose meaning cannot be deduced from its constituent words. ... It is true that informal language abounds with idioms in this sense of the word.

Idioms affect reality in life in a way it represents human experiences, and mostly use in a frequently occurring situations. They also demonstrate life lessons.

Do not expect too much or plan ahead on something that might not happen. Better late than never. It's better to arrive or be delayed than not to arrive or do it at all.

- Between a rock and a hard place, is used when you have to make a hard decision.
- In a quandary is also used sometimes.



Q#4) Poor Spelling makes for poor communication. What are the requirements of high degree accuracy in academic writing?

Answer:

- Hedging
- Responsibility
- Organization There are ten features of Academic Writing that must be fulfilled for high degree accuracy in Academic Writing that are as follows:
 - Complexity
 - Formality
 - Precision
 - Objectivity
 - Explicitness
 - Planning
 - Accuracy

For advanced L2 learners, grammar instruction is essential if they are to achieve their educational and professional goals. Celce-Murcia, for instance, emphasized the importance of a reasonable degree of grammatical accuracy in academic writing. She mentioned that high frequency of grammatical errors in non-native speaker's academic writing most probably makes their writings unacceptable to the university faculties. A large number of extensive and detailed studies have demonstrated that Mere exposure to L2 vocabulary, grammar, discourse and formal written text is not the most effective means of attaining academic L2 proficiency. Chang and Swales investigated specific discourse and sentence-level writing skills of highly advanced non- native speaker students. They indicate that even in the case of advanced and highly literate non-native speakers, exposure to substantial amount of reading and experience with writing in academic contexts does not ensure their becoming Aware of discourse and sentence level linguistic feature of academic writing and the attainment of necessary writing skills.

Chang and Swales concluded that explicit instruction in advanced Academic writing and text is needed. Similarly, Ellis believed that Formal classroom teaching with its emphasis on linguistic accuracy will engage the learner in planned discourse and develop the corresponding

Type of competence.

However, as mentioned, the predominant method of instruction in the teaching of L2 writing has mainly remained focused on the writing Process and the product of Writing is seen as secondary to the writing process. Therefore, as Hinkle

Mentions, issues of L2 grammar, lexis, and errors are addressed only as needed in the context of writing, and L2 writers with proficiency levels higher than beginning are exposed to text and discourse to learn from them and, thus, acquire L2 grammar and lexis naturally. She goes on to suggest that the assessment of L2 writing skills by ESL professionals on standardized and institutional placement testing has largely remained focused on the writing product without regard to the writing process and concludes that “the disparity between the teaching methods adopted in L2 writing instruction and evaluation criteria of the quality of L2 writing has produced outcomes that are damaging and costly for most ESL students, who are taught brainstorming techniques and invention, prewriting, drafting, and revising skills, whereas their essential linguistic skills, such as academic vocabulary and formal features of grammar and text, are only sparsely and inconsistently addressed”

QUESTION#5

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

Answer:

Aristotle approach:

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 high standard citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits.

Socrates approach:

Socrates' emphasis on questioning his listeners to bring out their own ideas. He made sure that 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?

Answer:

Philosophy is the study of the objective, process, nature, and ideals of the preparation. Many educationalists observed as weak and woolly field because it is too far from the practical applications but if we look back to the thousand year old history of Plato and Aristotle; have given space much thought and significance, and there is small doubt that their idea has helped mold the practice of teaching over these years.

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

Answer:

Perennials according to the given context means that something relatively very important. In the passage, perennials refer to the important principle of education.

Q4. Were Plato's beliefs about education democratic?

Answer:

No, 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.

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

Answer:

St. Thomas Aquinas in his work "De Magistro" wanted that the only things should be taught to everyone should be the principles and basic reasons not just facts because facts do change with the changing times, hence; they are not of the utmost importance when aiming for holistic education.