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Subject: functional English-1

Semester: 1st semester

Program: Mass media and mass communication

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Q1. What is the difference between argumentative and descriptive writing?

Argumentative writing: The term argumentative can be defined by the literal meaning of the word as, *“the type of writing in which both sides of an argument is presented regarding a certain topic. In such writing both sides of an argument could be presented equally or tilted in the favor of one side more than the other.”* These types of essays are often written on moral or ethical issues, but an argumentative writing can be written regarding any topic. A typical argumentative essay or article is written with the following format. It may vary depending on the writer.

- 1) **Introduction:** In this section the issue of which the argument is about to take place is written. Here all the history or background or any other relevant background information is given.
- 2) **Main Body:** This is the largest section of the whole paper. In this section the writer presents all the available data, facts and figures to create an argument regarding the topic. Here a cohesive and relevant information is presented in a way that is easily understandable by a reader.
- 3) **Counter-Argument:** This step is the part where the writer presents an argument which could contradict, or refute earlier arguments and give weight to the actual position.
- 4) **Conclusion:** In this final step the following actions are taken: Rephrasing the thesis statement, major points, or concluding remarks.

Descriptive writing: Which of the following sounds better: It rained today, or the sweet trickling sound of rain drops brightened by the dull day. In most cases people choose the option which provides them with more detail. Thus, we can define descriptive writing as, *“the type of writing*

in which a writer attempts to engage our five senses by creating a detailed and descriptive image of a thing, animal, person or place.” Descriptive writing takes advantage of the many physical elements of a scene. These elements may consist of: Sunset, color, atmosphere, appealing qualities, and sense of touch, smell, taste, and/or sound, sight etc.

Characteristics of good descriptive writing

- Good descriptive writing includes many vivid sensory details that paint a picture and engages the reader's senses.
- Descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.
- Good descriptive writing uses precise language. General adjectives, nouns. In descriptive writing passive verbs do not have a place.
- Good descriptive writing is organized and coherent in its theme and pacing.

Q2. Find out ten modifiers in the given story

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The Kingdom of Glora was home to Princess Isabella, a **friendly**¹ young lady who was loved by the whole kingdom. She had two elder sisters, Rose and Juliette, but she was nothing like them. Rose was quite **charming**², but she was no match to Juliette. Nevertheless, they were both mean to Isabella because they were considered conventionally **beautiful**³. They teased Isabella for her plain appearance and **simplicity**⁴, and always made fun of her for playing with her toys. They coaxed her to dress up more, but Isabella paid no heed to her sisters and continued to play with her toys. She loved her dolls as they never called her names, but she often felt **lonely**⁵. King Paul, her father, was distressed at the sorrow of his youngest child, and although he tried to

spend his free time with her, he was often called away for extended periods because of his royal duties.

On a **bright**⁶ summer morning, the prince of the Kingdom of Meadow-Hill, Geoffrey, arrived in the Kingdom of Glora, seeking a bride. He was a year younger than Juliette, a year older than Rose, and two years older than Isabella. All the sisters were eager to meet the handsome prince. Prince Geoffrey first spoke to Juliette, praising her beautiful tresses. **Flattered**⁸, Juliette told him how **lovingly**⁷ she took care of her hair. Geoffrey soon got tired of the conversation and tried to strike a conversation with Rose. To impress the young prince, Rose began describing her father's court and talking about all the famous personalities in it. When Prince Geoffrey could hear no more, he decided to meet Isabella. As soon as he met her, he was **awestruck**⁹ by her beauty. Juliette and Rose scoffed at Isabelle, berating her **unkempt**¹⁰ hair. When the prince said she had beautiful eyes, both Rose and Juliette declared that all the sisters had beautiful eyes. Prince Geoffrey said, "She is blessed with beautiful eyes indeed. But she plays with toys!" Juliette countered, trying to make young Isabella appear childish. "So what? Even I like playing with dolls." Taking out a small doll from his pocket, he introduced it to everyone as Jane, his oldest friend. Isabella, delighted, offered to introduce him to her friends. When he agreed, she led him into the garden, leaving behind her mean sisters.

Modifiers:

- 1) Friendly
- 2) Charming
- 3) Beautiful
- 4) Simplicity
- 5) Lonely

- 6) Bright
- 7) Flattered
- 8) Lovingly
- 9) Awestruck
- 10) Unkempt

Q3. Write a ten lines argumentative paragraph on the following topic.

Do you agree that honesty is the best policy?

Introduction: “Honesty is the best policy” it is one of the most common ‘fact’ taught to growing children. It means that whatever the scenario one must never distort the truth, or make up lies. To get this message through to premature minds adults use stories and made-up fiction to scare the younglings into obedience. But is Honesty always the best policy?

Main body: In simple words no, Honesty is not always the best policy. People lie all the time to cover up their shortcomings or mistakes. Yes, it is a morally and ethically wrong to lie, but if the truth serves no purpose other than to hurt, is it really worth revealing? In most cases children tell a few lies on a daily basis. Adults lie about their career or social lives to spare their loved ones

from worry. People even lie to keep a certain hobby secret, because they fear rejection and contempt from family and friends. All of these scenarios make it clear that a little lie in life is acceptable. But there are some lies which can lead to devastating consequences.

Counter-Argument: If a person is asked to come in as a witness to a crime, or when a child hurts someone, or destroy any property, should he/she speak up about it? Yes, of course they should. This is where the policy of honesty is most relevant. Because lying in these situations could lead to long lasting effects.

Conclusion: Many minor lies hold no real consequences to them, and are acceptable in a certain amount, but a person must never lie where serious consequences are involved.

Q4. Read the following text quickly and fill in the table. What do the numbers given in the table refer to?

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1%	1 per cent had engaged in role-play. This percentage of students took part in historical dramas, or plays to reenact historical figures.
2%	2 per cent had experienced field trips. This percentage of history students experienced actual visits to historical locations to study.
6%	6 per cent of the sample said they felt competent at writing essays, the staple A level assessment activity. Among the students only 6 percent felt that they could write a competent and cohesive essay.

13%	13 per cent felt their A-level course had prepared them very well for work at university. By providing many seminars and educational videos these A-level courses prepared the students well for the university life.
16%	16 per cent had used video/audio. By using many video tutorials and audio books these students learned from these secondary sources of information.
30%	About 30 per cent of respondents claimed to have made significant use of primary sources. The students that used books, dictionaries and other primary sources of information to educate themselves.
3/4	Three-quarters felt it had prepared them fairly well. The A-level education have only prepared this percentage of students for the rigorous university life.
86%	86 per cent of respondents reporting that their teachers had been more influential in their development as historians than the students' own reading and thinking. Ideal teachers that allow free thinking and engage with their students have been observed to give more quality teaching to their students.

Before arriving at university students will have been powerfully influenced by their school's approach to learning particular subjects. Yet this is only rarely taken into account by teachers in higher education, according to new research carried out at Nottingham University, which could explain why so many students experience problems making the transition.

Historian Alan Booth says there is a growing feeling on both sides of the Atlantic that the shift from school to university-style learning could be vastly improved. But little consensus exists

about who or what is at fault when the students cannot cope. "School teachers commonly blame the poor quality of university teaching, citing factors such as large first-year lectures, the widespread use of inexperienced postgraduate tutors and the general lack of concern for students in an environment where research is dominant in career progression," Dr. Booth said.

Many university tutors on the other hand claim that the school system is failing to prepare students for what will be expected of them at university. A-level history in particular is seen to be teacher-dominated, creating a passive dependency culture.

But while both sides are bent on attacking each other, little is heard during such exchanges from the students themselves, according to Dr. Booth, who has devised a questionnaire to test the views of more than 200 first-year history students at Nottingham over a three-year period. The students were asked about their experience of how history is taught at the outset of their degree program. It quickly became clear that teaching methods in school were pretty staid.

About 30 per cent of respondents claimed to have made significant use of primary sources (few felt very confident in handling them) and this had mostly been in connection with project work. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

Dr Booth found students and teachers were frequently restricted by the assessment style which remains dominated by exams. These put obstacles in the way of more adventurous teaching and active learning, he said. Of the students in the survey just 13 per cent felt their A-level course had prepared them very well for work at university. Three-quarters felt it had prepared them fairly well.

One typical comment sums up the contrasting approach: "At A-level we tended to be spoon-fed with dictated notes and if we were told to do any background reading (which was rare) we were told exactly which pages to read out of the book".

To test this further the students were asked how well they were prepared in specific skills central to degree level history study. The answers reveal that the students felt most confident at taking notes from lectures and organizing their notes. They were least able to give an oral presentation and there was no great confidence in contributing to seminars, knowing how much to read, using primary sources and searching for texts. Even reading and taking notes from a book were often problematic. Just 6 per cent of the sample said they felt competent at writing essays, the staple A level assessment activity.

The personal influence of the teacher was paramount. In fact, individual teachers were the center of students' learning at A level with some 86 per cent of respondents reporting that their teachers had been more influential in their development as historians than the students' own reading and thinking.

The ideal teacher turned out to be someone who was enthusiastic about the subject; a good clear communicator who encouraged discussion. The ideal teacher was able to develop student's involvement and independence. He or she was approachable and willing to help. The bad teacher, according to the survey, dictates notes and allows no room for discussion. He or she makes students learn strings of facts; appears uninterested in the subject and fails to listen to other points of view.

No matter how poor the students judged their preparedness for degree-level study, however, there was a fairly widespread optimism that the experience would change them significantly, particularly in terms of their open mindedness and ability to cope with people.

But it was clear, Dr Booth said, that the importance attached by many departments to third-year teaching could be misplaced. "Very often tutors regard the third year as the crucial time, allowing postgraduates to do a lot of the earlier teaching. But I am coming to the conclusion that the first year at university is the critical point of intervention".