

Subject: Functional English

Total Marks: 50

June 26, 2020

ID NO 16902

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

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

Answer

Socrates differed from Aristotle in that Socrates relied heavily on enquiring dialogue for his learning and teaching. Aristotle on the other hand published his works. He also founded institutions of higher learning. He relied upon lectures for the dissemination of his thoughts and discoveries.

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

Answer

Philosophy is the tag applied to the study of the objective, process, nature, and ideals of the preparation. Many educationalists observed as weak and indefinite field because it is too far from the practical applications.

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

Answer

- 1) It refers to something which is of ceaseless importance.
- 2) It refers to something which is quite unnecessary.
- 3) It refers to something which is abstract and theoretical.

Q4. Were Plato's beliefs about education democratic?

Answer

Plato regards education as a means to achieve justice, both individual justice and social justice. ... Plato believes that all people can easily exist in harmony when society gives them equal educational opportunity from an early age to compete fairly with each other.

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

Answer

Aquinas believed that education should be holistic, including facts, skills, physical discipline, music and art. ... 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.

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

Answer

Requirements of Academic writing.

To improve your academic writing, you should focus on three points:

- a) The content of your essay
- b) Correct grammar
- c) Advanced level vocabulary
- d) Critical thinking skills

a) The Content of Your Essay

1. College writing focuses on a variety of issues such as reacting to a piece of literature or

- writing about science or politics.

2. The students need to understand the topic and research it before attempting their first draft.

This can be done through reading encyclopedia articles to build a foundation.

3. The body paragraphs may include examples, statistics, examples, questions, definitions, quotations, and anecdotes.

By giving supporting ideas, you make your main idea more detailed, easier to read, and much more impressive.

b) Correct Grammar

Students need to review the basic grammatical structures such as subjects and verbs.

2. Students must check their essay for verb-tense consistency and correct punctuation.

It is recommended that your sentences become more complex by including transitions, gerunds, and embedded clauses.

c) Advanced Level Vocabulary

3. Slang and abbreviated terms are not acceptable in formal writing.

2. Academic writing requires sophisticated vocabulary.

3. Students need to have a new dictionary and thesaurus to help expand their word knowledge.

Students have to be aware of how often words and phrases are repeated throughout your essay.

Students have to search for synonyms to replace simple words.

d) Critical Thinking Skills

Critical thinking requires you to approach a subject from multiple angles. The word "critical" suggests that you should come to the topic with heightened awareness of fallacies, missing information and contradictions.

Critical thinking involves effective communication and problem-solving, and requires constant analyzing, reasoning and evaluating. Critical thinking skills are imperative for young students and even adults to perform well academically and professionally.

Critical thinking skills are usually separated into three categories: affective, cognitive strategies encompassing macro-abilities and cognitive strategies for micro-skills. These skills will help you to understand

yourself and the people you interact with, and you will also be able to utilize information better.

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

Answer

IDIOMATIC

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

LIST OF COMMON ENGLISH IDIOMS

Idiom	I	meaning
Hard to swallow	I	difficult to believe
Digging around	I	looking for
He's a really bright spark	I	He's an intelligent person
He's kicked the bucket	I	He's deid
She's hitting the books	I	She's studying hard
Break a leg!	I	Good luck!
Set out on a new career	I	Start a new career
Saunter through life	I	Live in a relaxed way
Follow in someone's footsteps	I	Do something the wayanother person did it before
To move at a snails pace	I	To move slowly
One sep at a time	I	Do something slowly and carefully
Milestones or career	I	Important events in a person's life
He's on the straight and narrow	I	he's living in a morally proper way
To walk someone through something something	I	To show someone how to do

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

Active voice is used in a clause whose subject expresses the main verb's agent. That is, the subject does the verb's designated action.

A clause whose agent is marked as grammatical subject is called an active clause. In contrast, a clause in which the subject has the role of patient or theme is named a passive clause, and its verb is expressed in passive voice. Many languages have both an active and a passive voice and this allows for greater flexibility in sentence construction, as either the semantic agent or patient may take the subject syntactic role. In a clause including an impersonal verb, the verb is active in form, but no agent is specified.

A passive voice construction is a grammatical voice construction that is found in many languages. In a clause with passive voice, the grammatical subject expresses the theme or patient of the main verb – that is, the person or thing that undergoes the action or has its state changed.

This contrasts with active voice, in which the subject has the agent role. For example, in the passive sentence "The tree was pulled down", the subject (the tree) denotes the patient rather than the agent of the action. In contrast, the sentences "Someone pulled down the tree" and "The tree is down" are active sentences.

Typically, in passive clauses, what is usually expressed by the object (or sometimes another argument) of the verb is now expressed by the subject, while what is usually expressed by the subject is either deleted or is indicated by some adjunct of the clause. Thus, turning an active verb into a passive verb is a valence-decreasing process ("detransitivizing process"), because it turns transitive verbs into intransitive verbs.

ACTIVE VOICE

PASSIVE VOICE

1) Harry ate six shrimp

At dinner , six shrimp

at dinner.

were eaten by

Harry.

2) Beautiful giraffes

The savannah is roamed by

roam the savannah.

beautiful giraffes.

3) Sue changed the

The flat tire was

flat tire.

changed by

sue.

4) We are going to

A movie is going to be

watch a movie tonight.

watched by us tonight.

5) Mom read the novel

The novel was read by

in one day.

mom in

one day.

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

In computational linguistics, it is common practice to attempt to use selection constraints and semantic-type hierarchies as primary knowledge resources to perform word sense disambiguation (cf. Jurafsky and Martin 2000). The approach most commonly followed is to start from a defined ontology of types (e.g. Wordnet, cf. Miller and Fellbaum 2007) and seek to use its implicit conceptual categories to define the combinatorial constraints on lexical artifacts. Semantic Setting information on selection preferences is then used to guide the induction of senses in texts for both nouns and verbs. Practical findings, however, have shown that such a method poses a range of problems. For example, as shown by the corpus-driven pattern analysis (cf. Hanks et al . 2007), the paradigmatic word sets that populate specific argument slots within the same verb sense do not map conceptual categories neatly, as they often include words belonging to different types. The internal composition of these sets also changes from verb to verb, so that no stable generalization appears to be possible as to which lexemes belong to which semantic type (cf. Hanks and Jezek 2008). We say in this paper that these are not accidental facts relating to the contingencies of a given ontology, But rather the result of an attempt to map distributional language behavior on semantic-type systems that are insufficiently grounded in actual corpus data. We report on the efforts made within the CPA project (cf. Hanks 2009) to build an ontology that meets those requirements and explores its advantages over more speculative ontologies in terms of empirical validity.
