

Answer 1.

The primary auxiliary verbs **do, does or did** does not appear in the passive form. The verbs **has, have, had, will, shall, can, may** etc., do not change their position at the beginning of the sentence when the active voice is changed to the passive voice. The question words **when, why, where, how or what** does not change their position at the beginning of the sentence when the active voice is changed into the passive voice. Note that **who** changes to **by whom** and **whom** into **who**.

Answer 2.

### **Figure of speech,**

any intentional deviation from literal statement or common usage that emphasizes, clarifies, or embellishes both written and spoken language. Forming an integral part of language, figures of speech are found in oral literatures as well as in polished poetry and prose and in everyday speech. Greeting-card rhymes, advertising slogans, newspaper headlines, the captions of cartoons, and the mottoes of families and institutions often use figures of speech, generally for humorous, mnemonic, or eye-catching purposes

### **How to Recognize Common Figures of Speech**

Of the hundreds of figures of speech, many have similar or overlapping meanings

### **What's the difference between a metaphor and a simile?**

Both metaphors and similes express comparisons between two things that aren't obviously alike. In a simile, the comparison is stated explicitly with the help of a word such as *like* or *as*: "My love is like a red, red rose / that's newly sprung in June." In a metaphor, the two things are linked or equated without using *like* or *as*: "Love is a rose, but you better not pick it."

### **What's the difference between metaphor and metonymy?**

Put simply, metaphors make comparisons while metonyms make associations or

substitutions. The place name "Hollywood," for example, has become a metonym for the American film industry (and all the glitz and greed that go with it).

### **What's the difference between metaphor and personification?**

Personification is a particular *type* of metaphor that assigns the characteristics of a person to something non-human, as in this observation from Douglas Adams: "He turned on the wipers again, but they still refused to feel that the exercise was worthwhile, and scraped and squeaked in protest."

### **What's the difference between personification and apostrophe?**

A rhetorical apostrophe not only animates something absent or non-living (as in personification) but also addresses it directly. For instance, in Johnny Mercer's song "Moon River," the river is apostrophized: "Wherever you're going, I'm going your way."

### **What's the difference between hyperbole and understatement?**

Both are attention-getting devices: hyperbole exaggerates the truth for emphasis while understatement says less and means more. To say that Uncle Wheeler is "older than dirt" is an example of hyperbole. To say that he's "a bit long in the tooth" is probably an understatement.

### **What's the difference between understatement and litotes?**

Litotes is a type of understatement in which an affirmative is expressed by negating its opposite. We might say litotically that Uncle Wheeler is "no spring chicken" and "not as young as he used to be."

### **What's the difference between alliteration and assonance?**

Both create sound effects: alliteration through the repetition of an initial consonant sound (as in "a *peck* of *pickled peppers*"), and assonance through the repetition of similar vowel sounds in neighboring words ("It *beats* . . . as it *sweeps* . . . as it *cleans!*").

### **What's the difference between onomatopoeia and homoioteleuton?**

Don't be put off by the fancy terms. They refer to some very familiar sound effects. Onomatopoeia (pronounced ON-a-MAT-a-PEE-a) refers to words (such as *bow-wow* and *hiss*) that imitate the sounds associated with the objects or actions they refer to. Homoioteleuton (pronounced ho-moi-o-te-LOO-ton) refers to similar sounds at the endings of words, phrases, or sentences ("The quicker picker upper").

### **What's the difference between anaphora and epistrophe?**

Both involve the repetition of words or phrases. With anaphora, the repetition is at the *beginning* of successive clauses (as in the famous refrain in the final part of Dr. King's "I Have a Dream" speech). With epistrophe (also known as *epiphora*), the repetition is at the *end* of successive clauses ("When I was a child, I spoke as a child, I understood as a child, I thought as a child").

### **What's the difference between antithesis and chiasmus?**

Both are rhetorical balancing acts. In an antithesis, contrasting ideas are juxtaposed in balanced phrases or clauses ("Love is an ideal thing, marriage a real thing"). A chiasmus (also known as *antimetabole*) is a type of antithesis in which the second half of an expression is balanced against the first with the parts reversed ("The first shall be last, and the last shall be first").

### **What's the difference between asyndeton and polysyndeton?**

These terms refer to contrasting ways of linking items in a series. An asyndetic style omits all conjunctions and separates the items with commas ("They dove, splashed, floated, splashed, swam, snorted"). A polysyndetic style places a conjunction after every item in the list.

### **What's the difference between a paradox and an oxymoron?**

Both involve *apparent* contradictions. A paradoxical statement appears to contradict itself ("If you wish to preserve your secret, wrap it up in frankness"). An oxymoron is a compressed paradox in which incongruous or contradictory terms appear side by side ("a real phony").

### **What's the difference between a euphemism and a dysphemism?**

A euphemism involves the substitution of an inoffensive expression (such as "passed away") for one that might be considered offensively explicit ("died"). In contrast, a dysphemism substitutes a harsher phrase ("took a dirt nap") for a comparatively inoffensive one. Though often meant to shock or offend, dysphemisms may also serve as in-group markers to show camaraderie.

### **What's the difference between diacope and epizeuxis?**

Both involve the repetition of a word or phrase for emphasis. With diacope, the repetition is usually broken up by one or more intervening words: "You're not *fully clean* until you're *Zestfully clean*." In the case of epizeuxis, there are

no interruptions: "I'm *shocked, shocked* to find that gambling is going on in here!"

### **What's the difference between verbal irony and sarcasm?**

In both, words are used to convey the opposite of their literal meanings. Linguist John Haiman has drawn this key distinction between the two devices: "[P]eople may be unintentionally ironic, but sarcasm requires intention. What is essential to sarcasm is that it is overt irony *intentionally used by the speaker as a form of verbal aggression*" (*Talk Is Cheap*, 1998).

### **What's the difference between a tricolon and a tetracolon climax?**

Both refer to a series of words, phrases, or clauses in parallel form. A tricolon is a series of three members: "Eye it, try it, buy it!" A tetracolon climax is a series of four: "He and we were a party of men walking together, *seeing, hearing, feeling, understanding* the same world."

### **What's the difference between a rhetorical question and epiplexis?**

A *rhetorical* question is asked merely for effect with no answer expected: "Marriage is a wonderful institution, but who would want to live in an institution?" Epiplexis is a *type* of rhetorical question whose purpose is to rebuke or reproach: "Have you no shame?"

## Answer 3

Q1. 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.

Q2. 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.

**Q3 Perennialism.;** is a teacher centered educational philosophy that focuses on everlasting ideas and universal truths. To clarify, Perennialism suggests that the focus of education should be the ideas that have lasted for centuries believing the ideas are as relevant and meaningful today as when they were written. This educational philosophy aims to prepare students for life by developing their intellectual and moral qualities through emphasizing knowledge and the meaning of knowledge. It serves to enhance student's critical thinking skills in their search for individual freedoms, human rights and responsibilities through nature.

Q4. One of the astounding facts in the history of culture is that the first coherent treatise on government and education which we possess in Western civilization, Plato's Republic, is the most profound. Plato's penetrating mind revealed the problems with which mankind has struggled, consciously or unconsciously, ever since it has had an organized society and education. Plato treats the subject of education in The Republic as an integral and vital part of a wider subject of the well-being of human society. The ultimate aim of education is to help people know the Idea of the Good, which is to be virtuous. <sup>13</sup> According to Plato, a just society always tries to give the best education to all of its members in accordance with their ability. Plato's Philosophy of Education In The Republic, Plato sets up a theory of what education means for both the individual and the state, focusing on the important role of those who must carefully choose the material to teach the future guardians of the state. Implicit in a philosophy of education is an underlying understanding of who the student is to be educated; in other words what is Plato's philosophy of the human person? Plato explains his philosophy of the person in several dialogues, the Republic, Timaeus, the Laws. In Platonic philosophy, the highest faculty for man is reason which is rooted in the spiritual soul. In the Laws x. 892 he states: the soul is one of the first existences, and prior to all bodies, and it ...governs all the changes and modifications of bodies. In The Republic, book IV.. he proposes a tripartite nature to the soul; the soul consists of three "parts" – the rational part, the courageous or spirited part and the appetitive part 441d. In Timaeus 70a Plato locates the rational part of the soul in the head, the spirited part in the breast and the appetitive part in the stomach. The soul, especially the rational soul, is immortal according to Plato and in some way has pre-existent knowledge which must be 'drawn out' by the process of education.

#### **Answer 4.**

##### **Change of Voice**

At dinner, six shrimp were eaten by Harry.

The savannah is roamed by beautiful giraffes.

The flat tyre was changed by Sue.

A movie is going to be watched by us tonight.

The obstacle course was run by me in record time.

The entire stretch of highway was paved by the crew.

The novel was read by Mom in one day.

A scathing review was written by the critic.

House will be cleaned by me every Saturday.

The staffs are required by the company to watch a safety video every year.

#### **Answer 5**

##### **Verbs**

1. Verbs are words which show **action** or **doing**. All sentences must have at least one verb.

2. A few verbs, called "linking verbs," express that someone or something **exists** or **is** a certain way. Memorize them: **be, am, is, are, was, were, been, being**. They are always verbs.

3. Verbs change form to show a difference in time. If you change a sentence from present to past, or past to present, the words which change are verbs.

##### **Adverbs**

1. Adverbs describe **verbs, adjectives, or other adverbs**. They answer the questions: **how, when, where, why, or under what conditions**.

2. A number of words are always adverbs. They include: **not, very, often, here, almost, always, never, there, and too**.

3. Adverbs very often end with **-ly**. However, be careful: not all words ending in **-ly** are adverbs.

## Adjectives

1. Adjectives are words which **describe only nouns**. They tell **what kind?** or **how many?**
2. The noun markers **a**, **an**, and **the** are always adjectives.
3. Adjectives pile up in front of nouns. For example: the big, red, flashy car. All underlined words are adjectives describing the noun *car*.
4. Adjectives may also follow a linking verb and describe the subject of a sentence. For example: The car *is* big, red, and flashy.
5. The word endings -able, -ful, -ible, -ical, -ious, -ive, -y usually form adjectives.