

**Department of Art & Design Subject:**  
**Functional English**

**Total Marks: 50**

**June 26, 2020**

**ID: 16894**

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**Plagiarized answers are not acceptable.**

**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?**

There are two types of voices, active and passive. In academic writing, it is generally preferred to choose an active verb with its subject which names a person or thing preparing the action. In active voice, the subject performs the action whereas in passive voice the subject receives the action.

An example of active voice: The talented artist sketches each scenery with passion and care. In this sentence, the active verb will be sketches and the subject will be the talented artist.

An example of passive voice: The sketch is drawn by the talented artist with love and care. In this passive sentence, the active verb is the talented artist and the subject is sketches.

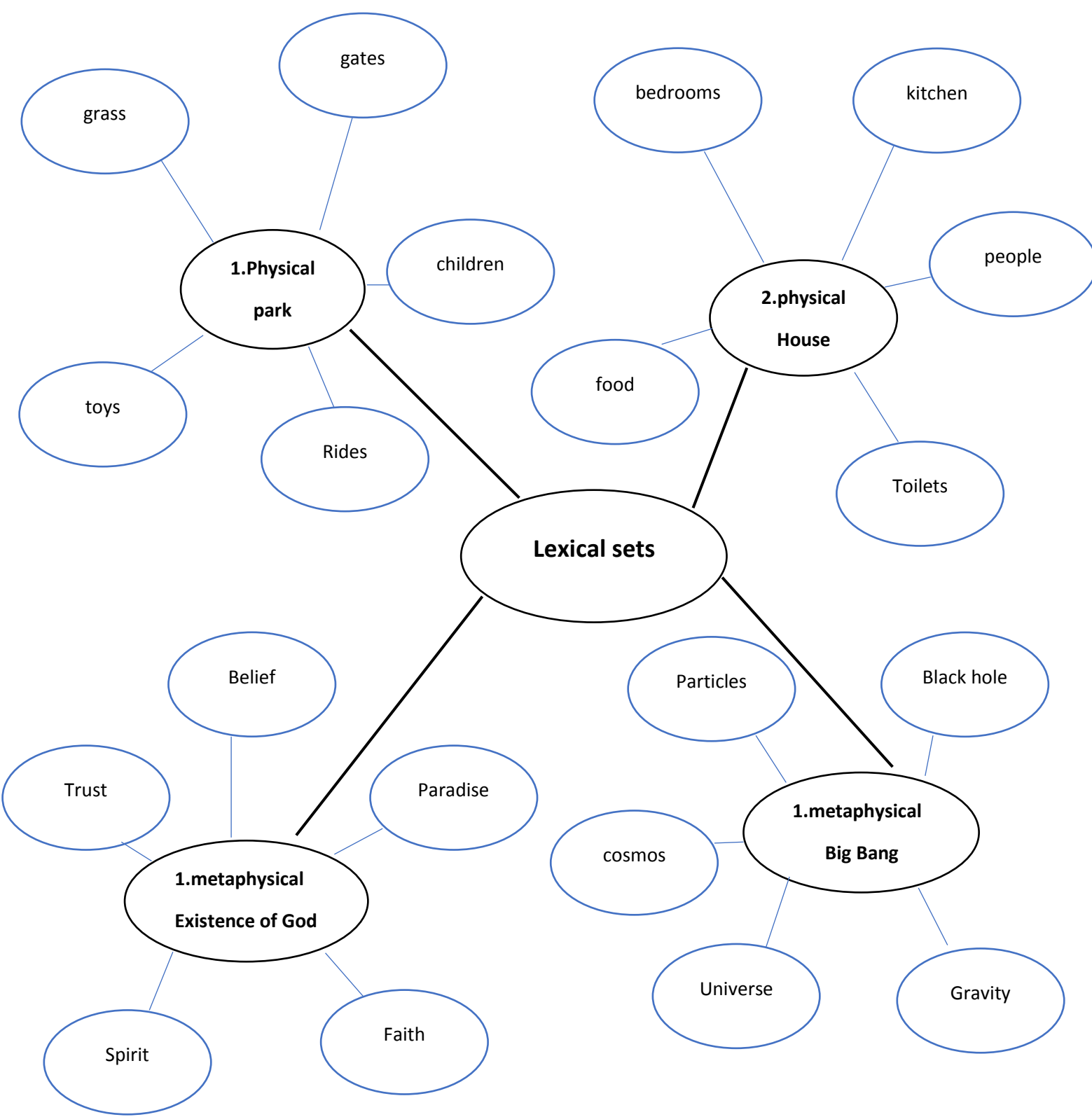
The subject of the active sentence becomes the verb of the passive sentence. Even though both the sentences have the same components, their structure makes them different sentences from each other. Active sentences are about what people actually do where as passive sentences are about what happens to those people in regards to their work.

**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.**

A lexical set is a group of words with the same topic, function or form. They are a new set of vocabulary which helps with writing e.g meeting, conference, funeral, ceremony, course, school etc.

**Physical category:** things which we can physically see or touch e.g knocking over physical objects such as furniture, cups, glasses, table.

**Metaphysical sense category:** These are things which are beyond description of physical existence. This set can only be in our imagination. It is used to describe the emotional state an individual is in. e.g the existence of God, soul, beginning of the world, spiritual love and childhood.



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

Because figurative phrases are used metaphorically and not for its literal meaning. They are not intended to be understood literally but instead to give an idea of what you are trying to express through your words. For example, I have a ton of homework. We cannot weight our homework to find its mass, but anyone can tell what a ton of weight is. This is done so you can give an idea about the load of work you have received. Using metaphors like these help us speak to people from any background as they will be able to understand us even if they don't know the meaning of homework. In a similar manner an idiom is used metaphorically when we speak. Its meaning should literally but we should rather our common sense to understand the meaning behind it. An example of an idiom is a piece of cake. Here we are not talking about an actual piece of cake but rather to describe how easy the given task is just like the above metaphorical example. In conclusion figurative phrases helps us understand and use idioms in our daily conversation because we can understand the two in a similar manner.

**Q4. Poor spelling makes for poor communication. What are the requirements of high degree accuracy in academic writing?**

Effective academic writing requires good grammar, spelling and punctuation. A student's work can be criticised, and they can lose marks if they neglect any of these rules. Because wrong spellings give the impression that you not care about your work. To be accurate in our academic writing it is important to pay particular attention to not just spellings but the structure of our sentence, grammar such as verb, adjectives etc, punctuation e.g commas, apostrophes etc, as well as paragraphs. This will ensure that our written material is well organised and makes sense to the reader. It also makes it easier to get your point across. Only by paying attention to all these details can our piece of writing be accurate and with standards to academic writing.

**Q5. 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.**

**Paragraph:**

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 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 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. 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?**

Aristotle proposed that teachers should teach their students in a fixed manner. His way of teaching was based on experience, the outcomes and repetition of the same methods on each student despite looking at how each student learns or takes things into their minds on an individual basis. According to his idea if students get into good habits then all of them will learn things easily. Whereas Socrates' Method was completely different to Aristotle. He believed that teachers should question their students rather than leading them in the same manner so that each student could come up with their own ideas and learn in their own way which suited them best. Unlike Aristotle he gave importance to both theoretical and practical aspects of teaching rather than focusing on one.

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

Educationists were considering philosophy weak because they believe that philosophical thought or teachings are not suitable for practical application in the real world. They do not give philosophy enough importance because it is based on thoughts and not real statistics.

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

In the above passage 'Perennialism' is referred to as something of great importance which is continuous and unending. It is referred to as something with great value which should be taught to everyone due to the benefits which it would provide no matter where these people live or are from. It is focused more on reasoning and techniques behind the objects and ideas rather than giving mere facts which do not even remain the same for that long.

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

Yes, although Plato's suggested practices of teaching were not democratic as according to his idea only children whom belong to the highest caste will be educated the most. His belief of the fact that intelligence is not distributed based on genetics did follow democratic beliefs. Because this idea meant that there is equality when it comes to intellects between the members of society no matter which caste they belong to.

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

Because facts change as time passes by. According to Aquinas they are not something to give great importance to. It was more important to take everything else into account if he was to teach in a holistic manner instead of giving importance to facts which may even change. After which they hold no value.

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