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**Subject :basic English**

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**Question number1…**

**Answer…**

**The difference between argumentative and descriptive**

**A descriptive essay told us about stories while an argumentive essay informs about an idea. The argumentive essay can persude the reader through logic ans a descriptive essay is generally on personal experiences!!**

**Argumentative essay is the type of essay which with the support of evidence tries to prove a point. For example essay on traffic jam and climate change. Whereas, narrative essay tells a story which is fun reading. It helps in creating pictures in the mind of the reader through a plot, characters, and details.**

**Argumentative essay is always related to real things o the other hand narrative essay can be real life or fictional. The narrative essay includes the chronological order of presenting a story by an introduction, plot, character, setting, and climax whereas, the argumentative essay focus on proving a point through powerful points.**

**The narrative essay can be written in the form of a first and third person and argumentative essay can only be written in the third person.**

**Question number2…**

**Answer…**

The Kingdom of Glora was home to Princess Isabella, a **friendly** 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, but she was no match to Juliette. **Nevertheless,** they were both mean to Isabella because they were considered **conventionally** beautiful. They teased Isabella for her **plain** appearance and simplicity, 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. 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** 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, Juliette told him how **lovingly** 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** by her beauty. Juliette and Rose scoffed at Isabelle, berating her unkempt 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.

**Question number3….**

**Answer…**

Technology is a distraction?

an average person spends 8 hours and 41 minutes on electronic devices. That period of time surpasses the time an average person spends sleeping for 20 minutes. There is no doubt in the fact that people are getting more dependent on technology as time goes by. The only question is: are we too distracted by it? Technology can be a distraction only when people fail to use it responsibly. When a responsible individual uses smartphones, tablets, laptops and other devices to get access to knowledge, contacts and truthful information, technology serves as the most useful tool for elevating their quality of life.

There are moments when technology serves as a great distraction from our daily troubles. We use our smartphones and tablets to record everything around us, memorize reality and record every meal, occasion, and moment of our lives. Those screens and images may distort the actual reality because we tend to present ourselves in a way we want the world to see us. From another point of view, the same technology takes us to places most of us never get to see, it helps us find out every piece of information we need, and it enables us to communicate with any person, regardless of their location.

Technology makes people faster and more efficient. We can order food in the middle of the night, we can schedule and access online business meetings and class discussions, and we reinvent the way our society functions thanks to our devices. Modern technologies provide fast, easy, and convenient access to solutions for the daily challenges we face. The flipped classroom is a great example that shows how technology has taken modern education to a higher level. This problem-based learning method enables students to develop flexible knowledge, self-directed learning skills, effective problem-solving and collaboration skills, and intrinsic motivation.

Technology has taken our world by storm, but it brought many positive aspects that present the big picture. We use computers to shop, write, code, schedule events, buy tickets, and cover many different tasks on our daily to-do lists. The fact that we can access our emails from any place enables us to stay in touch with teachers, parents, and fellow students without any trouble. We need computers to cover school assignments, find more information about the things of our interest, take online courses, meet new friends, reveal the values of distant culture, and find solutions to just about any issue we have. Without the advantages brought to us by the Internet, lack of knowledge would be the greatest distraction in our lives.

The biggest argument against the statement that technology can be beneficial for everyone is the fact that it can be addictive. Children and teenagers, who seem to be absorbed by games, are the most commonly used example that shows how distorted modern values are. The Internet is presented as one of the greatest problems of today's youth. Online media proved to be an extremely powerful weapon to control the population and turn young people into slaves of consumerism. Websites and online magazines that aim towards teenagers are flooded with topics that revolve around makeup, fitness, fashion models, movie stars, and sex. Those topics can certainly serve as a distraction from studying, but they are no different than the themes that absorbed the attention of all previous generations. Young people always found their ways to get their minds off school and homework. Prior to the age of technology, the street was a distraction. Parents were concerned about the amount of time children spent playing outside, but now they are concerned because computers and tablets keep them inside for too long. It seems like the practices and inclinations of the youth will remain the main concern of society for years to come.

Some people triumph when they get to the point of deleting their Facebook and Twitter profiles, so they keep telling everyone how strong and special they are. These actions do not solve their problems. If they are prone to distractions, they will find another way to procrastinate the responsibilities related to studying, work, and family. The way we use contemporary technology is not determined by the content that's being served online, but by our own character. If some people use Facebook as a dating service, a distraction or a way to promote themselves, we cannot blame the creator of this platform for their inability to gain knowledge, meaningful connections, and other benefits from modern technology.

In conclusion, we cannot even imagine living without our smartphones, tablets and laptops. We need these wonders of technology to communicate with the rest of the world and get instant, free access to any piece of information we need. Whether we allow ourselves to be entirely consumed by these devices or we stay resistant to the temptations they impose - that's something we should all decide for ourselves. It's in our nature to adapt everything to our interests. Thus, we take the devices that are available to us and we choose the way we use them. Technology can distract only those who do not plan to use it in the most beneficial way. For everyone else, it's a necessary aspect of the way we function, and it makes us more effective and knowledgeable than humans ever were.

**Question number4…**

**Answer…**

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| 1% | and less than 1 per cent had engaged in role-play. |
| 2% | 2 per cent had experienced field trips |
| 6% | Just 6 per cent of the sample said they felt competent at writing essays, |
| 13% | 13 per cent felt their A-level course had prepared them very well for work at university. |
| 16% | Only 16 per cent had used video/audio |
| 30% | About 30 per cent of respondents claimed to have made significant use of primary sources |
| 3/4 |  |
| 86% |  |

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".