

Department of Art & Design

Subject: Functional English

Total Marks: 50
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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?

ANSWER:-

VOICES:-

In grammar, form of a verb indicating the relation between the participants in a narrated event (subject, object) and the event itself. Common distinctions of voice found in languages are those of active and passive voice.

MECHANICS OF VOICES:-

- I. The sentence must have object (transitive verb) .
 - II. Object of active sentence will become subject of passive sentence.
 - III. The original form of verb will convert into 3rd form of verb.
 - IV. By will be in passive voice.
 - V. Perfect continuous and future continuous tenses will not change into passive voice.
 - VI. “Been” will add in perfect tense in passive voice.
 - VII. “Being” will added in continuous tense of passive voice.
 - VIII. Without an object a sentence cannot be converted into passive voice.
 - IX. Certain pronouns will change in passive voice like he to him, she to her etc.
 - X. The helping verb of particular tense will be used in particular passive voice.
 - XI. While converting passive voice to active voice all the above rules will be reversed.
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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:-

LINGUISTICS:-

The scientific study of language and its structure, including the study of grammar, syntax, and phonetics is called linguistics.

LEXICAL SETS:-

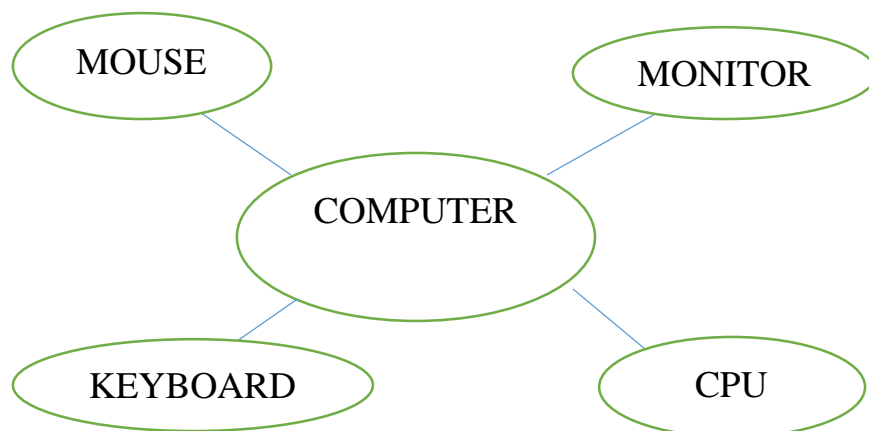
A way of looking at new vocabulary that some learners find useful are called lexical sets.

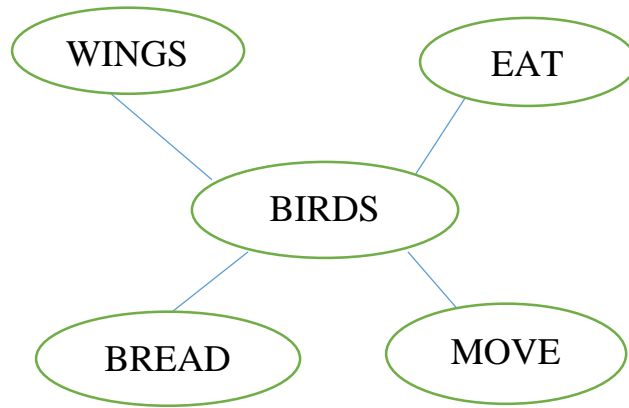
ROLE OF LEXICAL SETS IN LINGUISTICS:-

Lexical sets play an important role in linguistics. As we know it helps in vocabulary finding, so the vocabulary is very important part of linguistics.

PHYSICAL LEXICAL SET:-

Physical lexical sets are those sets of vocabulary which we can touch, some of the examples are given below.





METAPHYSICAL LEXICAL STES:-

Meta physical set are those sets of vocabulary which we cant touch some of the example are given below.



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

IDIOMS:-

A group of words established by usage as having a meaning not deducible from those of the individual words

EXAMPLE:-

Over the moon and see the light are examples of idioms

ENLIGHTEN OF IDIOM IN ENGLISH LANGUAGE:-

Idioms play an important role in English language. Idioms represent unique cultural and historical information as well as broaden people's understanding and manipulation of English. Native speakers use idioms to make their speech more colorful and alive. The idioms of a language are what give it authenticity as a real, living, evolving language spoken by real people. The metaphorical meanings of

these everyday sayings tell us a great deal about the lifestyle, outlook and attitudes of the native speakers. They are quirky, interesting, and sometimes funny.

The way that the idiom links one idea (the literal meaning of the words) with another seemingly unconnected idea (the metaphorical, or figurative meaning) in order to show a similarity that exists between the two situations, can be clever and cunning, and that is often the pleasure that can be gained from learning and using idioms.

A language need idioms because they were coined to communicate a specific and usually quite precise meaning for which there is no exact word. The clever or creative ones tend to be memorable, and what's memorable gets repeated in meme-like fashion. Idioms are a type of figurative language that plugs the gaps in our vocabulary

- They make vocabulary rich.
- We will not get stuck.
- They helps us to understand native.

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

Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

SPELLINGS:-

Spelling is important for exactly the same reason that grammar and punctuation are important: poor spelling makes for poor communication. Academic writing requires a high degree of accuracy, and this is reflected in the quality of the writing. Sloppy spelling gives the impression that you don't care about the assignment.

Words to watch:-

To and too

“To” is used with the infinitive (to watch, to run, etc.) or with an indirect object (I gave the book to the student) or as a preposition (The Manager ran to the Fire Exit)

While “too” is an adverb – it adds information to a verb: ‘that athlete was too slow to win the race’. In addition, it can be used in the sense of also: ‘The teacher, too, was puzzled by this suggestion’.

Their, there and they’re:-

“Their” is a possessive form (something belonging to ‘them’) “There” is an adverb, indicating location (over there) “They’re” is a contraction of ‘they are’.

It’s and its:-

“It’s” is a contraction of ‘it is’ “Its” is a possessive pronoun (it belongs to it: its properties, etc.)

Accept and except:-

“Accept” is a verb, meaning to receive something (I accept that gift, they accepted this idea) “Except” can be a verb, except it is often used as a preposition meaning ‘but’ (I would accept that idea, except it is wrong.)

Affect and effect:-

“Affect” is a verb meaning to influence (Holiday arrangements have been badly affected by the weather conditions) “Effect” is the outcome of a chain of events (cause and effect) Separate not seperate occasional not ocassional incidentally not incidently Desperate not desparate definitely not definitaly dependence not dependence.

PUNCTUATIONS:-

Punctuation is simply about a series of conventions that make it easier for readers to follow your train of thought. A complete sentence (one thought or idea) is indicated by a full stop (.). A pause in the flow of thought, for example, to allow additional information, is indicated by a comma (,). A semicolon (;) is used to indicate a fuller pause than a comma, but not the final end of the sentence. A colon (:) is used to indicate the beginning of a list.

Full Stops:-

Full stops are used to divide text and create boundaries by marking the end of a sentence. Make sure that your full stops look like full stops and that they are distinct from commas. Make sure that the letter following a full stop is always a capital letter

and looks like one. Remember, feedback from your lecturers that points out that there are too many commas in your writing may well mean that your commas are doing the wrong job. After you have completed one sequence of thought, indicate this with a full stop. Then move on to the next one.

Commas:-

Commas are used to divide up groups of words within a sentence. They are extremely important and help to keep units of writing together. This helps to clarify understanding and avoids frustrating the reader. The main function of the comma is to: Break up parts of longer sentences - for example: After the main points had been presented, the students were asked for their comments.

Colons and Semi-Colons:-

Colons

Colons should be used only: To introduce a list. For example: An essay usually includes the following components: an introduction, a main body of text and a conclusion. To show a link between the units of meaning, like a hinge. For example:

The results of the referendum were very clear: there was a need for a change in policy.

Semi-colons

Semi-colons are extremely useful in long sentences, but be careful not to overuse them. They are typically used as follows: In the library there were several students reading journal articles; a couple of lecturers checking the stock, and a librarian returning books to the shelves. To provide a break in a sentence, while showing the relationship between the two parts.

Examples:

6 Night was falling; he knew all was lost. To express an idea which is too short to merit a new sentence.

Wherever possible, students should try to organise their academic work by using 'planning tools'; these can help to clarify ideas.

Apostrophes:-

Incorrect use of the apostrophe in students' writing is a very common mistake, and very irritating! Apostrophes should be used: When letters have been left out of a word. For example: The library's still open. (meaning "The library is still open.") It won't be necessary. (meaning "It will not be necessary.") To show possession (belonging to).

For example:

Einstein's theory (meaning "The theory of Einstein") When you are using an apostrophe to show possession, then the position of the apostrophe depends on whether you have a singular or plural noun to denote the possessor. In these examples, the apostrophe is attached to a singular noun: That pen is Simon's. Jasmine's examination papers 7 In these cases, apostrophe 's' is added after the noun to show possession. This is the correct position for a singular noun.

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. 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 to be 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?

ANSWER:-

Difference between the approaches of Socrates and Aristotle:-

Aristotle was feeling the need for repetition to develop good habits in students while Socrates was feeling that students need to be constantly questioned.

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

ANSWER:-

Educationists consider philosophy a 'weak and woolly' field because they believe that philosophical abstractions are not suitable for practical application.

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

ANSWER:-

In the context of the given comprehension passage, the term "Perennialism" comes from the root word 'perennial' which means ceaseless.

Q4. Were Plato's beliefs about education democratic?

ANSWER:-

Yes. Plato's were beliefs about education democratic but not his suggested practices.

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

ANSWER:-

Aquinas propose a model of education which did not lay much emphasis on facts. Because facts change with the changing times, hence, they are not of the utmost importance when aiming for holistic education

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