

ASSIGNMENT No. 2

Q. 1 Write a note on Descriptive and Narrative writing.

Composing a detailed essay is by no means, a big deal, yet concerning presenting a top-tier and engaging piece of writing, it becomes challenging for students. It's anything yet an easy task to create a handy essay by following all the rules and regulations that an academic essay requires. Learning those rules is the final resort for students. Really at that time would students have the decision to differentiate among various compositions.

As an understudy, you should already realize that academic writing is a mandatory subject of a degree program. An understudy can't survive its degree program in the event that he doesn't follow the academic writing practice. Sometimes, neophyte writers begin considering academic writing a dreaded affair or a tiring job as their teachers assign them to essay writing tasks repeatedly.

However, it is necessary to know the importance and purpose of [research paper example](#) writing. Usually, students make a mistake of mingling concepts of narrative essays and descriptive essays with one another. Therefore, students need to understand the similarities and differences between the two pieces.

Narrative Essay:

In a narrative essay, writing a scribbler needs to portray a story of its real-life event. The topic that an essay writer will explain should have great significance for him and a reader. It demands a writer to involve sensory details in the text. It helps grab the attention of the targeted audience in the text and brings the readers into another imaginary world.

In the event that a reader, while reading the content, feels himself to be the piece of that particular event or incident, the scribbler has worked incomprehensibly. Doing considering, irrefutably, isn't easy. To learn this skill, it is recommended to keenly observe the writing work of a well-reputed essay writing service. It will make it easier for you to determine the approach that a professional essay writer usually adopts while compiling a narrative essay.

It is notable that in a narrative essay, it is imperative to examine the situation critically. The whole event should be defined in chronological order. Likewise, a scribbler needs to explain the small events in a reasonable time-frame.

Descriptive Essay:

It is another essential type of essay. Absolutely when teachers need an understudy to describe a thing, place, or person in detail, they give the writing task of a descriptive essay. Writing this specific genre of essay isn't an easy task. To achieve the goal of writing this special essay, an understudy needs to enhance its vocabulary.

It is the utmost duty of a writer to describe a subject by involving the sensory details. However, a writer isn't supposed to follow a sequential order. It is associated with drawing a moving picture of a subject to lure the readers' interest in the topic.

Differences Between Narrative and Descriptive Essays:

- a. A narrative essay demands an essay writer to illustrate a real-life event. In contrast, a descriptive essay demands you to explicate a place, thing, or person.
- b. In a narrative essay, a scribbler is bound to follow the normal time-frame. In central words, a writer should highlight all the significant small events that lead the text towards the end in sequential order. Unmistakably, the writer gets the flexibility to illustrate the whole essay in any order.
- c. A narrative essay same as [rhetorical analysis essay example](#) requires the readers to make a move regarding the assigned topic, whereas no such action is required in descriptive essays.
- d. The narrative essay involves in any event two characters in the text, while a descriptive essay contains just two characters.

Difference between Narrative and Descriptive Essay

• Definition:

- A narrative can be defined as an account of an individual personal experience.
- A descriptive essay can be defined as an account that provides a detailed description of a place, a person, or even an emotion.

• Content:

- A Narrative usually relates a story.
- A descriptive essay merely describes something or someone. It does not have a story, but only a highly descriptive account.

• Point of View:

- A narrative mostly uses the first person narration.
- A descriptive essay does not mostly use the first person narration. It functions with the objective of presenting an image of something.

• Action:

- A narrative is full of action as it relates a story. It consists of a sequence of event.
- However, this quality cannot be seen in a descriptive essay.

• Order:

- A narrative follows a logical order since it relates an event or story it goes in a chronological order.
- However, in the case of a descriptive essay, the writer can deviate from this pattern.

• Plot and Characters:

- A narrative has a plot, a number of characters who revolve around this plot and take part in the events of the story.
- In a descriptive essay, there is no plot or characters as in a narrative.

Q.2 How can you make writing effective by using tenses.

The Present Simple Tense

Present simple is the most common tense in academic writing, and it is usually considered as the “default” unless there is a certain reason to choose another tense (e.g. a sentence contains a past time marker). Some specific functions of present simple include:

| Functions | Example |
|--|---|
| 1) To frame a paper. It is used in introductions to state what is already known about the topic, and in conclusions to say what is now known. | Scholars share a common argument that engineering is the most male dominated of all professions. Timing of college enrollment is associated with a number of variables. |
| 2) To point out the focus, main argument, or aim of the current paper. | This paper analyses the impact of high temperatures on certain species. |
| 3) To make general statements, conclusions, and interpretations about findings of current or previous research. It focuses on what is known now. | Graduate school is regarded as crucial for starting an engineering career because failure at this stage closes the door to professional engineering careers, and later career trajectory change is more difficult the longer it is delayed. |
| 4) To refer to findings from previous studies without mentioning the author’s name. | Children ingest roughly 50-200 mg soil/day [2,3]. |
| 5) To refer to tables or figures. | Table 1 presents the structural units. |
| 6) To describe the events or plot of a literary work. This usage has the name “Narrative present”. | In Mansuji Ibuse’s Black Rain, a child reaches for a pomegranate in his mother’s garden, and a moment later he is dead, killed by the blast of an atomic bomb. |

The Past Simple Tense

Generally, past simple is used to refer to actions completed in the past. Some specific functions this tense has in academic writing include:

| Functions | Example |
|--|---|
| 1) To report specific findings of a previous study (usually with the authors' names in the sentence) to support a general statement. | Probably the most commonly discussed phenomenon in music cognition is the Mozart Effect (this is the general claim). (Specific example) Rauscher and colleagues first documented this effect in their seminal paper. |
| 2) To describe the methods or data from a completed experiment. | Statistical analyses were used to determine relationships between variables. |
| 3) To report results of the current empirical study. | The L1-English writers utilized mostly NP- and PP-based bundles (78.3% of types and 77.1% of tokens). |
| 3) After any past time marker. | After the war, Germany had to face strong reparations from the allied nations. |

The Present Perfect Tense

Present perfect is usually used when referring to previous research, and since it is a present tense, it indicates that the findings are relevant today. More specifically, this tense might have the following functions:

| Functions | Examples |
|--|--|
| 1) To introduce a new topic. Could also be used to introduce a new report or paper. | There has been a large body of research regarding the effect of carbon emissions on climate change. |
| 2) To summarize previous research with general subjects (such as “researchers have found...”) <p>Present perfect places emphasis on what has been done rather than on what is known to be true (present simple).</p> | Some studies have found that girls have significantly higher fears than boys after trauma (Pfefferbaum et al., 1999; Pine and Cohen, 2002; Shaw, 2003). |
| 3) To point out a “gap” in existing research: to make a connection between the past (what has been found) and the present (how will you add | While these measures have proved to be reliable and valid predictors of what they are measuring, there is little data on how they |

| | |
|--|--|
| more to the field). | relate to each other. |
| 4) To describe previous findings without referring directly to the original paper. | It has been shown that biodiversity is not evenly distributed throughout the world. |

Q. 3 Discuss inconsistencies of tenses in writing.

In formal writing, it is important to keep verb tenses consistent so that readers can follow the progress of ideas and arguments easily. In creative writing, verb tenses may be used inconsistently for effect, but in academic writing, it is important to use verb tenses consistently throughout a paper, carefully signaling any necessary shifts in tense.

Elizabeth Peabody was born in a school and thereafter felt destined to be a teacher. Her mother was a teacher and trains her daughters at her side. The academic life seems to suit Elizabeth, who thrived on the rigorous curriculum.

Was, felt, and thrived are past tense; **trains** and **seems** are present tense. All of the action in the passage above occurred in the past, so all of the verbs there should be in the past tense.

Correcting Inconsistent Tenses

Correct: Elizabeth Peabody was born in a school and thereafter felt destined to be a teacher. Her mother was a teacher and trained her daughters at her side. The academic life seemed to suit Elizabeth, who thrived on the rigorous curriculum.

Sometimes in academic writing, it is necessary to signal to the reader that one event was completed in the past before another past event occurred. This is where the perfect form of verbs can be used (**have + verb**).

Correct: By the time Peabody joined the kindergarten movement, most of her Transcendentalist friends had died.

The phrase "**by the time**" signals that the action in the second clause occurred before the action in the first clause. This kind of signal helps the reader follow any shifts in time.

When discussing a **specific essay or piece of literature**, use the present tense throughout the paper.

Correct: In her essay "A Glimpse of Christ's Idea of Society," Peabody by no means endorses all communities of intention. She has criticism for the Shakers, for example, for their focus on economic success to the exclusion of higher ideals. Her main critique is leveled against the loss of "the sacredness of family."

To eliminate illogical shifts in tenses, the writer should **choose the specific tense to be used in the essay** and then **coordinate all other verbs with it** to reflect future and past events in relation to the chosen tense.

Incorrect: For my research project I first selected the subject of interest. But now I discovered that I have to limit it because I realize that I will never be able to cover it in 25 pages. Nevertheless, I am going ahead. I prepared a list of a working bibliography, and now I am in the process of preparing a preliminary outline.

The passage above is full of illogical shifts from the past tense to the present and the future. Since most actions happened in the past, we need to make the verb forms consistent.

Here is the revised version of the passage in which the use of the past tense is consistent:

Correct: For my research project I first selected the subject of interest. Then I discovered that I had to limit it because I realized that I would never be able to cover it in 25 pages. Nevertheless, I went ahead and prepared a list of a working bibliography, and now I am in the process of preparing a preliminary outline.

One of, if not the most common, problem faced by ESL students is the tense of their writing and more specifically the consistency of these tenses. Whilst different universities may ask you to write in a certain tense, one thing is for sure. All of them will want you to be consistent with your tenses. Mistakes relating to tense may be made for a number of reasons. ESL students may be unsure how to form the present or past tense of certain verbs or may simply be uncertain about whether certain sections of their essay should be written in present or past tense. Tense is often an issue when referring to previous studies which have been conducted on the subject in question.

Whilst both of the above examples are used by ESL students, most systems state that present tense should be used when talking about the opinions or findings of a scholar. If you are referring to something which cannot possibly be referred to with present tense then this is perfectly acceptable. For example, if you were to talk about how old an author was when he/she wrote a book then it would have to read – Jones was 45 when he wrote these articles. The first and most important step to solving this crucial problem is to establish which tense your lecturer wishes you to write in. Once you have done this, be sure that you are aware of the common markers used for tense.

Q. 4 What are the main steps in paragraph writing?

When writing articles, the paragraph is probably the most important unit of composition. A paragraph is a group of sentences that, when put together, discuss one main idea. Paragraphs have three main parts: the topic sentence, body sentences, and the concluding sentence. Let's cover how a paragraph should be put together by you or a content writer.

Paragraph Structure

Paragraph structure simply refers to the arrangement of sentences that make up a paragraph.

Topic Sentence

The topic sentence is normally the first sentence in a paragraph. This sentence gives the reader an idea of what is coming up in the paragraph, and it is normally the most general of the paragraph's sentences. There won't be a whole lot of detail in this sentence, but it is there to introduce the main idea.

Body Sentence

The body sentences (or supporting sentences) reinforce the topic sentence by fleshing out the details. If something in the body sentences does not support your paragraph, it needs to go somewhere else in the article—probably in a new paragraph. If your topic sentence is the “what” of your paragraph, the body sentences are the “whys.”

Concluding Sentence

The concluding sentence is not always necessary, but if you have a longer paragraph, it is something that should be included. The concluding sentence will summarize your topic sentence and reinforce it.

Sometimes you can picture your paragraph like a hamburger. The topic sentence is the top bun. The body sentences are the meat, cheese, condiments and veggies that make the whole thing taste delicious. The concluding sentence bottom bun helps keep the whole thing from falling out all over the place and making a mess. You can go further with the analogy by noticing that the top and bottom bun of a hamburger are very similar, just like the topic and concluding sentences. Build your paragraphs like a hamburger, and you won't make a literary mess all over the page!

Here is a sample paragraph that contains all three parts described above:

(Topic Sentence) My hometown of Oregon, Illinois, is known for its abundance of landmarks. **(Body Sentences)** One of the most famous landmarks is “The Eternal Indian” sculpture that stands over 75 feet high and looks out over the Rock River. Also looking out over the river is Castle Rock, a massive natural rock formation that gives hikers to the top a fabulous view of surrounding landscape. Speaking of castles, Stronghold Castle was built by one of the former owners of the Chicago Tribune and is an exact replica of an ancient fortress in Germany. **(Concluding Sentence)** All these landmarks make Oregon, Illinois, a great place to visit.

A well-crafted paragraph makes it easy for a reader to access the facts you are trying to convey. Read over your article before submitting to make sure that your paragraphs are a juicy hamburger of written information.

Sentence Structure

The sentence is one of the most basic building blocks of communication, so making sentences clear, concise, and complete is fundamental. Common problems with sentence structure involve sentence fragments, sprawling sentences, and run-on sentences.

Sentence Fragments

A sentence fragment is a grouping of words that fails to contain even one independent clause. (Note: an independent clause contains both a subject and a predicate/verb.) The editors at Constant Content often see sentence fragments in short summaries; errors like this always lead to a submission being rejected.

Examples:

An article dealing with widgets and gadgets. (This has the makings of a sentence, but it doesn't have an auxiliary to complete an independent clause.)

Better: **This is** an article dealing with widgets and gadgets.

In space, after the moon landing. (This fragment does a good job of setting the stage, but it doesn't contain a subject or a verb.)

Better: In space, after the moon landing, **Buzz Aldrin ate his celebratory astronaut ice cream.**

Sprawling Sentences

A sprawling sentence contains too many equally important independent clauses in a single sentence. Since they're all independent clauses, this error has an easy fix. Just review your articles or web site content writing and break the sprawl up into more easily digestible sentences.

Example:

Johnny Depp played Captain Jack Sparrow, and he also acted in the movie Blow, but he doesn't let his numerous famous roles affect his personal life; he loves tattoos, so he has a lot of ink all over him. (It's pretty obvious that this sentence has way too much going on. It's sprawling and wordy.)

Better: **Johnny Deep played Captain Jack Sparrow and acted in the movie Blow. He doesn't let his numerous famous roles affect his personal life, though. He loves tattoos and has been inked many times.**

Run-on Sentences

Run-on sentences contain independent clauses that are incorrectly connected to each other. Usually, you need a comma with a coordinating conjunction, a semicolon, or a colon to properly glue these clauses together.

Example:

It's raining outside, take an umbrella.

Better: It's raining outside. Take an umbrella.

It's raining outside; take an umbrella.

It's raining outside, **so** take an umbrella.

Making sure sentences are complete is an excellent first step in proofreading your own writing. Businesses hire Constant Content article writers because of the quality of your writing. Well-written sentences are the foundation of good writing, so compose clear, concise, and complete clauses.

Q. 5 How and when Active Voice Structures are more useful in writing?

1. The performer is unknown, irrelevant, or obvious

The passive voice is preferable if the performer **cannot easily be named** or if the performer is irrelevant to the discussion, as in the following examples:

Up to 90% of the energy in light bulbs is wasted in the form of heat. The first edition of Freud's earliest writings on dreams was published in 1899. *Drosophila melanogaster* has been one of the most extensively studied species in genetics research. In the first sentence, the author's attempts to name the performer would be awkward; in the

second sentence, the author assumes the reader will not be interested in the name of the publisher; and in the third sentence, the performer (researchers) is obvious.

When naming the performer would prove difficult or unnecessary, the passive voice works well.

2. The performer is less important than the action

When discussing an experimental procedure in the **Methods** section, a researcher might write:

The honey bees were kept in a humidified chamber at room temperature overnight.

The solution was heated to 90°C for approximately 30 minutes and then allowed to cool.

The sentences could be converted to active voice by writing the following:

We kept the honey bees in a humidified chamber at room temperature overnight.

We heated the solution to 90°C for approximately 30 minutes and then allowed it to cool.

Does the active voice shorten the sentences? No. (In fact, the second sentence is one word longer than it is in the original version. The active voice is not automatically more concise than the passive.) Does the active voice add clarity? Perhaps, although the reader may be justified in assuming that the authors are also the performers.

The active voice has **changed the focus**, however, from the research to the researchers, an emphasis the author may not desire in the Methods section, where the general topic is the research materials and procedures.

On the other hand, if an author does emphasize the active voice over the passive in the Methods (or any section), most sentences will begin with we, which is distracting when overdone.¹ In that case, passive style sentences vary the structure and rhythm while keeping the emphasis on the work.

Whether in the Methods or elsewhere in a manuscript, **the passive voice redirects attention to the action** (or the recipient).

3. The recipient is the main topic

Choosing a passive writing style is sometimes necessary to **position important information** at the beginning or end of a sentence.

For instance, the subject (person, thing, or idea) that the author wishes to discuss in a sentence should occur near the beginning in the **topic position** where the reader expects to find it ("first things first").²

The following active-voice sentence begins a new section in which the topic is "green plants" (the performer):

Green plants produce carbohydrates in the presence of light and chlorophyll.

If, on the other hand, "carbohydrates" (the receiver of the action) is the opening topic, the sentence is better written in the passive voice:

Carbohydrates are produced by green plants in the presence of light and chlorophyll.

The topic of a sentence is not an isolated island, however—it has **context** in relation to the surrounding sentences and paragraphs.

The topic must not only identify the subject for the reader, but it must prepare the reader "for upcoming material by connecting it backward to the previous discussion."²

For example, look at the first three sentences of a classic article written by Watson and Crick in 1953:

We wish to suggest a structure for the salt of deoxyribose nucleic acid (D.N.A.). This structure has novel features which are of considerable biological interest.

A structure for nucleic acid has already been proposed by Pauling and Corey.³

Notice that the authors used the active voice in the first and second sentences, but the passive in the third. If the third sentence is changed to active voice, it becomes:

Pauling and Corey have already proposed a structure for nucleic acid.

This revision shortens the sentence and identifies the performers. However, the original passive style creates **parallel structure** by repeating the topic of the second sentence ("This structure has...") in the third sentence ("A structure for..."). The topic in the third sentence **connects backward** and prepares the reader for the upcoming information. These three sentences are more cohesive as a result.

By focusing on the topic, the authors have incorporated the passive voice to advantage, producing a passage that flows naturally and is comprehensible and enjoyable for the reader.

Just as varying the sentence length in your scientific manuscript creates more variety and interest for your readers, so, too, does using both active and passive voice.

Choose the active voice whenever possible.

Choose the passive voice if you have a good reason to do so. Consider passive voice when:

1. The performer is unknown, irrelevant, or obvious.
2. The performer is less important than the action.
3. The recipient is the main topic.

You can also use the passive voice to **hedge** (i.e., to be noncommittal).

However, that is one use that cannot be recommended. (That is an example of hedging!)