FEEDBACK TUTORIAL LETTER 1

SEMESTER TWO 2019

ENGLISH IN PRACTICE
(EPR511S)
Dear EPR Students

Congratulations on completing the first online assignment. You will notice that COLL has appointed various resources to ensure you succeed.

1. We have the COLL Support Officers who attend to all the admin aspects of your stay with us. If you struggle with late submissions, problems with submissions, please contact them immediately. All the contact details are in the DE Pocket Guide, available on COLL website (https://www.nust.na/?q=centres/coll/coll-announcement).

2. Then there are the Writing Unit consultants, available daily from 08:30-16:30 to help you. Students in the regions are encouraged to call (2072383) or mail the Writing Unit for assistance. Feel free to contact them.

3. Moreover, we have Saturday face-to-face classes. One group meets in the morning and the other in the afternoon.

4. Furthermore, we have four (4) tutor-markers. Our responsibility is to set and mark your assignments and test. This term Dr Frans had set the assignments. Please do not contact us for admin related matters since we can't help you with those. You will note that you were placed in one of three groups: Eiseb, Kavihuha or Sauerwein. If you have a query concerning the way we have marked your work, please contact us directly. Simply send a message via the eLearning platform to your tutor-marker.

Please study the following answers and comments carefully to help you prepare for the next assessment.

**Section A (25)**

The majority of students had scored good marks in this section. A concern was that students did not keep to the given numbering, resulting in lower marks. Always check the question against the number before you record the answer.

1. What was the disease that Giacomo Bono suffered of? (2)
   • encephalitis

2. Explain what motivated the author (Bono) to talk about gratitude (1)
   • Because gratitude from his family and relatives helped him survive encephalitis

3. Mention two things that made Giacomo realise that people cared about him (2)
• When his parents and relatives talked to him about the things he could do when he got out, which helped me to set my sights on getting better.

• Many prayers from loved ones mattered

• When a nurse, named Flo, asked him about his hobbies and interests

• When Flo showed up with a chocolate shake for him

4. What in his life contributed to change his negative life event?
   • When he started exploring gratitude in postdoctoral work with Michael McCullough at the University of Miami. Though I started out studying forgiveness.

5. What was Giacomo and Froh’s focus on the Youth Gratitude Project?
   • Their focus was on to try to understand how to measure and cultivate gratitude in schools and at home.

6. What was their (Giacomo and Froh) main finding?
   • Their main findings were that the standard for measuring the grateful personality in adults, the GQ-6, did not perform well for 10-13 year olds but was sufficient for 14-19 year olds.

7. Name the design used by Renshaw and Olinger in their research on gratitude.
   • Meta-analyzing studies

8. What were their (Renshaw and Olinger) findings?
   • They basically found that measures of gratitude in youth are not as accurate or consistent as they need to be for scientific purposes
   • Gratitude interventions with youth in school and in after-school programs were ineffective
   • And that enthusiasm for promoting gratitude in youth and in schools should be tempered with further research in this area.

   • That they face three obstacles:
     • The homogenous samples
     • The lack of uniformity in how gratitude should be practiced in school,
• And a narrow theoretical understanding of the causes and consequences of gratitude when practiced in school.

10. What are the effects of the Youth Gratitude and Purpose curriculum have on human being. (4)
• They are helping to decrease depression, anxiety, (2) and antisocial behaviour and increase hope, emotional regulation, and search for purpose (2).

11. What is the author’s way forward? (2)
• Is to bring the full spectrum of human experience into grateful focus, which seems to be a missing ingredient from youth intervention studies done so far too.

SECTION B: GRAMMAR [30]

You will notice that we have uploaded the same guide the full-time students use on our eLearning platform. This version of Unit 1, covers all the grammar for the assignments, test and the examination. It also contains a lot of examples, videos and charts to help explain the various grammar aspects. In addition, we have also uploaded a lot of support material, old tests, PowerPoint lessons and others to help clarify the various grammar aspects. All this can be found under Course Material. Quite a number of students had struggled with questions 1, 2 and 5. In the grammar sections answers must be 100% correct, without any spelling, punctuation or grammar errors for marks to be awarded. Make sure to add the full-stop at the end of the sentences. Start the sentence with a Capital letter. Follow all the instructions.

1. Write the following sentences in the following tenses (10)

You must use the given sentence. Also, take note of the subject-verb rule. If the subject is plural (more than one) then the verb should not have a –s ending.

“We recommended that better measures needed to be developed for children younger than 13”.

A. Simple Present tense
• We recommend that better measures need to be developed for children younger than 13.

B. Present Perfect Tense
• We have recommended that better measures need to be developed for children younger than 13.

C. Past Perfect Continuous Tense
• We had been recommending that better measures need to be developed for children younger than 13.

D. Future Perfect Tense
• We will have recommended that better measures need to be developed for children younger than 13.

E. Present Continuous Tense (1)

• We are recommending that better measures need to be developed for children younger than 13.

F. Present Continuous Tense (1)

• We are recommending that better measures need to be developed for children younger than 13.

The table below shows a chart of tenses in English. If you need more help, stop by the Writing Unit.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>I <strong>wrote</strong> an email yesterday.</td>
<td>I <strong>write</strong> an email every day.</td>
<td>I <strong>will write</strong> an email tomorrow.</td>
</tr>
<tr>
<td>Continuous</td>
<td>I <strong>was writing</strong> an email yesterday at 5 p.m.</td>
<td>I <strong>am writing</strong> an email right now.</td>
<td>I <strong>will be writing</strong> an email tomorrow at 5 p.m.</td>
</tr>
<tr>
<td>Perfect</td>
<td>I <strong>had written</strong> an email before you arrived.</td>
<td>I <strong>have written</strong> an email.</td>
<td>I <strong>will have written</strong> an email tomorrow by 5 p.m.</td>
</tr>
<tr>
<td>Perfect Continuous</td>
<td>I <strong>had been writing</strong> emails for one hour when you arrived.</td>
<td>I <strong>have been writing</strong> emails for one hour.</td>
<td>I <strong>will have been writing</strong> emails for one hour tomorrow by 5 p.m.</td>
</tr>
</tbody>
</table>


2. Reported Speech

If you did not remove the quotation marks in the answer, then you scored 0 marks. See the resources uploaded under Course Material for more clarification on how to make the necessary changes.

A. “I figured something was wrong, but didn’t understand what.” (3)

• He said that he had figured something had been wrong, but did not understand what.

B. Today, I’m often asked, “What’s the secret to instilling gratitude in kids?” (2)

• That day I was asked what the secret to instilling gratitude in kids was.

3. Conditionals: Turn the following sentence in the following conditionals

See under Course Material a very helpful chart that summarises the four steps to changing the conditionals.
The encephalitis took me to the hospital, “I spent a couple of weeks drifting in and out of sleep, hooked up to tubes and IVs, unable to talk—and then I slipped into a coma”.

A. Second conditional
   • If it was not for encephalitis I would not spend a couple of weeks drifting in and out of sleep, hooked up to tubes and IVs, unable to talk, and then slipped into a coma.

B. Third conditional
   • If it had not been for encephalitis I would not have spent a couple of weeks drifting in and out of sleep, hooked up to tubes and IVs, unable to talk, and then slipped into a coma.

4 Identify whether the following bolded words in the text are gerunds or infinitives.

It was important to identify which word was the gerund and which one the infinitives. Gerunds always end with –ing and infinitives always start with to + the verb in the simplest form.

• Gerunds: knowing, bringing (2)
• Infinitives: to write, to support (2)

Consider the following explanation:

Chris McCarthy

• Grammar

A gerund is a noun made from a verb by adding "-ing."

Infinitives are the "to" form of the verb.

It can be tricky to remember which verbs are followed by the infinitive (the to form) of the verb and which are followed by the gerund (the ing form) of the verb.

Try to remember that:

Gerunds are often used when actions are real, fixed, or completed.
"I enjoy cooking."

Infinitives are often used when actions are unreal, abstract, or future: "He wants to swim."

[https://www.ecenglish.com/learnenglish/lessons/gerund-vs-infinitive-practice]

https://youtu.be/6TDSr9U0FWc

5. First identify the form of each sentence below and then write the sentences in the opposite
form (6)

A. A doctor **warned** my mom and dad that I might not come out “normal” or be able to walk again.  

- Active form
- Passive form: My mom and dad were warned by a doctor that I might not come out normal or able to walk again.

B. Two chapters **were written** by Jeff and I.

- Passive form
- Active form: Jeff and I wrote two chapters

[http://sedinfo.net/active-passive-voice-change-voice-tenses-rules/]

Additional videos:

https://youtu.be/AQNvhUrAn7o  
https://youtu.be/FHPQpgkJb0

**Section C (45)**

*You will find the supplementary material issued by COLL very helpful to master this section. In addition, the relevant unit and extra exercises were uploaded under Course Material to help you master this section.*
1. In this context, what does Virtual Reality indicate? Choose the correct answer (2)

A. A computer-generated simulation way of learning

2. Although the author is optimistic that VR will be adopted in classrooms within two to three years, the author has still some doubts from the education point of view. Choose the correct answer. (2)

A. The education sector does not seem to have the range of great experiences that VR can offer.

3. Quote from article two where one of the experts recommends the virtual environments. (3)

“Renee Hobbs recognises that the virtual environments that require students to access, analyse, create, reflect and take action, using a variety of print, visual, sound and digital texts, tools and technologies, should be the types of environments used in the classroom”.

**NOTE: 2 marks for the exact words and one mark for the quotations**

4. Infer Astbury’s final say on the use of Virtual Reality. (3)

- Astbury says Virtual Reality may be slow to take off in the educational sector (1). But once it does, it can offer our students an educational experience that has never been imagined before (2).

5. Read the two articles and write the similarities and differences of the articles. (10)

A. Similarities
   - They are both discussing future of education with virtual reality
   - Both talking of learning by doing
   - Both talk of conceivably enhance and improve learning

B. Differences

   **It is important that you clearly name the specific article you are talking about to score the marks.**

   - **Article 1** there is a connection with real life experience
   - **Article 1** offers solutions
   - **Article 2** mentions video lessons experience won’t be the same as experiencing it
   - **Article 1** uses research to justify the arguments
   - **Article 2** uses author’s own opinion
   - **Article 2** mentions that VR brings many implications for the schools of tomorrow
   - **Article 2** indicates that the education sector does not seem to have the range of great experiences that VR can offer
   - **Article 2** says that VR offers experience with students with special needs
   - **Article 2** mentions that VR experiences informs and enhances more traditional learning activities
6. Identify the tone in each article
   - Article one: encouraging
   - Article two: not so enthusiastic

7. Identify the audience of each article
   - Article one: public, educators
   - Article two: public

8. What is the purpose of each article?
   - Article one: To inform the public what VR can do to learning
   - Article two: To inform the public about the good and the implications the VR has on learning

9. Read the article two again and then write a summary of using VR experiences
   This question is marked on two levels: content and language/grammar. See the marking grid used. For the sake of the memo, we record only the key aspects in bullet form. However, if you read through the relevant unit (Course Material), you will see that the summary must be written in full sentences forming a paragraph.

   Points to be included:
   - VR is taking the entertainment industry slowly
   - The educational realm takes longer than anyone else to embrace new technology
   - There are implications of VR in business, health and education
   - Students can get some ideas through descriptive passages in textbooks to get some ideas on what it was like, but it will not seem as real to them
   - Showing them video about life will not be the same as experiencing it
   - VR has the potential to bring experiences to life for them and give them a deeper, more authentic understanding
   - Education should present students with hands on experience
   - Special needs students will have a way to easily access deep learning
   - VR experiences can inform and enhance more traditional learning activities by experiencing the content virtually.
   - Students should develop the capacity to feel what others feel than learn ordinary facts and dates about events

   (Content any 10 points)
**Language: 5**

5 Excellent, very fluent and contains above-average language use with one or two mechanical errors. Used own words predominately. Focuses on the main points with not unnecessary details and explanations.

4 Pleasingly fluent and expresses meaning accurately. Has relatively few errors. Summary written almost entirely in the candidate’s own words. Includes only the main points.

3 Errors occur more frequently but do not deter from meaning. Reasonable attempt at using own words interspersed with quoted phrases from the passage – some lifting. Some unnecessary details.

2 Errors irritating. Poor organisation. More serious mechanical errors. Largely copied from the original passage and/or mere listing of points. Includes unnecessary details and explanations.

1- Contains repeated errors. Errors confuse meaning. Large chunks copied from the test. No attempt at using own words.

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**Preparation for the test**

Our test is set for Friday 6 September from 10:00 – 12:00 (see COLL Vacation timetable for the venue). The test is similar to the assignment. However, this time round you will have to write an essay. Please complete the pre-test activity on essay writing. You need to create an essay and take it to the Writing Unit. Then you have to upload it on our eLearning site under Essay Writing. This should be done **before** we write the test. Students in the regions should email their essays to writingunit@nust.na.

The test is not optional. Contact your COLL Support Officer, if you will not be able to write the test. Please note, marker-tutors do not have any administrative rights thus cannot offer help with such issues.

All the best

J. Eiseb  
T. Frans  
T. Kavihuha  
P. Sauerwein
TASK 3: Essay Writing

Your final assessment is the EPR test. The date will be posted on COLL’s website. You need to complete the following writing task before you can write the test. If you do not complete the instruction below, you will not be allowed to write the test. Carefully follow the 3 steps below.

STEP 1
Write an opinion or argumentative essay.
- Select one of the topics below
- Write between 300-320 words. Count the words and write it at the end.
- Keep to five or four paragraphs. See notes on eLearning.
- Please write your own essay. Do not copy something from the internet.

STEP 2
- Contact the Writing Unit (WU) at 061-2072383 or at writingunit@nust.na
- Book a session. This can also be done by completing the online form on our eLearning page
- Take your essay and the WU Report the Writing Unit for review.
- Make sure the consultant completes your form.
- Students outside Windhoek should mail their essays and WU form well in advance to the WU.

STEP 3
- Upload your essay and the completed WU Report on our eLearning page, under ESSAY SUBMISSION.
- Check the TURNITIN report. If your essay has 10% and more copied content, it will not be accepted. You will then not be allowed to write the test as you have copied somebody else’s work.
- Failure to follow the above steps will result in you not being allowed to write the test.
- Do not wait for the last week to book a session.
- All essays with completed WU reports must be uploaded before the test on Friday 6 September.

WARNING:
- Please do not wait for the last week to complete this task.
- The WU can only help X number of students per day.
- No student will be allowed to write the Test if the completed WU report and essay are not uploaded by the due date.
Essay topics

1. Quite a number of African soccer players have contracts with European soccer clubs. Do you think these African players are more loyal to their home based games or to the European club’s demands?

2. Have you ever wished you looked different or belonged to a different family? Have you ever felt rejected because of who you are or who your family is? Share an event in your life that made you wish you were different.

3. In Namibia English serves as the official language. What do you think can be done to ensure that the local, indigenous languages do not become extinct?

4. How important is your culture? Did culture fail to keep up with modern times? Do we need to preserve culture? These are but some of the questions people ask to determine the relevance of culture. In your opinion what role should culture play in our daily lives?

5. The world’s population is increasing rapidly. Soon the earth will not be able to accommodate the more than 7 billion inhabitants. Certain countries like China, has placed a ban on the number of children their citizens may produce. Discuss the advantages and disadvantages for Namibia to implement a similar policy, which limits the Namibians to only have one child.

6. According to Phillip Longman, taking care of elderly retired people will become economically more difficult in the future. Certain countries like France had considered increasing the retirement age from 60- to 70 years old. In light of Namibia’s economic situation, do you think that Namibia should also increase retirement age to 70 years of age? Discuss both sides of the argument.

7. What do you think are the pros and cons of running a state lottery to alleviate poverty in Namibia? Discuss both sides of the coin.

8. Farmers are responsible for the food available to the population. What are the pros and cons if government controls what the farmers can breed with or grow?
# Writing Unit: Essay report

**Name of student:** …………………………………

**Student number:** …………………………………

**Date visited/ consulted:** ………………………

**Method of consultation:** Webex/ face-to-face/ telephonic

1. **Original essay or copied?**

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<thead>
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<th>Primarily copied</th>
<th>Too much copied content</th>
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<tbody>
<tr>
<td>Original</td>
<td>Other</td>
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</table>

2. **Thesis statement?**

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<th>Clearly states</th>
<th>No thesis</th>
<th>Should be revised</th>
<th>Other</th>
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</table>

3. **Layout: Opinion 5 paragraphs/ argumentative 4 paragraphs**

<table>
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<th>Opinion 5 paragraphs</th>
<th>Argumentative 4 paragraphs</th>
<th>Needs to be revised</th>
</tr>
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<tbody>
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4. **Topic sentences**

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<th>Confusing</th>
<th>For some paragraphs</th>
<th>All paragraphs</th>
<th>Needs to be revised</th>
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5. **Grammar**

<table>
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<th>Average, needs a follow up session</th>
<th>Good Needs basic support</th>
<th>Other</th>
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13
6. Comments

7. WU Consultant: Signature and date

____________________________
(Print Name)

____________________________
(Signature)

____________________________
(Date)