FEEDBACK TUTORIAL LETTER

2nd SEMESTER 2019

ASSIGNMENT 1

PRINCIPLES OF ENGLISH LANGUAGE USE

PLU411S
Dear Students of Principles of Language Use

This is a feedback tutorial on Assignment 1 which you have all just completed.

In addition to the individual comments made by your marker-tutors at the end of your assignments, this tutorial will focus on overall strengths and weaknesses of Assignment 1. It is hoped that these comments will also assist you with revision for your test and examination.

We will deal with each question as it appears in the assignment, give you the correct answers (the memorandum) for each question and point out any general problems and/or weaknesses experienced by some of the students.

**QUESTION 1: COMPREHENSION**

Here are the answers to the questions for the comprehension.

1.1 *She was released from jail two days before starting university.*
    *The academic staff are still debating whether she should have been admitted to the university.*
    *She murdered her 4-year-old son when she was still a teenager.*  
    (3)

1.2 She obtained two degrees.  
    (2)

1.3 It was about Catholic-run reformatories that had kept prostitutes and “fallen women” against their will.  
    (2)

1.4 The method was very difficult involving sending out photocopies from the Indiana archives and then studying them in detail for information she used for her thesis.  
    (2)

1.5 She didn’t want to raise a child that was handicapped/not normal.  
    (2)

1.6 *They may give the impression that Michelle Jones did not take her crime seriously or that she made light of her crime.*
    *They didn’t want Harvard University to be criticised for lowering their standards.*  
    (4)

1.7 (i) They could **object** to the fact that she was pardoned or given a second chance after committing a serious crime. It could be seen that her crime was overlooked or waived.
    (ii) Her life of repentance and wanting to change her life for the better probably impressed them.  
    (Any similar ideas)  
    (2)

1.8 that - the (Catholic-run laundry like) **reformatories**
    
    this - a 50-year sentence  
    (2)

1.9 (i) FALSE
(ii) TRUE
(iii) TRUE

1.10 *She committed the crime when she was still a teenager.
*She was beaten and abused by her mother while still pregnant with the child.
* Continuing to punish her will not bring her son back/ or help similar young children in the future.  (Any 2 reasons)

1.11 She needs to be given the opportunity to start afresh and know that people believe in her to change her life.

1.12 (i) terminates
(ii) heinous
(iii) meticulous
(iv) sacrilege

General Comments on the Reading Comprehension question:

Students achieved satisfactory marks in this question. Some students received very good marks ranging from 23 to 27. The passage was easy to understand and students generally understood most of the questions. For the benefit of those who did not get a good mark in this question, make sure that you read the passage and the questions carefully first before attempting any written answers. Because this is an assignment which you can do at home, you are allowed to make use of a dictionary to clarify any difficult words you may not have known or understood. This would have helped you to obtain a better mark, especially in the questions on vocabulary. Make sure to use the correct numbering as given in the assignment.

QUESTION 2: GRAMMAR  (30 marks)

Question 1

The following question also did not pose too many problems for most students. If you experienced some difficulty, you will find additional exercises/activities in the Principles of Language Use Study Guide. Do them to help you revise and consolidate this grammar section.

Read the passage carefully to give you a sense of the meanings of the correct answers in their context. For the purpose of this exercise, the correct answers have been highlighted for you.

Here is the Assignment question:

Read the following passage carefully and then answer the questions which follow:

1. Communication (a) (to be) part of our everyday life. We (b) (to greet) one another, smile or frown, (c) (to depend) on our moods. Animals also communicate, much to our surprise. Just like us, interaction among animals (d) (can) both verbal or non-verbal.

2. Singing is one way in which animals can interact with one another. Male blackbirds often (e) (to use) their melodious songs (f) (catch) the attention of the females. These
songs (g) (to be) usually rich in notes variation and encoding various kinds of messages. Songs are also used to warn and (h) (to keep) off other blackbirds from their territory, usually a place where they dwell and reproduce.

3. Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several hundred kilometres away.

4. Besides singing, body language also forms a large part of animals' communication tactics. Dominant hyenas exhibit their power by raising the fur hackles on their necks and shoulders, while the submissive ones normally "surrender" to the powerful parties by crouching their heads low and curling their lips a little, revealing their teeth in friendly smiles.

5. Colours, which are most conspicuously found on animals, are also an important means of interaction among animals. Male birds of paradise, which have the most gaudy coloured feathers often hang themselves upside down from branches, in the midst of fluffing plumes, displaying proudly their feathers, attracting the opposite sex.

6. The alternating black and white (i) (stripped/striped) coats of zebras have (ii) (their/there) roles to play, too. Each zebra is (iii) (borne/born) with a unique set of stripes which enables its mates to recognize them. When grazing safely, the stripes are all lined up neatly so that none of them (iv) (loses/looses) track of the other zebras. However, when danger such as a hungry lion approaches, they would dart out in various directions, making it difficult for the lion to (v) (chose/choose) his target.

7. Insects such as the wasps, armed with poisonous bites or stings, normally have brightly painted bodies to remind other predators of their power. Hoverflies and other harmless insects also make use of this fact and coloured their bodies brightly in attempts to fool their predators into thinking that they are as dangerous and harmful as the wasps too.

www.englishdaily.626.com>summary

The following are the correct answers to Question 2:

2.1 Give the correct form of the verbs (a) to (h) in the first two paragraphs. Simply write the letter (a) to (h) and next to each, the correct form of the verb.

(a) is
(b) greet
(c) depending
(d) can be
(e) use

(f) to catch
(g) are
(h) keep or to keep
2.2 Seven words are underlined in Paragraph 3. Write down the part of speech of each underlined word. In each case, write the word and the correct part of speech next to it. (7)

- the - article
- adventurous - adjective
- groan - verb
- while - conjunction (subordinating)
- sounds - noun
- surprisingly - adverb
- by - preposition

2.3 In paragraph 6 choose the correct word from each pair in brackets numbered (i) to (v). (5)

(i) striped
(ii) their
(iii) born
(iv) loses
(v) choose

2.4 The following sentence has been adapted from paragraph 4.

Body language forms a large part of animals' communication tactics.

Write this sentence in the negative form and as a question. (4)

Body language does not form a part of animals' communication tactics. (Negative form)

Does body language form part of animals' communication tactics? (Question)

2.5 Write the following sentence in the tenses indicated below it: (6)

Other harmless insects coloured their bodies brightly to fool their predators.

2.5.1 The Simple Present Tense

Other harmless insects colour their bodies brightly to fool their predators.

2.5.2 The Present Perfect Tense

Other harmless insects have coloured their bodies brightly to fool their predators.
2.5.3 The Present Continuous Tense

Other harmless insects are colouring their bodies brightly to fool their predators.

General Comments on the Grammar question:

Students had to give the correct form of the verb in brackets in (2.1). It was obvious from the first sentence that the simple present tense was used. This should have given a clue of the tense of the verb to be filled in.

In (2.2) students had to identify the parts of speech of the seven underlined words. It is important to look at the function of each word as it is used in the passage in order to know what part of speech it is. (For example, an adjective describes a noun, etc.) A number of students still have problems with parts of speech and should try some revision exercises. The seven words underlined in this question should not have presented serious problems as they were amongst the basic parts of speech.

QUESTION 3: ESSAY AND PARAGRAPH ANALYSIS

Read the following passage carefully and then answer the questions which follow:

1. There are so many lessons one can learn about life from a dog. Imagine this scenario: it is raining heavily outside and you need to leave for someone's house. The dog is up and eager to go with you. You tell it to stay home as you leave you see it squeezing out through the gap in the doorway. You scold it and order it back home. Then at every turn you make, you suddenly see it following you sheepishly at a distance. It follows at the risk of being reprimanded for the sole reason of being somewhere nearby. How else can we experience so selfless an instance of love and faithfulness? We can learn a lifelong lesson from this sincere warm display of perpetual companionship.

2. Observe the eating habits of your dog. It does not eat, except when hungry. It does not drink, unless it is thirsty. It does not gorge itself, it stops eating when it has had enough.

3. A dog also sets a perfect example of adaptability. If it is moved to a strange place, it is able to adapt itself to that place and to its thousand peculiarities without a murmur of complaint. It is able to learn and adapt to a new family’s ways and customs. It is quick and ready to please. Man, being accustomed to comfort and wealth will be lost if suddenly stripped of all he is accustomed to.

4. A dog also teaches us a thing or two about unselfish love. When a dog knows death is approaching. It tries with its last vestige of strength to crawl away elsewhere to die in order to burden its owners no more. My grandmother’s dog died last month.
5. A dog does things with vigour. However, when there is nothing to do, it lies down and rests. Furthermore, it does not waste its strength and energy needlessly. Many working people are burning the candles at both ends. Many suffer nervous breakdowns due to stress. They should learn to rest like a dog does.

www.englishdaily.626.com>summary

a) Identify the thesis statement of the passage and write it down. (2)
There are so many lessons one can learn from a dog.

b) Find the run-on sentence in paragraph 1 and correct it. (2)
You tell it to stay home as you leave you see it squeezing out through the gap in the doorway.
Correction:
You tell it to stay home. As you leave you see it squeezing out through the gap in the doorway.

c) Write down the topic sentence of paragraph 2. (2)
Observe the eating habits of your dog.

d) Write down the topic of the sentence you selected in (c) above. (1)
Observe

e) Write down the controlling idea of your topic sentence. (1)
the eating habits of your dog.

f) List any three main details expressed in paragraph 3 to expand or support the main idea of this paragraph. (3)
*If moved to a strange place it is able to adapt to that place.
*and to its thousand peculiarities without a murmur of complaint
*It is able to learn and adapt to a new family’s ways and customs.

g) Identify an irrelevant sentence in paragraph 4. (2)
My grandmother’s dog died last night.

h) Identify the comma splice in paragraph 2 and correct it. (2)
It does not gorge itself, it stops eating when it has had enough.
Correction:
It does not gorge itself. It stops eating when it has had enough.

i) Identify two transition words in paragraph 5 and write them down. (2)
however, furthermore

j) There is a sentence fragment in paragraph 4. Identify it and write it down. (2)
When a dog knows death is approaching

k) Correct the fragment sentence that you have identified in (j). (1)
When a dog knows death is approaching, it tries with its last vestige of strength to crawl away elsewhere to die in order to burden its owners no more.
General Comments on Essay and Paragraph analysis

This is the question that students generally do not do so well in and the one where they lose the most marks. They do not understand the terminology such as “topic sentence”, “sentence fragment”, “irrelevant sentences”, etc.

There is only one thing to do to improve your marks in this section: study these terms and in fact, this whole chapter so that you know and understand these concepts and can recognise the errors in a given passage. Most importantly, do not make these same errors in your paragraphs and essays that you are required to write.

QUESTION 4: PARAGRAPH-WRITING (20 marks)

Write a coherent paragraph on one of the topics below. Your paragraph should be about 100 to 150 words. You should use your own original ideas. This means that the content of your paragraph should not be copied from anywhere else otherwise you will lose marks. Please note that you are not asked to write an essay. If you write more than one paragraph, only the first paragraph will be marked.

a) The internet – a blessing or a curse?
b) The advantages or disadvantages of studying abroad
c) Education begins at home.
d) What I enjoy /or do not enjoy about the course I have chosen to study at NUST.
e) Lessons we still need to learn in Namibia
f) Cultivating the habit of reading

General Comments on paragraph-writing

The choices of topics made by students were a clear indication that they did not have a problem selecting one that they could write about. All the topics were selected and dealt with adequately. Students’ overall writing skills are improving although some students did not do so well in this question. It is important to be able to write paragraphs and essays that are up to standard and follow the structure you are given in the Guide.

Remember the three essential parts of a paragraph:

- an introductory paragraph (the topic sentence)
- the body consisting of approximately 6 to 8 sentences that support your topic sentence
- the concluding sentence that provides a suitable ending to your paragraph

When you are asked to write one paragraph, you are penalized if you write more than one paragraph. Fortunately there were very few students that made this mistake. Read ALL instructions carefully! You also need to practise writing paragraphs in preparation for your exam. Take the topics
you were given in the assignments. Use the ones you did not choose and write essays and paragraphs on them.

Finally, a word on plagiarism and academic dishonesty, remember you are penalised for using information from the internet and for quoting the material word for word (verbatim) without even attempting to paraphrase or use your own words to explain some of the ideas.

On a positive note, we wish you well with your test and exam and urge you to prepare yourselves by revising all notes in the Study Guide, look over your assignments and the memoranda and practise writing a few paragraphs as well as essays.

From all your Marker-Tutors

TOTAL MARKS FOR ASSIGNMENT 01: 100 MARKS