

Tutorial Letter 101/3/2018

Foundations in Applied English Language Studies ENG1502

Semesters 1 and 2

DEPARTMENT OF ENGLISH STUDIES

This tutorial letter contains important information
about your module.

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Dear Student

1 INTRODUCTION

Welcome to Foundations in Applied English Language Studies (**ENG1502**), a semester module that aims to improve your understanding of how the English language may be used in different contexts. As the module team, we trust that you will find this module useful and rewarding. We are determined to do our best to support and guide you throughout the semester. Do start with your studies early in the semester and submit your assignments on time.

One way of making a success of any module you are registered for at Unisa is to familiarise yourself with the different functions on *myUnisa*. Among a host of other functions, *myUnisa* will lead you to the different sites for the modules you are registered for. Visit these sites to learn more about your modules. The information uploaded may be in the form of announcements, discussion forums/fora, or tutorial letters. This tutorial letter (101), is already uploaded to the ENG1502 course site on *myUnisa* and can be viewed online. The module team will upload additional tutorial letters during the course of the semester and will communicate information to the effect through your *myLife* account. Please make sure to visit the ENG1502 course site regularly to see if any new material or announcements have been uploaded.

Contained in this tutorial letter is important information about the scheme of work, available resources, your lecturers, assignments, assessment criteria, instructions on the preparation and submission of your assignments as well as prescribed study material for this module. Please study this information carefully. Refer to this tutorial letter even as you write your assignments or prepare for your examination, and address questions to your tutors and lecturers.

You will be expected to complete TWO assignments. Be careful to answer the TWO assignments prescribed for the semester you are registered for. **Please note that you will not earn any marks for answering an assignment meant for a semester you are not registered for.**

Tutorial Matter/ Study Material

Unisa's Despatch Section will provide you with the following study material when you register for this module:

- This Tutorial Letter (101) (READ IT FIRST)
- Only Study Guide for ENG1502

Additional tutorial letters will be made available during the course of each semester. These will include:

- Tutorial Letter 102, which will contain whatever amendments we may need to make on the current tutorial letter; and

- Tutorial Letter 201, which will contain feedback on the two assignments set for the semester you are registered for, as well as examination guidelines for that semester. This tutorial letter will be uploaded online at least 10 days before your examination date.

You may download any of these study materials from the ENG1502 site on *myUnisa* under the 'Official study material' tab.

Inventory: You will receive an inventory, that is, a list of your study material and information about the modules you are registered for. See also the brochure entitled *Study @ Unisa* (which you must have received with your tutorial material). Check the study material that you have received against the inventory. You should have received all the items listed in the inventory. If not, you will be issued with a statement, "out of stock" or "not available" at the time of receiving your material. If any item is missing, follow the instructions on the back of the inventory letter without delay.

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of this module is to introduce some of the fundamentals of the English language. The module is one of two first year semester modules presented by the Department of English Studies and offered towards a BA degree, with majors in English Language and Literature. Its companion first level module is ENG1501: Foundations in English Literary Studies.

The graduate that we would like to produce should:

- 1) Gain a firm background in the theories underpinning the use of the English language;
- 2) Be able to use the English language with confidence in all its functions: reading, writing, speaking, and listening; and
- 3) Understand the structure and function of the English language in the various discourses, including literature, media and technology.

To achieve these outcomes, our graduates need to study a foundational module in Applied English Studies in the following areas:

- The sounds and sound patterns of the English language (phonetics and phonology).
- The formation of words and the relationship amongst them (morphology and syntax).
- Ways in which the language makes meaning and is used in context (semantics, pragmatics and discourse analysis); and
- The mutual relationship between language and society (sociolinguistics).

The module offers you an opportunity for a broad exploration and understanding of what these aspects of language are and how they relate to each other. The main emphasis is on the application of these theoretical concepts to the English language and on the laying of a foundation for further explorations in the second year. Unit 1 of your study guide gives the scope of the module as outlined below:

2.2 Outcomes

Outcome 1

Students can describe and explain the structure of texts above the single-sentence level.

Assessment criteria

Students can identify the purpose, structure, audience, tone and style of authentic texts such as advertisements, news reports and political speeches.

Outcome 2

Students can understand and explain the grammatical and functional structure of the English language.

Assessment criteria

Students can:

- 1) Identify words and phrases in clauses and sentences;
- 2) Describe and explain the functions of the constituents of a sentence; and
- 3) Describe the function of the major word classes: noun, verb, adjective, and adverbs, etc. and recognize the difference between content and structure words.

Outcome 3:

Students produce their own writing, practising the conventions of academic English.

Assessment criteria:

In written texts, students can:

- 1) Substantiate their ideas;
- 2) Use the standard form of the English language;
- 3) Write grammatical sentences;
- 4) Compose properly structured paragraphs;
- 5) Adopt a formal tone and style;
- 6) Organise ideas logically; and
- 7) Use correct spelling and punctuation.

2.3 Module Scope

This module is divided into three broad learning areas, namely:

Section A

Signs and Sounds: This area falls within Phonetics and Phonology of the English language.

Section B

Morphology and Syntax: This area looks at the formation of words and extends to cover the construction of sentences in English.

Section C

Discourse Analysis: Discourse Analysis looks at the use of language in texts. Texts may be in the form of excerpts from newspaper articles, books (fiction and non-fiction), literary texts, etc. One of the major markers in this area is the study of language features of given texts in English.

All these areas will be tested in assignments as well as in the examination. For examination purposes, the allocation of marks is 20% for Section A, 55% for Section B and 25% for Section C. The allocation of marks is slightly different for assignments.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

All the lecturers involved in guiding you through this module are eager to help you. Should you wish to meet with any of your lecturers regarding module content, feel free to contact them on the following contact details below and arrange a meeting:

Lecturer's name:	Ms Kgabo Maphoto (Primary Lecturer)
Building and office number:	TvW, 6-24
E-mail address:	maphokb@unisa.ac.za
Telephone number:	012 429-6128

Lecturer's name:	Mr Karabo Mohale (Co-Primary Lecturer)
Building and office number:	TvW, 6-21
E-mail address:	mohalne@unisa.ac.za
Telephone number:	012 429-2167

Lecturer's name:	Mr Moses Ralushai
Building and office number:	TvW, 6-11
E-mail address:	ralusm@unisa.ac.za
Telephone number:	012 429-6280

Lecturer's name: Mr Tlatso Nkhobo
Building and office number: TvW, 6-39
E-mail address: nkhobti@unisa.ac.za
Telephone number: 012 429-8332

Lecturer's name: Ms Katlego Thubakgale
Building and office number: TvW 6-41
E-mail address: thubaks@unisa.ac.za
Telephone number: 012 429-3806

Lecturer's name: Ms Margaret Steyn
Building and office number: TvW, 6-40
E-mail address: steynmc@unisa.ac.za
Telephone number: 012 429-2681

Lecturer's name: Dr Josephine Alexander
Building and Office number: TvW, 6-49
E-mail address: busarjo@unisa.ac.za
Telephone number: 012 429-3904

Lecturer's name: Ms Mante Mphahlele
Building and office number: TvW, 7-27
E-mail address: mphahm@unisa.ac.za
Telephone number: 012 429-6311

Always quote your student number when contacting your lecturers. All queries that are about the content of this module should be directed to the lecturers. Please have your study material at hand when you contact us.

Contact details of the relevant administrative officers will be communicated to you at the beginning of the semester.

3.2 Department

Contact e-mail addresses and telephone numbers are included above, but you might also want to write to us. Address your letters directly to:

The Level Coordinator (ENG1502)
Department of English Studies
PO Box 392
UNISA
0003

PLEASE NOTE: Letters to lecturers may not be enclosed in assignments.

3.3 University

You will find Unisa contact details for different services in *Study @ Unisa* brochure. Always have your student number with you when contacting the University.

4 RESOURCES

4.1 Prescribed books

The following TWO books have been prescribed for this module. You may find it difficult to study this module without the help of these books. Please buy them as soon as you possibly can.

The books are:

1. Carter, R. and Goddard, A. (2016). *How to Analyse texts: A Toolkit for Students of English*. Oxon: Routledge.
2. Mullany, L. and Stockwell, P. (2015). *Introducing English Language: A Resource Book for Students*. 2nd Edition. Oxon: Routledge.

If you experience any difficulties in obtaining these books from bookshops recommended by the University, please contact the Prescribed Books Section as soon as possible, at:

Tel. No.: 012 429 4152
Email: vospresc@unisa.ac.za

Be aware that books can also be bought online from sites such as:

www.kalahari.net and www.loot.co.za

4.2 Recommended books

1. Richards, C. and Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. 4th edition. London: Pearson Education Limited.
2. Horne, Felicity and Glenda Heinemann. (2006). *English in Perspective*. Cape Town: Oxford University Press.
3. Hornby, A.S. (ed.) (2010). *Oxford Advanced Learner's Dictionary*. 8th Edition. Oxford University Press.

4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support, etc.), please consult the publication *Study @ Unisa* that you received with your study material.

You are encouraged to participate in the following discussion fora between Students and lecturers on this site:

- ENG1502 course site – Discussion Forum: There will be ongoing discussions between students and lecturers;
- E-Tutor sites: Additional work set by your e-tutors will be discussed on the individual e-tutor site to which you are linked; and Face-to-face/contact tutoring: These take place at regional offices. Contact your nearest regional office for tutor sessions.

5.1 Information on tutorial offerings at Unisa

Please be informed that since 2013, Unisa has been offering online tutorials (e-tutoring) to students registered for modules at NQF levels 5, 6 and 7, i.e. qualifying first year, second year and third year modules respectively. Please log on to *myUnisa* to find out if any of the modules that you are registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students and an e-tutor who will be your tutorial facilitator. E-Tutors for first year modules are each allocated five hundred (500) students and those for second year modules, one thousand (1000) students. An sms will be sent to you informing you about your group, the name of your e-tutor and instructions on how to log onto *myUnisa*, in order to receive further information on the e-tutoring process.

E-tutoring takes place on *myUnisa* where you are expected to connect with students in your allocated group. You will need a computer with internet connection to participate in e-tutoring discussions and other activities. If you reside close to a Unisa regional Centre or a Telecentre contracted with Unisa, please feel free to visit any of these in order to access the internet-tutors are qualified to teach their respective modules and they are expected to guide you through your study material during this interaction process. In order to get the most out of e-tutoring, it is important that you participate in the online discussions that the e-tutor will be facilitating

There are modules that students have failed repeatedly. Such modules are allocated face-to-face tutors and tutorials for these modules take place at the Unisa Regional Centres. It is necessary for you to register at your nearest centre to secure attendance at these classes.

Tutoring is offered free of charge, be it online or face-to-face. Note also that you may want to register for both.

5.2 Contact with fellow students

It is advisable to have contact with fellow students. One way of doing this is to form study groups. Go online and access the Learner Support and Regions link for help.

If you have access to a computer that is linked to the Internet, you can quickly access resources and information regarding your studies. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students as well as with the administrative departments at Unisa – all through the computer and the Internet.

5.3 How to access the *myunisa* website

Start at the main Unisa website, <http://www.unisa.ac.za> and then click on the "Login to *myUnisa*" link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

5.4 Downloading Tutorial Letters from *myUnisa*

All the Tutorial Letters are uploaded to *myUnisa*. You should, therefore, access this material yourself whilst waiting for the printed version to reach you. Refer to *myUnisa* on a regular basis and keep up to date.

5.5 Discussion Forums on *myUnisa*

You can interact with the teaching team on the discussion forums. You will also be placed in a group led by an e-tutor. Once you have been allocated an e-tutor, you will then receive a text message (sms) giving you details about your group. Please use this resource to enhance your learning experience.

Please consult the publication *Study @ Unisa* which you can download from the Unisa website.

6 STUDY PLAN

Please refer to your *Study @ Unisa* brochure for general time management and planning skills

Your work schedule for this specific module is set out in the tables below:

SEMESTER 1 (S1)

Date	Task
January	Register, buy your prescribed textbooks and begin reading them together with the study guide.
February	Continue reading all the above, and be mindful of the assignment dates as well as other important dates, like your examination date.
March	Submit assignment 1 (Ass. 01)
April	Submit assignment 2 (Ass. 02)
April to May	Study for the May/June examination
May	May/June Examination

SEMESTER 2 (S2)

Date	Task
June	Register, buy your prescribed textbook and begin reading them together with the Study guide.
July	Continue reading all the above, and be mindful of the assignment dates as well as other important dates, like your examination date.
August	Submit assignment 1 (Ass. 01).
September	Submit assignment 2 (Ass. 02).
September to October	Study for the October/November examination
October	Oct/Nov Examination.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment criteria

The assessment criteria for the prescribed assignments are determined separately per assignment and per question. Some questions are short and require short answers. The responsibility lies on you, the student, to read each question clearly and work out an appropriate response in terms of length and detail. Mark allocations provide good guidelines in this regard.

Some questions may have a number of sections – read the questions and respond to the sections of the questions as required or as set out in the instructions.

Text-based questions are deliberately designed to direct your thinking and responses. It is important that you refer to the text on which the question is based. Draw examples from the given text, unless otherwise required.

This is an English language module and correct use of the language is important. Your sentences must be well-formed and informed, your grammatical expression correct, and your presentation of ideas coherent. You will be assessed on these language issues, whether the fact is mentioned in a given question or not.

8.2 Assessment plan

This module views assignments as an integral part of the learning material. As you work on each assignment, study the prescribed texts, consult other relevant resources, and/or discuss the work with fellow students or your tutors. Noting the assessment criteria provided for each assignment will help you to understand what is required of you.

Your final mark for this module will consist of a year mark that will be calculated using the marks for both assignments and the mark you achieve in a two-hour written examination at the end of the semester. Your year mark will count 30% towards your final mark while the examination mark contributes 70%. The two assignments carry equal weighting.

NB: Do not copy other students' work. While you are encouraged to discuss study material and assignment questions with other students in study groups or on discussion fora, your work cannot be a duplicate of your peers. In the event that two or more assignments are found to be extra-ordinarily similar, a 0% mark will be awarded for all the assignments concerned. No amount of negotiation in mitigation will be entertained. Please note that should the matter be reported to higher authority, dire consequences may follow. By all means study with other students, but be vigilant against submitting work that is uncannily similar to that of your study partners.

Feedback on assignments

Your assignments will be marked and feedback provided on each assignment. Markers of your written assignments will use a standardised marking guideline. As already mentioned, the overall feedback on the correct and suggested responses will be compiled and sent to you through a separate feedback tutorial letter, namely, Tutorial Letter 201.

It is important to note that assignment questions may not cover all the sections of the study material. Even so, it is your duty as a student to study all the prescribed material.

8.3 Assignment numbers

8.3.1 General assignment numbers

Assignments are numbered consecutively per semester module, starting from 01. There are two assignments for this semester module: Assignment 01 (Ass. 01) and Assignment 02 (Ass. 02).

8.3.2 Unique assignment numbers

ASSIGNMENT	SEMESTER	UNIQUE NUMBER
01	1	711480
02	1	859531

ASSIGNMENT	SEMESTER	UNIQUE NUMBER
01	2	822505
02	2	767803

8.4 Assignment due dates

SEMESTER 1 (S1)

ASSIGNMENT	DUE DATE	REMARKS
01	5 March 2018	Compulsory
02	4 April 2018	Compulsory

SEMESTER 2 (S2)

ASSIGNMENT	DUE DATE	REMARKS
01	1 August 2018	Compulsory
02	3 September 2018	Compulsory

Please be careful to complete assignments for the specific semester you are registered for. Assignments submitted for a semester you are not registered for will earn you a 0% mark.

8.5 Submission of assignments

You may submit written assignments either electronically via *myUnisa* or by post. Assignments may not be submitted by fax or e-mail. For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*. If you are posting your assignment, it should be addressed to:

The Registrar
PO Box 392
UNISA
0003

If you are submitting your assignments electronically via *myUnisa*, please make sure that you use ONE of the following file formats:

- Portable document format (a .pdf file) – this is our preferred file format as it makes it easy for markers to open and make comments; and
- MS Word (a .doc or .docx file).

Other file formats will not be accepted.

To submit an assignment via *myUnisa*:

- Go to *myUnisa*.
- Log in using your student number and password.
- Select the module.
- Click on assignments in the left-hand menu.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

8.6 The assignments

SEMESTER 1	
ASSIGNMENT 01: COMPULSORY FOR EXAMINATION ADMISSION	
Due Date:	5 March 2018
Unique Number:	711480

This assignment will be assessed out of 50% on Sounds and Sound Patterns, i.e. Phonetics and Phonology and 50% on Morphology and Syntax.

Refer to Units 1 – 3 of the Study Guide, Sections A and B in *How to Analyse Texts* by Carter and Goddard (2016) and Units 1 and 2 in *Introducing English Language* by Mullany and Stockwell, 2nd Edition, (2015).

Please do not use examples found in the Study Guide or any of the prescribed texts for this module. You are encouraged to read other related sections in the prescribed textbooks and consult library sources for more information on the topics covered in this assignment.

SOUNDS AND SOUND PATTERNS

Questions 1 – 4 are worth 50%.

Question 1: Vowel Sounds

Read the following passage and answer the questions that follow:

Opera is a dramatic art form that originates in Europe. The content is emotional and it is conveyed through lyrics as well as vocal and instrumental music. The primary elements of theatre such as scenery, costumes, and acting are used to present the drama in an opera but the words are sung rather than spoken. A musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra accompanies the singers. Opera is different from musical theatre in which an actor's dramatic performance is primary, and the music plays a lesser role.

Adapted from <http://www.grammarbank.com/short-reading-comprehension-passages.html>

Identify the vowels underlined in the following words. In each case, indicate if the vowel is a monophthong or a diphthong:

- a) Originates
- b) Musical
- c) Europe
- d) Role
- e) Symphonic

(10 marks)

Question 2: Syllables

How many syllables are in the following words?

- a) Emotional
- b) Accompanied
- c) Ensemble
- d) Orchestra
- e) Instrumental

(5 marks)

Question 3: Consonant Sounds

In which words can you find the following consonant sounds?

- a) /θ /
- b) /Ō /
- c) /k/
- d) /ŋ/
- e) /ʃ /

(5 marks)

Question 4: Stress Placements

Read the following sentences carefully and indicate the correct stress placement for each of the underlined words. Use capital letters to indicate stress placement.

Example: It is time to recruit new employees.

Answer: reCruit

- a) The increase in salary was adjusted.
- b) I increase my premium with my insurance company.
- c) They contract the dreaded disease at sea.
- d) My record was kept in the school.
- e) The Principal advised the students at assembly.

(5 marks)

MORPHOLOGY AND SYNTAX

Question 5 is worth 50%.

Refer to Units 3 and 4 of the Study Guide, Section B in *How to Analyse Texts* by Carter and Goddard (2016) and Unit 2 in *Introducing English Language* by Mullany and Stockwell, 2nd Edition, (2015).

Please do not use examples found in the Study Guide or any of the prescribed texts for this module. You are encouraged to read other related sections in the prescribed textbooks and consult library sources for more information on the topics covered in this assignment.

Question 5: Morphemes

- a) **To make the most out of this question, start by looking up the meaning of the terms ‘morpheme’, ‘lexeme’, ‘prefix’, ‘base’ and ‘suffix’.**

Complete the table below by providing the most appropriate entry. Each correct entry will earn you one mark.

	Lexeme	Prefix	Base	Suffix
example	disappearance	dis-	appear	-ance
	(1)	(2)	fury	(3)
	malfunctioning	(4)	(5)	(6)
	(7)	(8)	inside	(9)

(9 marks)

- b) **The following words are not examples of bound morphemes. Explain why.**

- i. caption
- ii. amuse
- iii. image

(6 marks)

- c) In what way is the word 'mores' not a derivation of the comparative determiner 'more'? (2 marks)
- d) It is arguable that the word 'fortnight', as used in the sentence 'The series will be aired every fortnight', is an example of a free morpheme and not a bound one. Explain. (2 marks)
- e) How are morphs different from allomorphs? (1 mark)
- f) With the use of examples, illustrate what is meant by an inflectional morpheme. (4 marks)
- g) Morphology refers to the contents of both grammatical morphemes and inflectional morphemes. True OR False. (1 mark)

Total marks for this assignment: 50 x 2 = 100 marks

End of Assignment 01

SEMESTER 1	
ASSIGNMENT 02: COMPULSORY	
Due Date:	4 April 2018
Unique Number:	859531

This assignment will be assessed out of 60% Morphology and Syntax and 40% Discourse Analysis.

Refer to Units 3 – 6 of the Study Guide, Sections B and C in *How to Analyse Texts* by Carter and Goddard (2016) and Units 3 - 5 in *Introducing English Language* by Mullany and Stockwell, 2nd Edition, (2015).

Please do not use examples found in the Study Guide or any of the prescribed texts for this module. You are encouraged to read other related sections in the prescribed textbooks and consult library sources for more information on the topics covered in this assignment.

MORPHOLOGY AND SYNTAX

Questions 1 – 3 are worth 60%.

Question 1: Syntax

- a) Compose a simple sentence and develop it into a compound sentence as well as a complex sentence. (3 marks)

- b) Explain how your given complex sentence differs from your compound sentence and your simple sentence. (4 marks)

- c) Read the following extract from a short story by ESKIA'S Mphahlele and identify sentence types:
- (1) It was useless asking him about Hunadi's man or her son, rumoured to be in Johannesburg. (2) Rumour even had it that the youth had become one of the malaeta. (3) These were boxing gangs who marched to some open ground on the edge of town every Sunday afternoon for their bouts of fisticuffs. (4) It was a tough, bloody sport, but it did not of itself lead to crime. (5) Hunadi was really alarmed when it was reported that her son had become a bum, a drunk; that he had become a hole-digger. (6) This meant that he was being kept by a beer-brewing queen who gave him food and sleeping room in return for digging holes in the yard to conceal tins of beer against police raids . . .*
- (6 marks)

NB: The sentences have been numbered for easy reference.

- d) Do you agree that the expression 'really alarmed', from the extract, is an example of an adjective phrase? Support your answer. (2 marks)

Question 2: Denotative and Connotative Meanings

Depending on our experiences, words/phrases acquire negative, neutral or positive connotations. Provide negative connotations attached to the words/ phrases below.

- a) heavily-set
 b) dog
 c) child
 d) food
 e) owl
- (5 marks)

Question 3: Ambiguity

The following sentences may have several interpretations. Provide two possible interpretations for each of the sentences.

- a) It is official. The meeting is scheduled for 2pm and 3pm or 7pm.
 b) Parliament is to grill the Public Protector over the report.
 c) She was on the phone.
 d) Squad helps dog bite victim.
 e) Pour the juice in the jug on the table.
- (10 marks)

DISCOURSE ANALYSIS

Questions 4 and 5 are worth 40%.

Question 4: Analysing Authentic Texts in the Real World

NB: Marks will be deducted for poor expression.

Read Texts A and B below and answer following questions.

Text A

Tuesday, January 6, 2017

A reasonable day fair good day. Everyone is hopping busy. We went to labour in the building of our municipality. We are building the houses in two rows for more safety. There is to be a street between named Robert Sobukwe after one of South Africa's great struggle icons. Some worked today at forming bricks. I carried buckets of water from the tap nearby. I was paired off with Tebogo Ledwaba. I fancy him. We spoke little. Sometimes he seems almost friendly. I do not understand him.

Wednesday, January 7

While busy at the building site, Musa Cele, a Counsellor, came to bring boiled maize. We were starving by then. He pleased everyone much by bringing something to eat. We worked at the building, arm-weary by evening, even the men.

Text B

*The National Trading Company LTD,
246 Main Street
Benoni 0076
17th February 2003.*

Dear Sirs,

*Would you please send me as soon as possible the following:
30 large drums of petrol (7350 liters)
4 large drums of engine oil (570 liters)
The goods should be sent to me at my farm "Roses Smell Sweet".
I am enclosing a cheque for R5, 760.79 to cover the cost of the goods and delivery.*

*Yours faithfully,
J C Le Roux.*

- a) How would you classify each text? (2 marks)
- b) Give a comparative analysis of the texts with reference to the following aspects, giving evidence for your opinion.
 - i. Field (situation/context) (3 marks)
 - ii. Mode (spoken/written, how they compare) (3 marks)

- iii. Tenor (personal relationships involved in the situation) (3 marks)
- iv. Language structure (describe the linguistic uniqueness of each text) (4 marks)

Question 5

Consider the following excerpt from a conversation among three friends and analyse it on the basis of the content covered in A5 and B5 of your textbook (Mullany and Stockwell, 2010) and Unit 6 of the Guide using the following terms: *purpose, mood, tone, turn taking, preferred responses, dispreferred responses, questions-answers*.

Thando: Guess what. (*line 1*)

Ruth: What? (*line 2*)

Dineo: Pat's coming tomorrow. (*line 3*)

Ruth: [chuckles while reading a book] (*line 4*)

Thando: What are you chuckling about? (*line 5*)

Ruth: This story, it's so off the wall! (*line 6*)

(5 marks)

Total marks for this assignment = 50 x 2 = 100

End of Assignment 02

END OF ASSIGNMENTS FOR SEMESTER 1

SEMESTER 2	
ASSIGNMENT 01: COMPULSORY FOR EXAMINATION ADMISSION	
Due Date:	1 August 2018
Unique Number	822505

This assignment will be assessed out of 50% on Sounds and Sound Patterns, i.e. Phonetics and Phonology and 50% on Morphology and Syntax.

Refer to Units 1 – 3 of the Study Guide, Sections A and B in *How to Analyse Texts* by Carter and Goddard (2016) and Units 1 and 2 in *Introducing English Language* by Mullany and Stockwell, 2nd Edition, (2015).

Please do not use examples found in the Study Guide or any of the prescribed texts for this module. You are encouraged to read other related sections in the prescribed textbooks and consult library sources for more information on the topics covered in this assignment.

SOUNDS AND SOUND PATTERNS

Questions 1 – 4 are worth 50% of the assignment.

Question 1: Sounds and Sound Patterns (Phonetics and Phonology)

Read the following passage and answer the questions that follow:

I should thank you first because had it not been for you, I would never have discovered the deceit I have been living with from all these years'. He winced. "It was revealed in hospital today that none of my children are my children. I found out, just today, that the children I have nurtured and called mine were sired by my wives lay on their back for." As he said this, he coughed up phlegm and aimed what he had collected at Iya Femi. He aimed well; it flew through the air and landed on her forehead with a splatter.

Extract from *The Secret Lives of Baba Segi's Wives* by Lola Shoneyin 2010

Identify the consonants underlined in the following words. In each case, indicate if the consonant is voiced or voiceless:

- a) Phlegm
- b) Children
- c) Thank
- d) You
- e) Should

(10 marks)

Mark allocation: One mark for identifying the consonant and 1 mark for indicating if the consonant is voiced or voiceless.

Question 2: Syllables

How many syllables are in the following words?

- a) Splatter
- b) Discovered
- c) Sired
- d) Because
- e) Coughed

(5 marks)

Question 3: Vowel Sounds

Match the words in the first column with the vowel sounds in the second column:

Words	Vowels
1. through	a. /ʌ/
2. just	b. /aʊ/
3. this	c. /æ/
4. out	d. /ɪ/
5. back	e. /u:/

(5 marks)

Question 4: Pronunciation

Some English words have sounds that are not articulated/voiced during pronunciation. From the list below, identify five whose sounds are entirely articulated.

- a) rhetorical
- b) psychology
- c) relationship
- d) refuse
- e) disburse
- f) tongue
- g) crime
- h) jogging
- i) heal
- j) prorate

(5 marks)

MORPHOLOGY AND SYNTAX

Refer to Units 3 – 6 of the Study Guide, Sections B and C in *How to Analyse Texts* by Carter and Goddard (2016) and Sections B and C in *Introducing English Language* by Mullany and Stockwell, 2nd Edition, (2015).

Please do not use examples found in the Study Guide or any of the prescribed texts for this module. You are encouraged to read other related sections in the prescribed textbooks and consult library sources for more information on the topics covered in this assignment.

Questions 5 – 8 are worth 50%.

Question 5: Morphemes

To make the most out of this question, start by looking up the meaning of the terms ‘morpheme’, ‘lexeme’, ‘prefix’, ‘base’ and ‘suffix’.

- a) Complete the table below by providing the most appropriate entry. Each correct entry will earn you one mark.

	Lexeme	Prefix	Base	Suffix
Example	wilful	none	will	-ful
	amazing	(1)	(2)	(3)
	(4)	en-	close	(5)

(5 marks)

- b) From the lexemes identified above, identify at least one example of a derivational morpheme. (1 mark)
- c) Explain why the lexeme ‘amazing’, is not derived from the base ‘maze’. (2 marks)

Question 6: Word formation processes

- a) The sentence 'Let's go for *drinks* on Friday afternoon' is an example of _____. (1 mark)
- b) Explain the word formation process in a) above. (2 marks)
- c) Clippings, as in 'advert' or 'ad' for 'advertisement', have become acceptable even in formal language today. Give one other example of clipping (1 mark)

Question 7: Conjunctions

Use appropriate conjunctions to complete the following sentences.

- a) It really does not matter _____ it rains this afternoon.
- b) _____ the athlete did not perform as expected, she still managed to finish the race.
- c) Will this man _____ get it?
- d) _____ I known, I wouldn't have invested my money with her.
- e) Stay calm, _____ the doctor arrives.
- (5 marks)

Question 8: Syntax

The following four sentences are grammatically incorrect. Underline the errors in the sentences and explain the nature of identified errors.

- a) After I wrote this examination, Jane and I would go and have some shopping. (2 marks)
- b) Were is the new books. (2 marks)
- c) The boy look very sick. (2 marks)
- d) I could not believe that he can treat me like that! (2 marks)

Total marks for this assignment: 50 x 2 = 100 marks

End of Assignment 01

SEMESTER 2

ASSIGNMENT 02: COMPULSORY

Due Date: 3 September 2018

Unique Number: 767803

This assignment will be assessed out of 60% on Morphology and Syntax and 40% on Discourse Analysis.

Refer to Units 3 – 6 of the Study Guide, Sections B and C in *How to Analyse Texts* by Carter and Goddard (2016) and Sections B and C in *Introducing English Language* by Mullany and Stockwell, 2nd Edition, (2015).

Please do not use examples found in the Study Guide or any of the prescribed texts for this module. You are encouraged to read other related sections in the prescribed textbooks and consult library sources for more information on the topics covered in this assignment.

MORPHOLOGY AND SYNTAX

Questions 1 – 5 are worth 60%

Question 1: Sentence Types and Phrases:

Determine the phrases used in the following sentences:

- a) We will have to wait until the rain stops.
- b) Neither Peter nor Thato could be found.
- c) I can't wait to meet him!
- d) Please call me as soon as you reach the station.
- e) Apples and bananas are commonly grown in South Africa.

(5 marks)

Question 2: Modals

Choose appropriate modals to use from the list provided below:

could, ought, should, couldn't, might, shall, would, has, may, had

- a) Considering the current economic situation, it _____ be interesting to see how the Reserve bank Governor chooses to react to the threat of foreign disinvestment.
- b) Much as I _____ wanted to stay longer, I was forced to return home before midnight.

- c) Given the circumstances, you _____ not even think about doing that!
- d) He _____ come, seen that his leave was not approved.
- e) I'm still hopeful. The company _____ just revise the offer.

(5 marks)

Question 3: Ambiguity (Lexical and Semantic)

It is important that we always communicate as clearly as possible in order to avoid sending confusing messages. The following sentences have the potential to be interpreted in more than one way. Provide two interpretations for each of the following statements below:

- a) "I can't recommend this man too highly", said Emily, introducing her friend to her neighbour, on a blind date.
- b) The kettle is boiling.
- c) She was quite pleased at meeting her boss's husband.
- d) Let me know if you can't make it.
- e) Meet me at the bank.

(10 marks)

Question 4: Homophones

The following sentences demonstrate the importance of being aware of the use of homophones in our communication. Construct two sentences using each of the following words to illustrate how they can be used in at least TWO different contexts.

- a) Desert
- b) Record
- c) Present

(6 marks)

Question 5: Denotations and Connotations

We have so far established that language is a dynamic entity. Not only does it evolve over time – it also assumes meaning based on cultural differences. The following words show how meaning may differ from culture to culture, location to location. Give ONE connotative meaning for each of the following words:

- a) Zoo
- b) Church
- c) University
- d) Government

(4 marks)

DISCOURSE ANALYSIS/LANGUAGE IN ACTION

Question 6 is worth 40%.

Question 6

Read the following excerpt from a speech by Dr Mary Hlatshwayo, an educator at Progress College, and answer the questions that follow.

‘Instances of abuse at schools are not a new phenomenon. Throughout history, learners have fallen victim to all sorts of abuse from either their peers who bully them or some of the educators who act in unscrupulous ways towards them. As if that was not enough, some learners face abuse at home in the hands of either their biological parents, their stepparents or some close relative.

That abuse is still prevalent today is an indication of some of the weaknesses of modern society. It knows no bounds as it shows no regard to age, social status or cultural background. It is as if the more we advance in some areas, the more we fail to make similar progress in others. As abuse happens in schools and homes, it illustrates that children, some in their teens, are some of the most vulnerable members of our society. I say ‘some’ because children are not the only members of society who face abuse at the hands of those close to them. There are reports of abuse of the elderly, reports of abuse of those living with disabilities of different sorts, reports of abuse of women, and, brace yourselves for this – reports of abuse of men. Yes! (pause). But, I digress. That’s a topic for another day.

Friends, we have a mammoth task ahead of us. I can’t help but ask myself the question as to whether we have the will to put an end to all forms of abuse, especially the abuse of learners at the hands of their peers, their educators and their relatives, or are we going to allow violators to get away with it? You be the judge!’

- a) Comment on Dr Hlatshwayo’s speech by using only **TWO** of the following aspects of analysis:
 - i. Audience
 - ii. Tone
 - iii. Purpose
 - iv. Register (6 marks)
- b) At least three rhetorical devices stand out in the speech. Identify two of the devices and comment on their effect in the speech. (6 marks)
- c) Which word does the situational pronoun ‘it’ at the beginning of the second sentence in the second paragraph represent? (1 mark)
- d) _____ is a singular personal pronoun used thrice in the excerpt. (1 mark)
- e) _____ is a second person pronoun used in the excerpt. (1 mark)
- f) In a paragraph of 130 words, comment on whether or not you share Dr Hlatshwayo’s views. (5 marks)

Total marks for this assignment: 50 x 2 = 100

End of Assignment 02

END OF ASSIGNMENTS FOR SEMESTER 2

8.7 Other assessment methods

None

8.8 The examination

For general information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*.

8.8.1 Examination period

This module is offered in a semester period of fifteen weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2018 and the supplementary examination will be written in October/November 2018. If you are registered for the second semester you will write the examination in October/November 2018 and the supplementary examination will be written in May/June 2019.

During the semester in which you are registered, the Examination Division will provide you with information regarding the examination in general, including examination venues, examination dates and examination times.

8.8.2 Examination paper

This module has a TWO-HOUR written examination.

8.8.3 Previous examination papers

Previous examination papers should be available on *myUnisa*. Examination questions will be similar in structure to those in previous examination papers. Memos for previous examination questions are not shared with students.

8.8.4 Information on the examination

To help you in your preparation for the examination, a tutorial letter will be sent to you and posted on *myUnisa* under "Official Study Material". This will explain the format of the examination paper and set out clearly what material you have to study for examination purposes.

9 FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A-Z guide of frequently asked questions and the most relevant study information. Three of those questions are answered below:

9.1 FI concessions

You qualify for FI concession status only if you are a final year student and are left with one or two modules left to complete your qualification. You must have written and failed an examination on both these module before you are granted this status. Academic departments do not grant the FI status. Qualifying students are contacted by the Exam Division and informed of their status.

As a Department, we have had numerous requests from students to be granted the FI concession status. We are not able to help in this regard and calling us and sending us emails will not help. You need to be identified first by the Exam Division and only then shall we be able to communicate with you regarding what steps to take going forward.

9.2 Examination re-marking

Academic departments do not handle the administration of the re-marking of examination papers. Every student has the right to apply for examination re-marking of any (examination) paper they are not satisfied with the results thereof. As in the case of FI concession status, you need to direct your query at the Exam Division and not your academic department. A lot of time is wasted in students contacting academic departments requesting examination re-marking when they should be contacting the Exam Division. Note also that there is a fee paid for the service. The Exam Division handles all the administration.

9.3 Completion of the plagiarism form

It is good practice that you complete the plagiarism form and attach it to each assignment you submit. Please do not contact your lecturers should you forget to attach the plagiarism form. Simply ensure that you do not repeat the mistake with your next assignment.

10 SOURCES CONSULTED

See the prescribed and recommended books in Paragraph 4 above.

11 IN CLOSING

Once you have completed both your assignments, you can get ready for the examination. The assignments will act as good examples of the type of questions you will be asked in the examination. **Please understand that examination questions will not be repeated.** Use previous examination question so as to get an idea of how questions may be phrased and not in the hope that the questions may be repeated.

12 ADDENDUM

Module Information

Title of module: Foundations in Applied English Language Studies
Module code: ENG1502
Department offering the module: English Studies

13 PLAGIARISM

PLEASE READ THIS VERY IMPORTANT INFORMATION

While you are strongly encouraged to become familiar with a broad range of ideas, be very vigilant of plagiarism. Any idea or argument that you incorporate in your essays, if drawn from elsewhere, must clearly credit its source (and this, very importantly, includes internet sources). Remember that plagiarism is a serious offence and, while often committed inadvertently, may result in zero percent (0%) being awarded for submitted work.

Please note that although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, each assignment submitted should give the reader a sense that it is of original thought, even when ideas could have been sourced from others, including fellow students. It is unacceptable for students to submit identical assignments on the basis that they worked together. This is a form of plagiarism and once when discovered, it will earn each concerned student a 0%. No amount of pleading and negotiating will be entertained. Furthermore, these students may be subjected to University disciplinary proceedings.

Please read the detailed explanation below very carefully:

- If you copy something out of a book, an article, a website or another document without acknowledging its source, and pass it off as your own, that is plagiarism. In effect, you are stealing something that belongs to someone else and dishonestly pretending that it is your own.
- If you paraphrase material (i.e. Change the wording slightly) or use ideas or a line of argument without acknowledging the original source, this also constitutes plagiarism and the same severe penalty will apply.
- It is not enough to cite sources in the bibliography at the end of your essay. You must refer to these in the body of your essay, in brackets, next to every statement that is based on the borrowed formulation or ideas.
- Students' Disciplinary Code (2014) is available on *myUnisa*. Kindly read the University's Policy for Copyright Infringement and Plagiarism (2005) as well.

Attach only one of the declaration of plagiarism forms which appears on the last page of this tutorial letter to each assignment. If you are submitting the assignment electronically, via *myUnisa*, please copy and paste the declaration into your document and add your initials and name. You need not furnish a digital signature.

The following are examples of the type of reference and quotation you are expected to provide:

- As suggested by J. Smith (1988:64), it would be fruitful to explore further Jane Austen's attempt to subvert society expectations. Therefore, I propose to investigate this aspect.

- I intend to pursue the line of inquiry opened by J. Smith (1998:64-76) regarding Jane Austen's attempt to.... and I would like to offer further arguments in support of Smith's suggestion... The ellipsis (...) indicates where you would expand on that line of thought.

- After consulting an article on J.M. Coetzee on Google Scholar (cite the exact website), I have reconsidered my views on Coetzee's portrayal of Elizabeth Costello...I disagree, however, with some of the author's assertions, namely...
- In approaching the assignment question, I took as my starting point Sarah Werner's comment: "to insist on the primacy of character is to miss the opportunity to contest the idea of Shakespeare's universal truth" (2001:36). My argument partly supports and counters hers.

You would do yourself a great service by familiarising yourself with these techniques early on as they form part of academic integrity.

We trust that you will enjoy this module and we wish you all the success in your studies.

ENG1502 Teaching Team, 2018.

DECLARATION REGARDING PLAGIARISM

Name (in full): _____

Student Number: _____

Assignment number: _____ Unique number: _____

I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the department's policy in this regard. I have not allowed anyone else to borrow or copy my work.

Signature: _____

Date: _____



DECLARATION REGARDING PLAGIARISM

Name (in full): _____

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Assignment number: _____ Unique number: _____

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Signature: _____

Date: _____



