

FEEDBACK TO STUDY GUIDE ACTIVITIES

The following are suggested answers to some of the activities taken from Study Units 1 and 2.

Please note that this module does not have a CD. The reference to a CD in Study Unit 5 of your Study Guide (i.e.p.61, 62, 63, 67) is a printing error.

STUDY UNIT 1 (ACTIVITY 2)

Imagine you have been told there is a scholarship grant available to students for University tuition. The grant is accessible through the *First Lady* (wife to the president) all applications have to be directed to her. The application should detail why the applicant thinks they deserve this grant. Your written letter ought to take the following form:

Procedure (Step by Step)

The main result that you want your letter to the First Lady to achieve is an approval for the scholarship grant. From several other applications that will be received, yours must stand out from the other applicants. Write your letter in such a way that will make the First Lady or her emissaries want to meet you.

Step 1:

Know more

Prior to writing your letter, take the time to find out about the scholarship grant, the terms of reference and qualifying elements. You may briefly mention some of this information in your letter.

Step 2:

The personal touch

In as much as you will get ideas from various sources, ensure that the letter reflects your personal style and your personality.

Step 3

Style

The purpose of the letter is to convince the First Lady that you qualify for the grant. Avoid complex

sentences and go straight to the point. Explain simply and clearly what it is you are looking for and what you have to offer. Stick to what is important; the rest will be dealt with later. Make sure it is no longer than a page of A4.

Step 4

Focus

Focus on your strong points. Your aim is to make the First Lady's office at the least shortlist you for an interview. Include strong points in your letter of in the first few sentences.

Step 5:

Are you qualified?

As expected, you have made some enquiries regarding what will make you eligible for the grant. Beef up your letter with the most important elements from your curriculum vitae or academic records that will interest the Grantees Office the most. For instance, if one of the criteria for getting the grant is experience on the job, mention briefly what it is that makes you think you are qualified for the grant.

Step 6:

Use of tone

Let your tone maintain balance between persuasion and modesty. Whilst your use of words has to humbly appeal to the reader, equally desist from under-estimating yourself or appear too modest. For instance, do not use words such as 'I beg you' 'I am on my knees' 'I desperately....' 'Please consider me'. Rather, use words such as 'I would appreciate' 'I anticipate a favourable response' 'I welcome an objective decision'

Step 7:

Clarity and persuasion

You do believe that this scholarship opportunity is for you? Clearly explain to the First Lady why they should grant you the scholarship spot rather than someone else. Make use of all your powers of persuasion. Look at the criteria requested for the application and explain how and why they correspond to you.

Step 8

Be objective

What do you expect to do or be after the programme is completed? Set out your career ambitions in a positive way. Also talk about what you have achieved and what you are proud of.

Step 10:

Back up what you write about

Mentioning your qualities may just not be enough. Back it up with examples and other relevant support information

By and large, your checklist should have included the following:

- Did I bear in mind from the onset that my letter is persuasive as opposed to argumentative?
- Did I take into consideration the format that is expected of this letter? (usually specified in the application guidelines)
- Have I been consistent with the purpose for my letter or have I deviated into other areas?
- Did I take my audience into consideration all the time in terms of use of the following: diction, style, tone, format etc.?
- Did I take into consideration a range of strategies / persuasive rhetorical devices that will enable my letter convince the First Lady's Office regarding my request? (These include choice of words, use of quotations, emotive language, active voice, jargons, cohesive devices [grammatical and lexical])

Answer to Activity Task:

After having exchanged letters and comments on each other's letters, you may use this table to determine the strategies that a writer used to persuade the First Lady:

What did the writer write about?

What elements in this letter make you think that this letter will or will not appeal to the First Lady in considering the grant?

What is the key statement in this letter?

How has the writer organised and outlined ideas?

Does letter clearly have the 3 parts of introduction, body and conclusion?

Was the letter well revised (proof read, free from errors, spelling mistakes)?

STUDY UNIT 1 (ACTIVITY 3)

In this activity, you were given a table with three sets of titles upon which you upon which you were requested to comment respectively. Your comments needed to have the following elements:

- Is this title informative?
- Is it engaging?
- What are my reasons for asserting the above?

Some possible answers

Group 1	Group 2	Group 3
Statement: Zoos are necessary	Statement: The good side of zoos	Statement: Life in prison: zoos and a miscarriage of justice
Is it informative? Is it engaging? Why/why not? It carries no information other than the writer's statement. Anyone that would likely engage in this discussion has no clue where to start or stop.	Is it informative? Is it engaging? Why/why not? The title explains its focus. It concentrates on the good side but not the bad. It further leaves a food for thought regarding what the bad side	Is it informative? Is it engaging? Why/why not? The writer apparently uses an irony likening prisoners to animals under 'lock up'. On the other hand, this statement could be in a line of advocating for animal rights, likening the jailing of animals in zoo to a humanitarian sentence.
Statement: Parents should have the right to physically beat their	Statement: Beating a child is a parental	Statement: Beating a child: a slippery road to abuse
The writer's point of view is clearly not in dispute. It may also be specifically chosen to incite a heated	Prerogative is given in this title. Points of view (positive or negative) are	This is a cautionary title that alerts to the dangers in beating a child in terms of 'rights'. It however excluded motive, propriety, or

blunt and specific.	certainly respects everyone's rights and position.	
Statement: Beer advertising is good	Statement: All bear ads	Statement: Attacking beer ads: Don't shoot the
A definite tone of approval is presented. No questions raised, no hidden point of view. Writer calls it as it is deemed no matter the reaction or response.	Writer does not necessarily go against the sale or use of beer. Title goes against any kind of beer ads. It does not seek to mitigate. It rather prescribes blatantly	Comment provided in study guide.

STUDY UNIT 1 (ACTIVITY 5)

In this activity, you were given an essay to read 'Animal Experimentation'. Your responding analysis was expected to have the following guidelines:

Audience: Who could be the intended audience of the essay?

Your audience is the group of people you want to educate or persuade.

- Hints from the title:** Title explicitly suggests a targeted audience of animal rights supporters, scientists, researchers, activists and stakeholders
- Hint from style and tone, diction: The use of words such as animal, experimentation, diseases, cure, farmers, humans, treated will give direction regarding audience
- Hint through introductory statement: The first sentence of the essay clearly is informative enough to reveal the intended audience

Techniques and Transitions used: What techniques has the writer used to convince the reader about their position?

- A statement of fact in paragraph 1 that there exists some controversy
- Introduction of rationale thinking regarding whether or whether not there are alternatives to using animals for experimental research
- Raising of the issue of the lesser evil 'human death' or 'animal death for the advancement of science' –creating an awakening to the benefits of one over the other
- Drawing of contrast from the assertion that more animal deaths are caused by farmers though for a different purpose
- The drawing of insight into the idea that scientists are right to use animal models for more information on humans

- Using a more considerate and less aggravating of experimentation tone (the in-vitro methods) as against the use of live animals
- The ethical factor: introducing purposiveness and humaneness

Thesis Statement:

You will find in this essay that the writer pitches a debatable issue, if unavoidably, the use of method 'A' is the only way to go regarding the achievement of criterion 'A', provided that method 'A' in actual fact will achieve criterion 'A', then method 'A' is the way to go.

Language features and rhetorical devices:

- Use of a range of thoughtful questions
- The use of imagery that contrasts the non-use of animals for scientific experimentation as compared to the thriving of human diseases
- The use of parallel structures
- Downplaying of the intensity in the danger and considering a more subtle alternative

STUDY UNIT 1 (ACTIVITY 6)

In this activity, you were given a text 'The Three Little Pigs'

Determining the processes should leave you asking certain questions and providing answers synchronically as follows:

- What was going on? There **were** three little pigs
- What did one of them do? It **built** a house of straw
- What did they do to houses? They **built** their houses very quickly
- What else did they do? They **sang** and **dance**
- How were they? They **were** lazy
- What did the third little pig do? The third little pig **worked** hard
- What did it do? It **built** its house with bricks

What other details should you have noticed from this text?

- Consider the kind of verbs (relational versus material)
- A statement of all the different type of processes- watched, moved, stood, shot, climbed, tied etc.

STUDY UNIT 1 (ACTIVITY 7)

From the same given text ‘The Three Little Pigs’, you ought to identify the conjunctions, stating what functions they perform in the text. To do this effectively, master your cohesive devices, linking words and phrases effectively! In your given text, ask yourself questions such as these:

- Are there words that list things?
- Are there words that reinforce ideas?
- Are there words that reveal similarities?
- Are there words that enable transition to new points?
- Are there words that summarise ideas?
- Are there words that give examples?
- Are there words that state results/consequences?

STUDY UNIT 1 (ACTIVITY 10)

In this activity, you were asked to give the following verb phrase forms for the verb ‘beat’, using the verb ‘she’ as subject as follows:

1	Present (simple) passive	She is beaten by insects
2	Present progressive form	She is getting beaten by insects
3	Present perfect passive	She gets beaten by insects
4	Present perfect progressive passive	She gets being beaten by insects
5	Past (simple) passive	She was beaten
6	Past progressive passive	She was getting beaten by insects
7	Past perfect passive	She’s got beaten by insects
8	Past perfect progressive passive	She got beaten by insects

STUDY UNIT 2 (ACTIVITY 3)

In this activity, you were given three ambiguous sentences from which you needed to suggest meanings, explaining how and what kind of information about context is needed in order to get a clearer understanding of the exact meaning.

As you have must have read in the Study Guide, an ambiguous sentence can sometimes convey information / ideas that contradict the speaker or writer’s intended meaning.

In the first sentence ‘**It is getting hot**’, the following suggested answers are

provided: Suggested meanings:

- 1) Water is boiling in the kettle or food cooking in the pot
 - 2) There are party goers at a disco or party, music is playing and the mood is changing
 - 3) There is a problem that is suddenly getting out of hands
 - 4) A medium is advertising a product and uses the word ‘heat’ for intensity
- This ambiguity can be easily resolved if an additional hint is given such as venue, event, object or other activity

In the second sentence ‘**It was absolutely full**’ the following suggested answers are provided:

- 1) Water is passing into a water tank, reservoir or toilet tank and is getting full
 - 2) Certain people, immigrants, visitors, or customers are entering into a given location and the term ‘getting full’ is used to indicate crowdedness or influx
 - 3) A conversation about savings into a bank account leads one of the speakers saying the bank account is getting full
- This ambiguity can be easily resolved if an extra clue is given regarding the object, people, or place

In the third sentence ‘Pass me the salt’ the following suggested answers are given:

- 1) Someone is asking the waiter at the restaurant to pass on the salt while dining
 - 2) A supermarket worker is asking a colleague to pass on a packet of salt for a customer
- In all cases, this example indicates that salt is used in the context of food as against salt in religion, or morals.

STUDY UNIT 2 (ACTIVITY 4)

In this activity, you were asked to read some sentences thereafter indicate whether they fall under direct or indirect speech acts. You also had to describe the functions in each case and explain in detail how you arrived at that answer. As a reminder, a **direct speech** act is where the meaning of the utterance is literal and matches action or function that is intended to perform. An **indirect speech** on the other hand is where the meaning of an utterance is dependent on the physical context in which it is spoken or written.

I would appreciate if you could get off my foot. This sentence is an **indirect speech** because the meaning is not literally possible. No one is actually standing on the other's foot.

It is hot	This sentence could play both as direct and indirect. It depends on the context in which it is used. If used in the context of a boiling kettle, it is a direct speech because kettles actually do get hot. If used figuratively as in a heated argument or bubbling party, it is an indirect sentence
------------------	---

Your answers should have been based on the above examples.

STUDY UNIT 2 (ACTIVITY 5)

In this activity, you were required to give conceptual and associative meanings of the words provided. In addition, you needed to motivate your answers

You could have done this drawing a table with three columns and answer as follows:

Word	Conceptual meaning	Associative meaning
Nurse	This concept in the literary sense stands for a medical professional that assists the doctors in the treatment and administration of drugs,	<input type="checkbox"/> Nursing a grudge (could be associated to thoughts and feelings) <input type="checkbox"/> Nursing flowers (associated with growth) <input type="checkbox"/> Nursing ambition (intentions)
Snow	The concept of precipitation falling from clouds in the form of ice crystals	<input type="checkbox"/> Associated with purity, light and whiteness. <input type="checkbox"/> Associated with getting overwhelmed such as in being overtaken with insincere talk. <input type="checkbox"/> Associated with the sense of covering something up with another
Snake	A limbless scaly elongated reptile	<input type="checkbox"/> Associated with deceit and treachery <input type="checkbox"/> Associated with evil

Blue

Colour of intermediate between green and violet; having a colour similar to that of a clear unclouded sky

- Associated with the military - Navy
 - Associated with love, romance
-