SCHOOL OF MEDIA, ARTS AND HUMANITITES

UG Progression English Language and Linguistics Resit Assessments 23-24

Please select your module from the list below. It will link to the resit assessment information.

Please take note of the submission instructions for your module. If you are a student trailing the assessment from a previous academic year or having a deferred resit, you will be given access to the Canvas page so that you are able to submit your work.

If you are unsure how to submit, please refer to the guidance on the Sussex website Submitting an assessment : University of Sussex. Alternatively, please contact the MAH Curriculum and Assessment team for advice (mah-cao@sussex.ac.uk).

You can find your deadlines for resits on Sussex Direct

English Language and Linguistics Progression Resits		
Approaches to Discourse	Language and Gender	Regional Variation in English
From Sounds to Words	Pidgins and Creoles	Semantics
From Words to Interaction	Phonetics and Phonology	Social Variation in English
Great Ideas about Language		

Module Title	Module Code	Format & Weighting
Approaches to Discourse	**Q1082**	**See below**
Assessment Details and Expectations		

RESIT: Essay (20%)
Text analysis (20% of the total mark)

Analyse the following text from a discourse perspective, implementing the tools we have covered in your module. Do not expect to engage with 'all' levels of textual complexity; rather, choose a particular aspect of the text that you identify as salient and comment on that. What linguistic features do you notice recur in the text? What strategies can you see?

Please use a simple coding system to highlight the relevant elements in your text. You can follow Hart chapter two as a template or you can create your own system. Please make sure that you provide a clear but simple indication for the reader on how to follow your coding.

Following that, please write 500 words of analysis to comment on what the text conveys in terms of ideological message. Feel free to refer to your coding but do not repeat what you

did earlier. The references (if you have any) are not included in the word count.

The marking criteria for this task are:

Subject knowledge/Analysis 70%

SK. Are you clear about the concepts and terms you are employing? Are you using them appropriately? If you are referring to any sources, are they the suitable ones? Do you coding and narrative reflect your good understanding of the subject matter?

An. Have you identified the discursive patterns in the text? Does your analysis concentrate on relevant linguistic features? Is the point you are making about the message in the text well supported by linguistic evidence? Have you captured the relation between text elements? Are the strategies always explicit or also implicit? Have you explained what the indirect meaning in the text is?

Presentation 30%

Have you provided an aid for the reader to follow your work easily? Where have you put that information?

Is your short narrative clear? Have you chosen the right terminology? Have you eliminated repetition while still being transparent? Is your argumentation logically presented? In other words, have you made a clear point in your 500 words?

THE TEXT

What Ms Braverman said on X

The home secretary's statement, which she shared on X on Saturday, read: "The British people are compassionate. We will always support those who are genuinely homeless.

"But we cannot allow our streets to be taken over by rows of tents occupied by people, many of them from abroad, living on the streets as a lifestyle choice.

"Unless we step in now to stop this, British cities will go the way of places in the US like San Francisco and Los Angeles, where weak policies have led to an explosion of crime, drug taking, and squalor.

"Nobody in Britain should be living in a tent on our streets. There are options for people who don't want to be sleeping rough, and the government is working with local authorities to strengthen wraparound support including treatment for those with drug and alcohol addiction.

Fury as Braverman depicts homelessness as a 'lifestyle choice'
Senior Conservative says home secretary should not discuss complex issue in such terms and advised her to use 'wiser' language

Mark Townsend *and* **Michael Savage**
Sat 4 Nov 2023 17.27 GMT

Suella Braverman has been rebuked by a senior Tory campaigner on homelessness after

the home secretary provoked outrage by describing rough sleeping as a "lifestyle choice." Bob Blackman MP, head of the all-party parliamentary group for ending homelessness, said Braverman was wrong to discuss a complex and serious issue in such terms and advised her to use "wiser" language.

Braverman posted on X, formerly Twitter, that she plans to crack down on the pitching of tents in urban areas, which she largely blamed on individuals "from abroad".
The home secretary wrote: "We cannot allow our streets to be taken over by rows of tents occupied by people, many of them from abroad, living on the streets as a lifestyle choice." Blackman, who set up the parliamentary group in 2016, told the *Observer*: "Homelessness for people from the UK is not a lifestyle choice, far from it. Every case is unique. People would have ended relationships or fallen out with parents – which is why young people end on the streets. They may have made the wrong choices in life or had an accident and be unable to work. I obviously would never use [Braverman's] words. She should use wiser words."

The home secretary's intervention will further underline her standing as a divisive figure. Yesterday, campaigners outside the Home Office called on Braverman to stop "stirring up hatred and fear". Weyman Bennett, co-convenor of Stand Up To Racism, said: "We're here because there's a racist running the Home Office. [Braverman] is a bigot." (…)
Jen Clark, economic and social rights lead at Amnesty, said: "Of course, the government likes to peddle the idea of 'intentional homelessness' – it's a very convenient cop-out, but in truth the spiralling housing crisis is a result of systematic government failures.

Submit to Canvas

RESIT: Essay (80%)

Choose one of the following five essay titles below. Make sure you support your answers with the relevant literature and with the appropriate linguistic evidence. Texts to use must be original (i.e. not excerpts you may find in research articles) and can come from anywhere including Youtube, TV and radio, the press, social media (in this last case they can only be small anonymised excerpts).

N.B. The texts you choose to use as linguistic evidence for your chosen topic must be produced this or last year not older.

The weight of this assignment is 80% of the total and the maximum number of words is 2000. From this count, the text you choose to work on (which will have to be included in the appendix) and the references are excluded. Please consult the manual on Canvas to reference your sources properly.
The essay must be organised and developed as a normal essay; it must have an introduction in which you inform the reader about your topic and how you propose to handle it, a discussion of the relevant studies that will make your essay stronger and will support your argument; these sections will be followed by the text/linguistic analysis and the conclusion. Please remember to substantiate your statements both by making reference to authoritative sources and by providing linguistic evidence.

Essay titles

1. Metaphors can be a tool for persuasion in the representation of groups,

events and/or ideas. Identify metaphors in government's communications or in any politician's speech of your choice and discuss their function.

2. Deixis and other discursive strategies frequently serve as tools for negative representation, distancing and othering particular groups. Discuss this topic with illustration of opportune examples from any public discourse.

3. Othering and negative representation can efficiently be realised by multimodal messages. Discuss this topic with the support of relevant sources and illustrate it with suitable examples.

4. Using policy documents and/or other government communications that are available in the public domain, demonstrate how government discourse reveals ideologies concerning education. Define what is meant by ideology in this context. In the course of the essay, show how specific discourse elements provide evidence about government ideology, using the methodological approach you have chosen.

Submit to Canvas

Module Title	Module Code	Format & Weighting
From Sounds to Words	**Q1091**	**See below**

Assessment Details and Expectations

RESIT: Portfolio (100%)

The resit mode for this module is almost the same as the initial assessment mode: an Adopt-a-Word portfolio of three pieces of research on a single word. The portfolio instructions differ based on whether you submitted a portfolio in January or not.

If you did not submit a portfolio in January (for whatever reason), you may develop this portfolio based on the word you originally adopted (or you may follow the instructions below). If you missed the termtime presentation, then submit an 8–10-minute recorded presentation.

If you did submit a portfolio in January and received a mark, your new portfolio must not include any of the same pieces as the original portfolio. (You cannot be marked on the same work twice.) Instead, you can either:
a) Stick with your adopted word and present a new M essay, a new F essay, and a new V presentation, based on assignments in the Adopt-a-Word pack that you did not do on the first attempt. (For example, if you did a V3 presentation for the first portfolio, you may not do a V3 presentation on the same word again.)
b) Adopt the word *nice* (instead of your old word) and do three Adopt-a-Word assignments on it. (In this case, you may use the same M, F, or V assignments you did the first time for another word—or you can try new assignments.)

Note that you must not mix these options: all three pieces (M/F/V) must be on a single word.

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SCHOOL OF MEDIA, ARTS AND HUMANITITES

Module Title	Module Code	Format & Weighting
	Q1092	**See below**
From Words to Interaction		

Assessment Details and Expectations

RESIT: Portfolio (100%)
Please see the link to the Canvas page for resit instructions –

Module units: From Words to Interaction [23/24] (sussex.ac.uk)

Please note there are three tasks.

Submit to Canvas

Module Title	Module Code	Format & Weighting
	Q1084	**See below**
Great Ideas about Language		

Assessment Details and Expectations

RESIT: Essay (80%)
Word limit 2500 words

Choose one of the three titles below. You may not re-submit or redraft-and-resubmit work that has been marked once before, so if you have submitted this essay in the A1 examination period, please choose a different title.

1.   Linguistic theory has provided inspiration for both the literary and the cinematic arts. Take a novel (e.g. Stranger in a Strange Land, 1961, Babel-17, 1966) or a film, whether fictional (e.g. Arrival, 2016) or documentary (e.g. Project Nim, 2011) and explain the ways in which one or more of the ideas covered in this module are successfully exploited. What might you have done differently and why?

2.   This module looked at some of the greatest theories and methodologies that shaped modern Linguistics, focussing largely on the 19th c. and since in the West. But other 'great ideas about language' emerged a lot earlier across the world (e.g. in the ancient traditions of Mesopotamia, Egypt, and China; in pre-modern India (Sanskrit); in Classical Greece; in the Near-Eastern linguistic traditions of Syriac, Hebrew, and Arabic; in Renaissance philosophy). Take one such example and discuss the extent to which it can be related (whether complementarily or contrastingly) to one of the ideas we examined.

3.   Based on your reading and research, which of the 'great ideas about language' that we examined in this module (whether theoretical or methodological) has had the greatest.

Submit to Canvas

Module Title	Module Code	Format & Weighting
	Q1084	**See below**
Great Ideas about Language		

Assessment Details and Expectations

RESIT: Report (20%)

Word limit 500 words

This resit replaces the module's scribing task, so it is similar in nature.

Below are two TED talks. Choose one and listen carefully to it. Summarise its content and also:
a. Relate the thrust or any point in it to one of the topics covered in the module (explain how and why they have something in common);
b. Design three questions that you could potentially ask the speaker (and make sure they build on the lecture content).

TED talk one. Who counts as a speaker of a language?
https://www.ted.com/talks/anna_babel_who_counts_as_a_speaker_of_a_language_dec_2020

TED talk two. Who decides what's in the dictionary?
https://www.ted.com/talks/ilan_stavans_who_decides_what_s_in_the_dictionary

Submit to Canvas

Module Title	Module Code	Format & Weighting
	Q3163	**See below**
Phonetics and Phonology		

Assessment Details and Expectations

RESIT: Portfolio

If you did NOT submit a portfolio for the original deadline, you MAY now submit work from the original portfolio. If you DID submit a portfolio previously, then you MAY NOT submit work developed from that portfolio, and must instead submit a new portfolio.
The resit portfolio should include the following elements:

1. A mini-project report on an adopted language chosen from the list on Canvas. If you did NOT submit a portfolio for the original deadline, you MAY now submit work from the original portfolio. If you DID submit a portfolio previously, then you MAY NOT submit a report on the same language. The instructions are repeated below. **(50%)**

2. The first coursework exercise. If you did NOT submit a portfolio for the original deadline, but did submit a draft for feedback, you MAY now submit the exercise using the original sentence you used. If you DID submit a portfolio previously, then you MUST choose a new sentence. The instructions are repeated below. **(25%)**
3. The Balantak exercise below. **(25%)**
4.

Make sure that you include references to any sources you use. These can be combined into a single reference list or separately for each part of the portfolio.

Submit: Canvas online

Module Title	Module Code	Format & Weighting
Regional Variation in English	**Q1081**	**See below**
Assessment Details and Expectations		

RESIT: Essay (70%)

Word limit 2000 words
Choose one question and write an essay:
1. Assess the relevance of the notion of regional identity to the study of regional variation. Discuss the claim by drawing on recent research of place and identity.
2. "Standard English is no more logical, aesthetically superior, or correct than any other variety of English." Discuss this statement from the point of view of research on language attitudes and perceptions of contemporary English dialects.
3. Discuss possibilities and shortcomings of using Schneider's Dynamic model for more complex realities and developments of English worldwide (e.g. ENL, ESL, EFL, but also English for Specific Purposes, English as a Lingua Franca).

Submit to Canvas

RESIT: Report (30%)
Please see the link to the Canvas page for resit instructions -

Module units: Regional Variation in English [23/24] (sussex.ac.uk)

Submit to Canvas

SCHOOL OF MEDIA, ARTS AND HUMANITITES

Module Title	Module Code	Format & Weighting
	Q3158	**See below**
Language and Gender		

<div align="center">Assessment Details and Expectations</div>

RESIT: Portfolio (100%)
Resit instructions – Portfolio

Before you start:

    1. If you did NOT submit a portfolio for the original deadline, you MAY now submit work from the original portfolio.

    2. If you DID submit a portfolio previously, then you MAY NOT submit work developed from that portfolio, and must instead submit a new portfolio, based on the following instructions:

Resit: Discussion (20%) 500 words

For this assessment, you must provide a short response to each of the prompts below, where you are asked to link what we have covered in the module with your own experiences and observations of language, gender, and sexuality in the real world. You are expected to demonstrate an understanding of the approaches (analytical, critical, and theoretical) that we have addressed in the module and relate them to your own experiences.

These should not be structured as essays, but should be as concise as possible: aim for around one (1) paragraph for each prompt (approximately 250 words). Bullet-point answers are acceptable, provided that the line of reasoning being presented is easy to follow, and the responses fully address each prompt.

Please do not write one long answer incorporating both prompts: respond to each one separately, and clearly number your responses.

    1. Briefly explain why the study of language and gender shifted from a **structuralist** understanding of gender to a more **performative** one. (max. 250 words)
    2. Why is **adolescence** considered a critical period for studying language and gender? (max. 250 words)
- 500 words (2x250)
- Contributes 20% of module grade
- Submitted via Canvas

Your discussions will be marked according to the following criteria:

- *Subject Knowledge* (75%): Have you understood these core concepts from the readings for this module? Have you made appropriate links between texts? Have you fully responded to each prompt?
- *Communication and Presentation* (25%): Is each response clearly written and easy to follow? Are any references cited appropriately? Is your submission double-spaced?

Resit: Essay (50%) 1400 words

You will be given a short list of topics to choose from, and asked to write a literature review that leads to an answerable research question and methodology in relation to one of those topics. You are expected to show an ability to engage with a range of appropriate literature, to synthesise across studies to review the field of literature rather than individual studies, and to propose a research question that relates and responds to the literature that you have reviewed. You are also required to devise a suitable methodology for this study.

List of topics:

A. Discourses of sexual minorities in immigrant communities in the UK.
B. Gendered- and sexual-identity performance in colonized and/or indigenous communities.
C. Unmarking of gender boundaries/binary structures in a non-Anglophone community.

Remember, your literature review should demonstrate that your question is interesting and relevant to the study of language and gender, and contributes to an ongoing debate or discussion in the field. Your review should identify and address the relevant theoretical, methodological/empirical, and social/contextual factors that shape your research question.

Ideally, your review will identify a gap in the literature, and your research question will propose a study intended to fill that gap. Since you will not actually be conducting the research, your question does not have to be realistically feasible for you to carry out (i.e. you can ask an ambitious question that you would not personally be able to investigate, although it should in principle be answerable).

- 1400 words
- Contributes 50% of module grade
- Submitted via Canvas

Your essay will be marked according to the following criteria:

- *Subject Knowledge* (25%): Have you developed a suitable question, and presented it using appropriate terminology? Have you identified relevant literature in relation to both theory and context? Have you engaged at a suitable level with the literature, and made connections between key points/findings in different studies?
- *Analysis* (25%): Have you critically discussed the literature that you have selected? Have you synthesised across studies rather than presenting independent linear summaries? Is there a trajectory and argument to your review, and does your review lead coherently to your research question?
- *Methodology* (25%): Have you found "possible" and appropriate ways to answer your research question? You should make it clear that you are aware of the strengths and weaknesses of your data-collection methods, your data set and its sources, and your means for analysing it.
- *Communication & Presentation* (25%): Is your literature review and methodology well-organised and structured? Is the writing clear and your reasoning easy to follow? Have you followed the ELL essay writing guidelines in terms of presentation and referencing? Is your essay double-spaced?

Resit: Research paper summary and reflection (30%) 600 words

You will be preparing a written summary and reflection about a linguistic research paper related to Language and Gender (see below). You will follow the same structure as your peers during the module. Please, discuss the literature review, research question, methodologies employed, key findings, and the significance of the research in relation to the broader topic of gender and language. Do not forget about the implications of the study. In fact, that is the most important part: your ability to explain the weaknesses and strengths of the paper.

- 600 words
- Contributes 30% of module grade.
- Submitted via Canvas

Select one of the options below (refer to the reading list for downloads):

Podesva, R.J. (2007), Phonation type as a stylistic variable: The use of falsetto in constructing a persona. *Journal of Sociolinguistics, 11*, 478-504. https://doi-org.sussex.idm.oclc.org/10.1111/j.1467-9841.2007.00334.x

Koller, V. (2013). Constructing (non-)normative identities in written lesbian discourse: A diachronic study. *Discourse & Society*, *24*(5), 572-589. https://doi-org.sussex.idm.oclc.org/10.1177/0957926513486166

Baxter, J., & Wallace, K. (2009). Outside in-group and out-group identities? Constructing male solidarity and female exclusion in UK builders' talk. *Discourse & Society*, *20*(4), 411-429. https://doi-org.sussex.idm.oclc.org/10.1177/0957926509104021

Your paper summary and reflection will be marked according to the following criteria:

- *Subject Knowledge* (25%): Have you researched and understood the key concepts of the research article? Have you explained them clearly?
- *Analysis* (25%): Have you critically discussed the paper that you have selected? Have you described the conclusions and explained the reasoning behind them? How convincing are the results? Are any of the results surprising? What are the weakness and strengths of the article?
- *Methodology* (25%): Have you understood and explained the essential methodological aspects of the research article?
- *Communication* (25%): Is your summary and reflection well-organised and structured? Is the writing clear and your reasoning easy to follow? Have you followed the ELL essay writing guidelines?

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SCHOOL OF MEDIA, ARTS AND HUMANITITES

Module Title	Module Code	Format & Weighting
	Q1086B	**See below**
Pidgins and Creoles		

Assessment Details and Expectations

RESIT: Portfolio 100%
Word limit 3000 words

Your word limit for this exercise is 3,000 words. Please treat this as a limit rather than a goal (in other words, if you can complete the exercise fully in fewer words, there is no need to add more words unnecessarily).

Remember that linguistic examples, diagrams, tables, reference lists and lists of abbreviations are not included in the word count. Remember that if you paraphrase or quote any definitions or linguistic examples from published sources, you should cite and reference those sources appropriately (please refer to the English Language and Linguistics writing manual on the Canvas site for this module).

Marking criteria Your portfolio will be marked holistically, with the following four criteria equally weighted: • Subject knowledge: 25% • Data/methodology: 25% • Analysis/argumentation: 25% • Communication/presentation: 25%

Instructions
Your portfolio should consist of five pieces of work chosen by you from among the eight weekly portfolio tasks listed below. You can find the portfolio tasks in the relevant weeks' lecture slides on the Canvas site for this module.
Week 2: Social and historical factors
Week 3: Lexicosemantics
Week 4: Phonology
Week 5: Morphology
Week 6: The noun phrase
Week 7: The verb phrase and predication
Week 8: Simple and complex sentences
Week 9: The typology of creoles

IMPORTANT: If you are a resit candidate and have already submitted the portfolio and failed, you must NOT choose the same five tasks that you originally submitted. If you are a resit candidate and failed due to non-submission, or if you are a sit candidate, you are free to choose any five tasks.
Each portfolio task should be structured according to the adopt-a-grammar questions in the weekly lecture notes and should include a brief statement about each relevant feature of your adopted language supported by 1-3 examples.

Submit to Canvas

Trailing Students to submit to Canvas via link here (TRAIL ONLY)

SCHOOL OF MEDIA, ARTS AND HUMANITITES

Module Title	Module Code	Format & Weighting
	Q3155	**See below**
Research Dissertation (English Language)		

Assessment Details and Expectations

RESIT: Dissertation (80%)

Submit a dissertation describing your research project. Word limit 8000 words. Your project should answer a clear research question using primary data that you have collected and analysed yourself.

The parts of a dissertation document

A **title page** that includes
- the dissertation title
- your candidate number. Do NOT include your name!
- module name and/or code

An **abstract** of 200–250 words that summarises the argument of your dissertation. This can sit on its own page between title page and body.

The **body of the dissertation**. How this is internally structured will depend on your course and your topic. This is the only part that counts toward the word limit for the dissertation.
- ELL dissertations are divided into numbered, titled subsections.
- You are allowed to use images, diagrams, tables, etc. if they support what you are saying in your writing. Any such illustrations should have numbers (e.g. Figure 1, Table 1) and captions and be discussed in the text.

References list (bibliography). This should include all and only work that is cited within the dissertation. Use the Author (Date: Page) citation style recommended in the ELL Writing Manual.

Appendices (if needed): Appendices are only needed if there is a data set or an element of 'showing your work' that is necessary to demonstrate the work behind the argument in the dissertation. If you do have an appendix or appendices, make sure that:
- No element of the argument is in the appendices. The dissertation should make absolute sense without the reader consulting the appendices.
- The appendices are titled and (if more than one) lettered or numbered (e.g. Appendix A: Data collection questionnaire).
- The appendices are each mentioned in the dissertation, so the reader knows why they are there.
- If an appendix is not a word-processed document (e.g. it's an audio recording) or if it's too large for submission on Turnitin, you may submit it to the Canvas assignment for this.

Other elements, like tables of contents, tables of figures, etc. are not needed and will not be marked.

Rules on word limits

The stated word limit for your dissertation is a limit. Try to stay below it. Examiners are required to read up to 10% extra (e.g. 800 extra words on a 8000-word assignment), but they can mark downward for the extra words if (a) the student has gained an unfair advantage over other students by exceeding the word limit, or (b) if the work was unnecessarily long (i.e. the argument could have been made as effectively within the word limit).

Does count toward word limit	Does NOT count toward word limit
The paragraphs within the body of the dissertation, including quotations from primary and secondary sources.	Title page and any section titles
	Abstract
	Tables, illustrations, figures and captions thereof.
	References list/bibliography
	Source citation in footnotes or in parenthetical citation (though the latter can be hard to 'uncount'!)
	Appendices
	Linguistic example sentences *if* presented using the numbering format prescribed in the English Language & Linguistics writing manual.

Formatting requirements

- Include page numbers (starting on the first page of the body of the dissertation).
- Double-space the body of the dissertation.
- Use 12-point font.
- Indent new paragraphs (half an inch, or 1.3 cm, is ideal).
- Use hanging indentation (not blank lines or bullet points) in the bibliography, so that the author's names line up on the left margin.
- Make sure to proofread the dissertation. And then proofread it again.

Submit to Canvas

Module Title	Module Code	Format & Weighting
Semantics	**Q3161**	**See below**
Assessment Details and Expectations		
RESIT: Portfolio (100%) **IMPORTANT** The portfolio consists of THREE parts.		

If you did **NOT** submit a first portfolio in Assessment Block 2 (May):

- For parts 1 [reference] and 2 [arguments/TAM], you **MAY** substitute the revised versions of the formative work that you got feedback on in termtime. Please note on the paper if you've taken this option and for which part(s). (If you're not doing that, then do the parts 1 and/or 2 here.)
- For part 3 (worth 50% of the mark) you **MUST** do the re-sit assessment provided here (not the original assignment).

If you **DID** submit a portfolio in Assessment Block 2 (May), then you must do **ALL** the parts in this paper. You may not resubmit any work that has already received a mark.

Instructions for all parts

- Make sure your answers are complete and clear enough that the reader can understand them without referring to this document.
- Keep in mind that examples may be ambiguous. You're expected to spot and explain ambiguities.
- Marks are given for correct answers, but also for your reasoning (in the questions where you're asked to give it). Partial marks are possible for answers that are technically wrong but which have a spark of good reasoning.
- Please don't write more than is needed to justify your answer. There is no need for an introduction or conclusion.
- If you quote sources, cite them and provide a references list.
- Follow instructions in the ELL Writing Manual regarding presentation of examples, citation/referencing, and what does/doesn't count towards word limit.

Part 1   Semantic relations & reference (25%)

Use the following excerpt as your data set for this part. Then answer all the questions below.

> With [**1] 439 restaurants on major routes across the UK**, [**2] Little Chef** once enjoyed [**3] a near monopoly** on roadside dining. So, why did [**4] the restaurant chain** disappear?
> [**5] Many of us** have fond memories of childhood visits to [**6] a Little Chef**. Lawrence Wosskow from [**7] Sheffield** remembers the free sweets.
> "[**8] We** always got [**9] a lollipop** when we were there," he says, recalling family visits en route to Bournemouth for his summer holidays.
> "We always used to look forward to going. When you saw a Little Chef, you knew [**10] it** was going to be good."

1. For each bold, numbered NP, describe it in terms of:
   - A.   its type of reference
   - B.   its referent
   - C.   its countability (use the four categories from week 2 seminar)

2. For the sentence *We always got a lollipop when we were there* [at a Little Chef], explain the semantic relationship between it and each of the following sentences (entailment, paraphrase, neither).

   A. We have been to a Little Chef.

B. Little Chef gave us a lollipop.
C. I have had many lollipops in my life.

Part 2: TAM (25%)
This part has two subparts (A and B). You must do both.

A. For sentences a and b, answer the questions 1–4.
   a. Peanut butter has always been my favourite.
   b. Jan ran from Brighton to London for charity.

   1. Identify the semantic roles of the noun phrases in each sentence. Use the list from the week 4 handout.
   2. Name the tense/aspect of the sentence and provide an SER diagram for it.
   3. Describe the situation in terms of Aktionsart features (static, telic, durative, etc.). Explain your answers briefly.
   4. Add progressive marking to the sentence and provide an SER diagram for the progressive version. Explain how the meaning has changed from the original version and why the sentence works or doesn't work in the progressive.

B. For sentences c and d, answer questions 5–7. Make sure, for any ambiguous cases, that you've answered all the questions about each of the possible interpretations.

c. You shouldn't be here.
d. I can really not tell you how much I love almonds.

   5. Identify the type(s) of modality in use—for ambiguous cases, paraphrase the meanings in unambiguous ways.
   6. Briefly discuss the interaction of modality and negation: what is the scope of the negation?
   7. What is the tense of the proposition? (How can you tell?)

Part 3 (50%)
This part has two sub-parts (A and B). You must do both.

A. Quantification and scope
For each of the following examples, discuss the relationship between the two bold quantified referring expressions, describing any ambiguities.

1. **Everyone in class** has **some questions for the tutor**.
2. **Each tutor** gave **some sweets** to the students.
3. **Nobody** loves **everybody**.

B. Modality and corpus results
Choose ONE of the ADVERBS in the following table.
The below numbers come from the British National Corpus.
They show the adverbs that tend to go with *should* more than *must* or vice versa.

Table 1. Adverb/modal-verb combinations

Adverbs	*should*	*must*
more *should* than *must*		
perhaps	192	2
ideally	63	2
preferably	25	0
more *must* than *should*		
surely	40	297
inevitably	2	14
perforce	0	12

You can find (up to) three examples for each combination in the Appendix 1 of this document. You are welcome to investigate the corpus further, if that will help you think through your answer (https://www.english-corpora.org/bnc/), but there is no expectation that you will do so. You should not expand your discussion beyond the issues raised by the words, numbers, and examples provided here.

Given the adverb you have chosen:
- **Briefly introduce** the facts about its distribution (as found in the table).
- **Discuss** why it seems to go better with one of these modal verbs than with the other. You might want to take into consideration:
  - The types of modality expressed by the modal verbs when they co-occur with this adverb.
  - The strengths of the modal verbs (when co-occurring with this adverb).
  - The meaning(s) of the adverb when it interacts with these modals (cite any dictionary definitions you use).
  - Any obvious interaction with tense, aspect, or negation.
- **Compare** your adverb to the other(s) that go with the same modal verb. Do they all go with that modal (and not the other) for the same reasons?

Appendix 1: BNC modal/adverb combinations
NB: the blue highlighting means nothing

perhaps	should	[the opposition] **should perhaps** choose the Grand Old Duke of York as their theme.
		we **should perhaps** consider how best to provide for [our students' training needs]
		His is an example that we **should**, **perhaps**, consider carefully
	must	Ultimately, however, we **must perhaps** admit deeper obstacles.
		The use of finite natural resources, e.g. coal, oil, **must**, **perhaps**, result in ultimate shortages.
ideally	should	Ray says the device **should ideally** be fitted between pump and sand filter.
		On the best brown leather shoes, the colour **should ideally** be hand antiqued
		A scientific law or theory **should ideally** give us some information about how the world does in fact behave
	must	A Piaroa man, on the other hand, **must**, **ideally**, co-operate equally well with men and women
		we **must** exercise **ideally** three times a week.

preferably	*should*	It **should preferably** have clear glass or plastic on all sides
		The revisions **should preferably** be confirmed in writing.
		They **should preferably** be presented by elderly gentlemen with a certain amount of grace
	must	[no examples]
surely	*should*	Rose **should surely** have reached Vetch Street by now
		Peter Such bowled so well at the other end, it **should surely** have helped Tufnell.
		Madam Deputy Speaker, er the government **should surely** have clarified responsibility of auditors.
	must	And that thin stump of a thing, that **must surely** be the pump.
		As you **must surely** be aware, Kirsty has already been placed in my custody
		The police **must surely** have carried out a more thorough examination
inevitably	*should*	Inside analysis incorporating a subjective' special knowledge' **should** therefore **inevitably** encompass aspects of the 'liminoid'
		there is no reason why the new technology **should inevitably** mean a massive reduction in employment.
		It is difficult to see why external links **should inevitably** give rise to greater control over one's actions.
	must	Discussion of the roles and duties of the media in the contemporary scene **must inevitably** go beyond earlier and rather limited comments on the press.
		in a world governed by natural law, life **must inevitably** be accompanied by reproduction and death.
		such criticism **must inevitably** contain an element of sour grapes.
perforce	*should*	[no examples]
	must	he thought he could never find his way back so he **must perforce** push on and see what lay in store.
		Given this situation, one **must perforce** hypothesise, if one is not to remain mute.
		But the collector of modern first editions **must perforce** strive to anticipate the judgements of posterity

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Module Title	Module Code	Format & Weighting
Social Variation in English	**Q1078**	**See below**
Assessment Details and Expectations		

RESIT: Take Away Paper (70%)

You will need to refer to the Resit TAP assessment criteria on Canvas. Please note, this will not be available until the date and time of the exam release. You will be able to see this

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date on your Sussex Direct page once the A3 Examination timetable is released.

Please see the link to the assessment tab on Canvas

[Assignments: Social Variation in English [23/24] (sussex.ac.uk)](#)

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RESIT: Problem Set (30%)
Please see the link to the assessment tab on Canvas -

[Module units: Social Variation in English [23/24] (sussex.ac.uk)](#)

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