



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY
FACULTY OF HUMAN SCIENCES**

DEPARTMENT OF EDUCATION AND LANGUAGES

COURSE CODE: PLU411S	COURSE NAME: PRINCIPLES OF LANGUAGE USE
DATE: JANUARY 2019	MODE: FM, PM, DI
DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY/SUPPLEMENTARY EXAMINATION QUESTION PAPER	
EXAMINERS:	Mr C. Gwasira Ms T. Kanime Ms J. Mungenga Ms M. Rainey Ms A. Smith
MODERATOR:	Mr A Tjijoro

INSTRUCTIONS
1. Answer ALL the questions. 2. Write clearly and neatly. 3. Number the answers correctly.

PERMISSIBLE MATERIALS

1. Examination paper.
2. Examination script.

THIS QUESTION PAPER CONSISTS OF 8 PAGES (INCLUDING THIS FRONT PAGE)

SECTION 1: READING COMPREHENSION

[25 marks]

The passage below is followed by questions based on its content. Read the passage and then answer the questions on the basis of what is stated or implied in the passage.

Escaping the endless adolescence

1. As fifteen-year-old Perry shuffled into my office, with his parents trailing tentatively behind, he glanced at me with a strained neutral expression that I'd found usually **masked** either great anger or great distress. In Perry's case, it was both. Although anorexia, (a mental disorder that makes someone stop eating), is associated with girls, Perry was the third in a line of anorexic boys I had seen recently. When he came to see me, Perry's weight had dropped to within ten kilograms of the threshold requiring forced hospitalisation. Yet he denied there was any problem. "He just won't eat," his mother began. Then, turning to Perry as if to show me the routine they'd been enacting, she asked with tears in her eyes, "Perry, why can't you at least have a simple dinner with us?"

2. Perry refused to eat with his family, always claiming he wasn't hungry at the time. Sometimes he would say that he preferred to eat later in his room. But, **that** rarely happened. New menus, gentle encouragement, veiled threats and outright bribes had been tried, to no avail. Why would an otherwise healthy fifteen-year old boy be starving himself? The question hung urgently in the air as we all talked.

3. Let's be clear from the outset. Perry was a **smart**, good kid: shy, unassuming, and generally unlikely to cause trouble. He was getting straight 'A's in a challenging and competitive school curriculum and environment. He had never got anything lower than a 'B' on his school report since primary school. In some ways, he was every parent's dream child.

4. But beneath his academic success, Perry faced a world of troubles. While he took a while to know, eventually the problems came pouring out. The problems weren't what I'd expected, though. Perry wasn't abused, he didn't do drugs, and his family wasn't driven by conflict. Rather, at first glance, his problems would seem more like typical adolescent complaints. And they were, in a way. But it was only as I got to understand him that I realised the adolescent problems Perry experienced weren't just occasional irritations, as they'd been for me and my **cohort** as teens, but rather, had grown to the point where **they** cast a large shadow over much of his day-to-day world. I'd later come to realise that Perry wasn't alone in that regard.

5. One big problem was that while Perry was a strong achiever, he was not at all a happy one. "I hate waking up in the morning because there's all this stuff I have to do," he said. "I just keep making lists of things to do and checking **them** off each day. Not just schoolwork, but extracurricular activities, so I can get into a good college."

6. Once he got started, Perry's discontent spilled out in a frustrated monologue. "There's so much to do, and I have to really work to get myself motivated because I feel like none of it really matters, but it's really important I do it anyway. At the end of it all, I stay up late, I get all my homework done, and I study really hard for all my tests, and what do I get to show for it all? A single sheet of paper with five or six letters on it. It's just stupid!"

7. Perry was **gifted** enough to jump through academic hoops that had been set for him, but it felt like little more than hoop jumping, and this ate at him. But that wasn't his only problem. Perry was well-loved by his parents, as are most of the young people we see. But in their efforts to nurture and support him, his parents inadvertently increased his mental strain. Over time, they had taken on all household **chores** in order to leave him more time for schoolwork and activities. "That's his top priority," they said almost in unison when I asked about this. Although removing the chores from Perry's plate gave him a bit more time, it ultimately left him feeling even more useless and tense. He never really did anything for anyone except suck up their time and money, and he knew it. And if he thought about backing off on his schoolwork, well, look how much his parents were pouring into making it go well. Sandwiched between fury and guilt, Perry had literally begun to wither.

[Source: Escaping the endless adolescence by J Allen and C W Allen, 2009]

- 1 Explain what this passage is about in not more than 30 words. (3)
- 2 Where do Perry and his parents meet the writer of this story? (1)
- 3 What is the problem with Perry? (2)
- 4 How had the problem affected Perry's health? (1)
- 5 State any two ways the parents had tried to get Perry to eat something. (2)
- 6 State two excuses Perry always gave to avoid taking food. (2)
- 7 Explain the meaning of the following underlined phrases (3)
 - 7.1 the question hung urgently in the air (paragraph 2)
 - 7.2 every parent's dream child (paragraph 3)
 - 7.3 his parents inadvertently increased his mental strain (paragraph 7)
- 8 State whether the following statements are True or False. (2)
 - 8.1 The writer had attended to problems similar to Perry's before this encounter with Perry.
 - 8.2 Perry's biggest problem was drug abuse and conflict in his family.

- 9 What do the following highlighted words refer to (3)
- 9.1 that (paragraph 2)
 - 9.2 they (paragraph 4)
 - 9.3 them (paragraph 5)
- 10 For each of the following words, give one word of your own (synonym) (4)
which has the same meaning that the word has in the passage
- 10.1 masked (paragraph 1)
 - 10.2 cohort (paragraph 4)
 - 10.3 gifted (paragraph 7)
 - 10.4 chores (paragraph 7)
- 11 The main purpose of this passage is to (choose one) (1)
- A relate an emotional reaction to the shock of an eating disorder
 - B describe one young person's fight against his parents
 - C illustrate how parents can ruin the lives of their teenage children
 - D explain the negative effects of the overactive lives of today's youth
- 12 This passage is narrated from the point of view of (choose one) (1)
- A a college Professor studying the behaviour of young people
 - B a young male named Perry
 - C a medical consultant who treats eating and compulsive disorders
 - D a college student working on a research paper on eating habits

SECTION B: GRAMMAR

[25 MARKS]

QUESTION 1

Read the following article and then do the tasks that follow.

Benefits of Waste Management

Paragraph 1 Waste disposal has 1 **emerged** into an industry and is more than just removing waste. The organic waste is segregated from non-recyclable and inorganic 2 **waste**. This has allowed cities to make use of organic waste to create compost for 3 **public** areas. There are even some cities that package and sell 4 **the** compost to make money. These items can be reprocessed and recycled and will be used in producing new products. 5 **This** method has helped reduce further consumption of natural resources and at the same time lowers 6 **the** ultimate needs for waste disposal.

Paragraph 2 Besides the environmental benefits 7 **of** waste management, 8 **it** is also beneficial to health as well. 9 In the past, burning waste in the landfill or in the backyard was

a common practice. But according to health agencies, when garbage and plastics are being burned, they produce particulate matter that are solid compounds and are suspended in the air. Exposure to this can increase the risks of developing heart disease, respiratory disease, asthma and emphysema. Proper disposal of waste or waste management relocates waste to areas where they can be left, incinerated or disposed of in a safe manner. Removing waste from public areas helps reduce risks to overall health. 10 It decreases exposure to biohazards.

Paragraph 3 There is another advantage of proper waste management that not so many people 11 is aware about and it is in the form of waste energy. Waste energy is basically a derivative of some techniques of waste management. Although incineration 12 **release** large amounts of carbon dioxide as well as other pollutants, modern advances have been available to capture the energy being produced in incineration and utilize it to generate 13 **electricity**. The end result is an intricate method of reusing items to 14 **reducing** the need of future waste. Though this is done on small scale by factories, it is a great start and is a huge 15 **benefits** of waste management and disposal. With these benefits of waste management, many people have been practicing proper disposal of waste throughout the years.

- 1.1 Identify the parts of speech for the words numbered 1 to 8 (8)
- 1.2 In which grammatical tense is sentence 9? (1)
- 1.3 In which grammatical tense is sentence 10? (1)
- 1.4 Rewrite sentence 9 in the negative form. (2)
- 1.5 Rewrite sentence 10 in the negative form. (2)
- 1.6 Rewrite sentence 10 in question form. (1)
- 1.7 There are errors in bold in the third paragraph numbered 11 to 15. Correct the errors. Write only the number and the correction. (5)

QUESTION 2 (5)

Supply a suitable preposition or conjunction for the blank spaces in the passage below.

Write the number and the correct word. Do not copy the whole passage.

I live in Soweto, South Africa. I have lived with my husband 2.1 _____ 1998. We got married in 1999 after having a beautiful daughter. When I met my husband, he was so loving, I knew I had found my Prince Charming. Things started turning sour 2.2 _____ the baby was born. He changed completely. I realised that he was a womaniser and was cheating 2.3 _____ me. He did not care if I knew. He said that I deserved it. We stayed in a complex and he had affairs 2.4 _____ other women who lived there. My daughter lived with us but last year I took her back to my homeland to live with my grand mother 2.5 _____ the fighting was traumatising her. All this happened in front of my child. He screamed at me and told me to find a way of supporting myself because I was not employed.

SECTION C: ESSAY AND PARAGRAPH ANALYSIS

[20 marks]

Read the four paragraphs below and answer the questions that follow.

1. The Masai are a very famous warrior tribe in Kenya whose lives is centred **around** herding cattle. They live in small settlements of 15-18 huts per kraal which are surrounded by a thorn-bush fence as an added form of protection. The two-inch long thorns of the thorn-bush are as sharp as barbed wire and the men are responsible for tying branches together to form the fence. In the evening, the cattle, goats, and other domestic animals are brought inside the kraal for protection **against** wild animals. In the Masai culture, women and girls have a variety of chores; boys have coming-of-age ceremonies; and milk is a very important traditional drink.
2. Masai women and girls have a variety of chores. The huts take seven months to build by the women of the village. They are built of branches, twigs, grass, cow dung and urine formed into a plaster and applied to a branch frame. When the mixture dries in the sun it is as strong as cement and does not smell. Besides building the dung hut. Women also spend much time doing bead work. They decorate animal hides and gourds, and make beaded jewellery including arm and leg bracelets and amulets. They are expected to milk the cows and fetch water, however far that may be. They must pick calabashes or gourds from vines and clean the insides of the gourds as well as decorate them with leather and beads.
3. As the young Masai boys reach the age of 15, they have their coming-of-age ceremony. This ceremony initiates them into manhood, traditionally, in order to pass into manhood, they used to hunt a lion with only a spear. However, the government of Kenya has made this practice illegal. The young Masai warriors live together in one *boma* or circle of huts until they have passed on to manhood. Then they will marry (probably having a number of wives) and continue to live together, raising their families and tending their cattle. Basically, the lives of the traditional Masai revolve entirely around their cattle. They believe God entrusted **His** cattle to them; consequently, their wealth is measured by the number of cattle they have acquired.
4. The Masai drink milk from the cow or goat every day. When they don't have enough, they mix milk with cow's blood. In order to get the blood, men shoot an arrow into the jugular vein in the cow's neck. They drink milk from calabashes or gourds from vines and clean the insides as well as decorate them with leather and beads. The blood spills into a gourd and is stopped with a wad of dung and mud applied to the arrow hole. *The Masai believe the blood makes them very strong.*

and ceremonies. They have kept their culture pure and for this reason they attract a lot of tourists to Kenya.

[Adapted from: The Namibian Weekender Friday June 27, 2003]

1. Identify and write down the thesis statement in Paragraph 1. (2)
2. Find a transitional word in paragraph 3. (1)
3. Find two transitional words in paragraph 5. (2)
4. Identify and write down a sentence fragment in paragraph 2. (2)
5. (i) Write down a sentence that is a comma splice in paragraph 3. (1)
(ii) Write down the correction of the comma splice in 5 (i) above. (2)
6. What is the function of the last sentence (in italics) of paragraph 4? (2)
7. Write down three main details expressed in paragraph 3 to expand the main idea of this paragraph. (3)
8. What does the word **His** in the last sentence of paragraph 3 refer to? (1)
9. Choose the correct answer to complete the statement below. (2)
There is **unity** in a paragraph when all the sentences
 - a) are linked with transition words.
 - b) are clear and easy to understand.
 - c) refer to the same idea.
 - d) are punctuated correctly.
10. Provide a suitable topic for the text above. (2)

SECTION D: ESSAY WRITING

[30 marks]

Choose one of the topics below. Write an essay of about 250 to 300 words. Pay attention to essay structure, paragraph structure, coherence, language use and punctuation.

1. Give suggestions on what must be done to encourage young people in schools to read books more often.
2. Every work place has its hazards. People lose their lives, are maimed and get injured as a result of accidents that occur while they are working. What can be done to reduce the accident rate at the workplace.
3. Choosing a career is one of the most important decisions in our lives. What in your opinion, must one consider when choosing a career?
4. Dangerous sports should be banned. Do you agree?
5. Every year, our university celebrates the people's culture during the cultural festival. What, in your opinion is the importance of cultural activities in educational institutions?

---- END OF EXAM ----