



**PAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF COMMUNICATION AND LANGUAGES**

<b>QUALIFICATION: ALL</b>	
<b>QUALIFICATION CODE: VARIOUS</b>	<b>MODE: DISTANCE ONLY</b>
<b>COURSE CODE: PLU411S</b>	<b>COURSE NAME: PRINCIPLES OF LANGUAGE USE</b>
<b>SESSION: JUNE 2024</b>	<b>PAPER: 1</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

<b>1<sup>ST</sup> OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER:</b>	MS. C. SIBALATANI DR. E. ITHINDI MR. A. TJIRORO DR. R. NEKONGO MS. N. HAIMBODI MS. L. ANDIMA
<b>MODERATOR:</b>	MR. C. GWASIRA

<b>INSTRUCTIONS</b>
<ol style="list-style-type: none"><li>1. Answer ALL the questions and start each question on a new page.</li><li>2. Read all questions carefully before answering.</li><li>3. Number answers according to the numbering structure provided in the question paper.</li></ol>

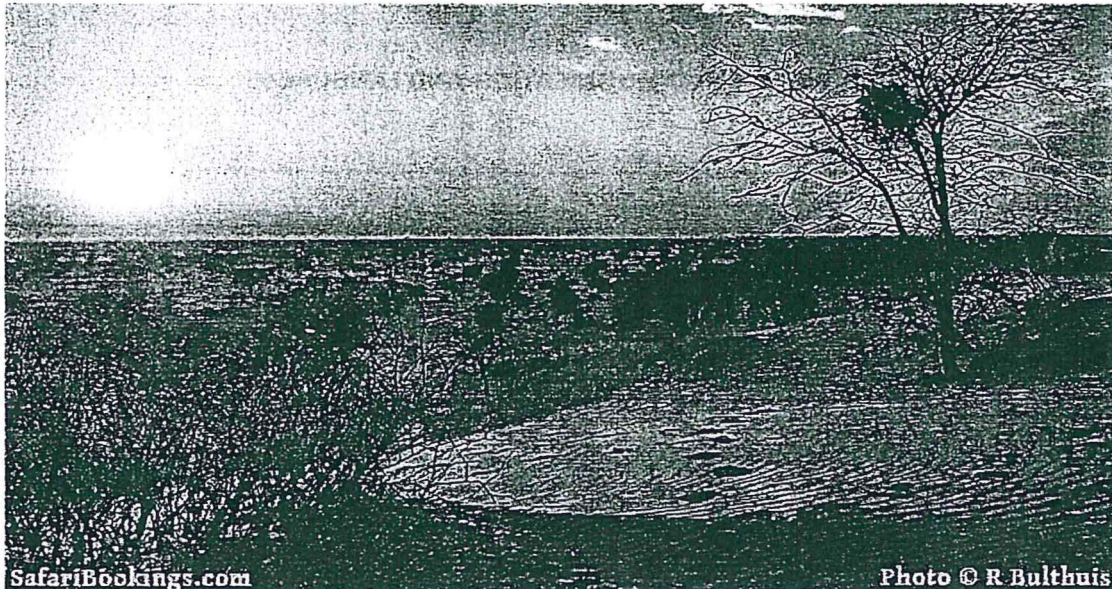
**THIS QUESTION PAPER CONSISTS OF 8 PAGES (Including this front page)**

SECTION A: READING COMPREHENSION

[30 marks]

Carefully read the passage below and answer all the questions that follow.

The Kalahari Desert



The Kalahari Desert is a large semi-arid sandy savannah in southern Africa. Thus, any rain filters rapidly through the vast expanses of sand, leaving nothing on the surface, turning the Kalahari into the 'thirst land'. The name 'Kalahari' is derived from the Tswana word 'Kgala', meaning 'the great thirst', or Kgalagadi, meaning 'a waterless place'. The Kalahari is home to a number of game reserves. These include Central Kalahari and adjacent Khutse Game Reserves in Botswana. In the Kalahari's north, there are the Makgadikgadi Pans and Nxai Pan National Parks. It also includes the Kgalagadi Transfrontier Park which combined South Africa's Kalahari Gemsbok National Park and Botswana's Gemsbok National Park to create Africa's first Peace Park in 2000.

The temperatures in the Kalahari Desert are extreme, with summers being very hot while winter temperatures can go below zero degrees Celsius at night. This is a result of the Kalahari's relatively high altitude and predominantly clear, dry air. The Kalahari Desert covers approximately 900,000km<sup>2</sup> (350,000mi<sup>2</sup>). It is a gently undulating, sand-covered plain, much of which is covered with grasslands or denser vegetation. All of it is 900m or more above sea level. One of the most surprising Kalahari Desert facts is that it is not a desert in the strictest sense of the word. It is a semi-desert because it receives too much rainfall. The driest areas receive 110–200mm (4.3–7.9in) of rain per year and the wettest can receive more than 500mm (20in) in very wet years.

Traditionally, an area is classified as a desert if it receives less than 250mm (10in) of rain annually. A more accurate definition of a desert is a region in which 'the evaporation rate is twice as great as the precipitation'. This is true for the southwestern half of the Kalahari. The northeastern portion, however, receives much more rainfall and, climatically, cannot qualify as a desert; and yet, it is totally lacking in surface water. This is because rain drains instantly through the deep sands here, leaving the substrate completely devoid of moisture.

The wildlife found in the Kalahari Desert must be able to survive the arid conditions. The wetter north has a richer and greater variety of wildlife than the dryer south. Arid-adapted game includes springbok, gemsbok (oryx), wildebeest, kudu, steenbok and duiker. The Kalahari is home to desert specialties such as meerkat, bat-eared foxes, cape fox and brown hyena. Perhaps unexpectedly, all three African big cats can be found here – cheetah, leopard and the famous black-maned Kalahari lions. Birdlife includes the secretary bird, Kori bustard, ostrich and a variety of birds of prey, including the martial eagle, giant eagle owl, falcons, goshawks, kestrels and kites. The landscape is dotted with huge nests of sociable weavers, built precariously on trees and telegraph poles.

Many reptiles also live in the Kalahari, including Cape cobras, puff adders, and numerous lizard species. Remarkably some amphibians are also able to survive here, including the bushveld rain frog and the tremolo sand frog. It is incredible to hear the frog chorus commence as soon as the rains arrive. The dryer southwestern Kalahari Desert has few trees or large bushes – just scattered drought-tolerant shrubs and grass tussocks. Hoodia cactus grows here, used for thousands of years by the San people to ease hunger and thirst. Other edible plants found here include tsamma melons and gemsbok cucumbers – used by both animals and humans.

The central Kalahari, with more rain, has scattered trees (several species of acacia) and more shrubs and grasses. In the wetter north and east, there are woodlands mainly made up of camelthorn acacias. Endemic to the Kalahari, the camelthorn is a crucial part of the desert ecosystem, producing nutrients that encourage other plants to grow around its base and providing shade for animals. Other trees that grow in this area include shepherd's tree, blackthorn and silver cluster-leaf.

The Kalahari Desert is a large semi-arid sandy savannah. Even where the Kalahari 'desert' is dry enough to qualify as a desert in the sense of having low precipitation, it is not strictly speaking a desert because the ground cover is too dense.

The Kalahari is the southernmost 'desert' in Africa. It is the sixth biggest 'desert' by area on Earth and the second biggest in Africa after the Sahara. In the southwest, it merges with the Namib, the coastal desert of Namibia.

1. In which country is the Kalahari Desert found? (1)
2. Explain how the name Kalahari came into existence and what it means? (4)
3. Why is the Kalahari referred to as a thirst land? (2)

4. Give a short description of the weather condition of the Kalahari Desert. (2)
5. Explain why the Kalahari Desert is not described as a desert in the strictest sense of the word. (4)
6. Define the difference between the southwestern and the north-eastern part of the Kalahari? (4)
7. Which animals are referred to as the three African big cats? (3)
8. What makes the central Kalahari different from other parts of the Kalahari? (3)
9. Is it true that the Kalahari Desert is the biggest desert in Africa? (1)
10. Name four species that are known to survive in the Kalahari (4)
11. What vital role does the camelthorn play in the ecosystem? (2)

## SECTION B: GRAMMAR AND LANGUAGE USAGE

[30 marks]

Read the passage below and then answer the questions that follow.

### How humans evolved language

Thanks to the field of linguistics we **(i)** (to know) much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms **(ii)** (to change) over time. We have mapped out a great deal of the history of language, but there are still areas we know little about. Experts **(iii)** (to begin) to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

We know that human language **(iv)** (to be) far **more** complex than that of even our nearest **and** most intelligent relatives like **chimpanzees**. We can **express** complex thoughts, convey subtle **emotions** and communicate about abstract concepts such as past and future. And we do this following a set of structural rules, known as grammar. Do only humans use an **innate** system of rules to govern the order of words? Perhaps not, as some research may suggest dolphins share **this** capability because they are able to recognise when these rules **(v)** (to break).

If we want to know where our capability for complex language **(vi)** (to come) from, we need to look at how our brains are different from other animals. This relates to more than just brain size; it is important what other things our brains can do and when and why they evolved that

way. And for this there **(vii)** (to be) very few physical clues; artefacts left by our ancestors don't tell us what speech they were capable of making. **One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue.** By about 100,000 years ago, humans evolved the ability to create complex sounds but before that early human **(viii)** (to communicate) using more basic sounds.

1. Change the verbs numbered (i) – (viii) in the passage above into the correct verb tense. (8)

2. Identify the part of speech of each bolded word in paragraph 2. (8)

- A. more
- B. and
- C. chimpanzees
- D. express
- E. emotions
- F. a
- G. innate
- H. this

3. What verb tense is the sentence below? (1)

Sentence: *We have mapped out a great deal of the history of language, but there are still areas we know little about.*

4. Write the sentence below in the following tenses.

Sentence: *We have mapped out a great deal of the history of language.*

- A. Future Perfect (2)
- B. Past Simple (2)
- C. Present Perfect Continuous (2)
- D. Past Continuous (2)

5. Write the sentence below in the following forms:

Sentence: *The human species developed to be able to use language.*

- A. Interrogative form (1)
- B. Negative form (1)

6. **Subject verb agreement**

- 6.1. Study the sentence below then, identify and write down the subject and the verb. (2)
- 6.2. Indicate whether the subject and the verb in the following sentence agree or disagree.(1)

Sentence: *One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue.*

**SECTION C: ESSAY AND PARAGRAPH ANALYSIS**

**[30 marks]**

Read the following essay and answer all the questions that follow.

1. One of the reasons I became a therapist is my interest in helping people suffering from anxiety, social awkwardness, bipolar disorder, and depression. Over the years I've observed that many men with depression have trouble admitting they are depressed. They often can't even verbalise the words, "/ am depressed." According to Mental Health America, six million men suffer from depression. Research conducted by US Department of Health and Human Services shows that depressive symptoms in boys have increased from 4.3 to 5.7% nationwide. Grim numbers for certain but the most worrisome aspect of all is the fact that untreated depression can lead to anti-social behaviour and suicide.
2. Does depression in men really differ from depression in women? Men seem to experience and cope with depression in different ways than women but it is important to consider the impact of societal ideals of masculinity on the differences. There is a simplistic view that may be partially rooted in truth: women get sad, men get mad. Other male symptoms include fatigue, body pain, severe sleep disturbance, and suicidal thoughts.
3. Many men have difficulty expressing emotions due to toxic masculinity. Toxic masculinity refers to actions that discourage displays of emotions other than anger in men while also encouraging behaviour that will deem the male "dominant" in a given situation. Even as children, young boys who express feelings are compared to girls in a negative context. Common responses to young males who become emotional include: "boys do not cry", "be a man" or "do not be such a baby". You have likely heard these phrases directed at you or someone around you. You have probably noticed them in dialogue or in storylines on television shows and movies. And, you may even be guilty of uttering them yourself.
4. When a young boy grows up after absorbing the negativity portrayed by others, they often raise their own children, especially boys, the same way. Society dictates that boys be raised to believe that confidence, strength, success, and composure are the core elements of being a man, and anything "emotional" is girly or womanly, and should therefore be stifled and ignored. On the other hand, boys are more competitive in sports than girls. For this reason, symptoms of depression in men often manifest differently than they do in women.
5. Men raised in a system that promotes traditional masculinity have complicated feelings

towards their own emotions. Often, they attempt to shut them off or avoid them completely. This is the reason why men are more likely to use external methods to cope with the inward turmoil and pain caused by depression. Men often deal with depression by overworking they also self-medicate by turning to substances such as drugs and alcohol as a way to avoid dealing with depression and anxiety. People bury what they are ashamed of. In 2003, the work of Harvard Professor of Psychiatry, EJ Khantzian, linked repression of emotions to self-medication as way of achieving emotional and psychological stability. Lastly, many men express their internal conflicts, they may direct anger at those around them, like their partners or children. What do all of these external “coping” methods have in common? None of them actually help men cope with, or even face, what they are actually struggling with.

6. There are some tips that can help you build trust and encourage the men you love to be more comfortable sharing their emotions. Use empathy and provide moral support to your male friends and family members who are depressed instead of belittling them. Finding the right words can be difficult and saying them can feel awkward but being willing to listen, without judgment, is often the best thing you can do for someone who is depressed. Also, men suffering from depression never share their feelings because they would be mocked. The fact is that when someone is suffering from depression. Sharing their feelings and emotions is necessary to help them cope with the problem. Encouraging men to express emotions better helps them to get rid of their hesitation in sharing their emotions. We must accept the fact that expressing emotions and crying are normal tendencies for all people, regardless of gender. Addressing and processing emotions is what makes us human. These lessons will have a positive effect on men’s lives in the future.
7. Depression is often a life-long illness. In most cases, long-term help may be needed to stay well, which includes sticking with treatment and developing and facilitating a plan for when symptoms return. Setbacks can happen to anyone even if you’ve been feeling well for a long time.

[Adapted from: <https://www.psycom.net>]

1. Write down the thesis statement of this essay. (2)
  2. What is the function of the underlined sentence in paragraph 2 (2)
  3. The sentence below is the topic sentence of paragraph 3. Now,
    - A. Write the topic of the topic sentence (2)
    - B. Write the controlling idea of the sentence (2)
- Sentence: Many men have difficulty expressing emotions due to toxic masculinity.*
4. Identify and write down a sentence fragment in paragraph 6. (2)
  5. Write down the fragment you identified in question 4 correctly. (2)

6. Identify and write the irrelevant sentence in paragraph 4. (2)
7. Identify the comma splice in paragraph 5 and write it down. (2)
8. Correct the comma splice you identified in question 7 above. (2)
9. Identify and write the run-on sentence in paragraph 5. (2)
10. Write the run-on sentence you identified in question 9 correctly. (2)
11. Identify two transition words in paragraph 5 and write them down. (2)
12. Summarise the concluding paragraph in your own words. (4)
13. Provide a suitable title for the text above. (2)

**SECTION D: PARAGRAPH WRITING**

**[10 marks]**

Choose any one of the prompts hereunder and write a body paragraph of about a 100-150 words. Pay attention to structure, coherence, punctuation, and language. Begin the paragraph with a clear and suitable topic sentence.

1. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
2. Write about big idea that could potentially impact your community?
3. Examine the significance of cultural diversity in higher education and its impact on fostering inclusivity, understanding, and tolerance among students.
4. University students' mental health in today's academic environment is a multifaceted challenge. Discuss effective strategies and resources that universities can implement to support students' mental health and promote a culture of mental wellness on campus.
5. With regards to rights and duties of university students, how can students express themselves freely while also respecting academic rules and contributing positively to campus life?

**END OF QUESTION PAPER**





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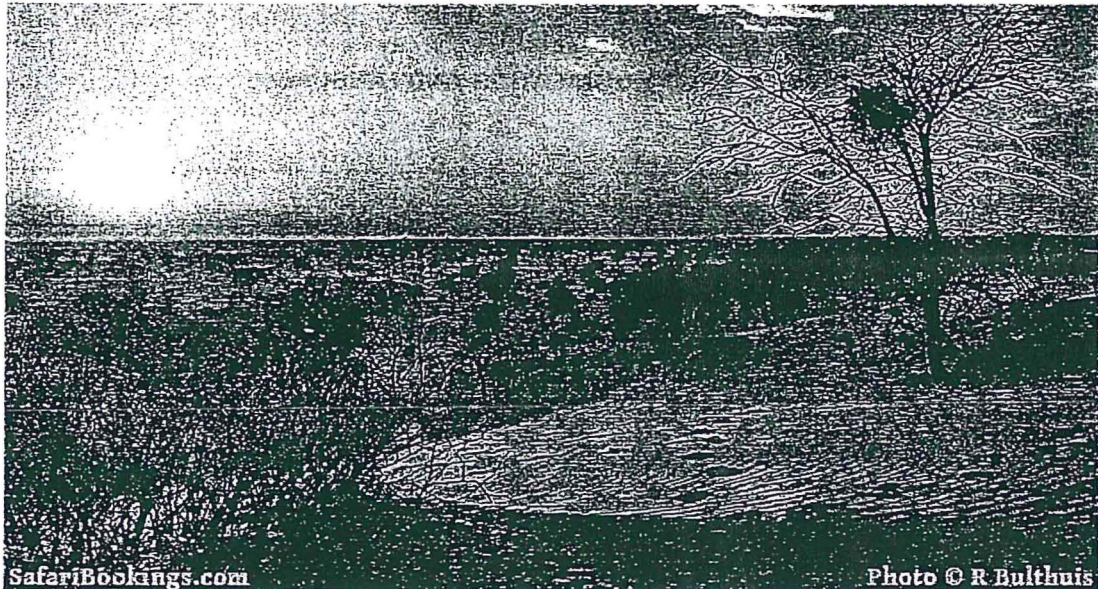
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**SECTION B: GRAMMAR AND LANGUAGE USAGE**

**[30 marks]**

Read the passage below and then answer the questions that follow.

**How humans evolved language**

Thanks to the field of linguistics we **(i)** (to know) much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms **(ii)** (to change) over time. We have mapped out a great deal of the history of language, but there are still areas we know little about. Experts **(iii)** (to begin) to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more questions and half-theories than answers.

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1. Change the verbs numbered (i) – (viii) in the passage above into the correct verb tense. (8)

2. Identify the part of speech of each bolded word in paragraph 2. (8)

- A. more
- B. and
- C. chimpazees
- D. express
- E. emotions
- F. a
- G. innate
- H. this

3. What verb tense is the sentence below? (1)

Sentence: *We have mapped out a great deal of the history of language, but there are still areas we know little about.*

4. Write the sentence below in the following tenses.

Sentence: *We have mapped out a great deal of the history of language.*

- A. Future Perfect (2)
- B. Past Simple (2)
- C. Present Perfect Continuous (2)
- D. Past Continuous (2)

5. Write the sentence below in the following forms:

Sentence: *The human species developed to be able to use language.*

- A. Interrogative form (1)
- B. Negative form (1)

6. **Subject verb agreement**

- 6.1. Study the sentence below then, identify and write down the subject and the verb. (2)
- 6.2. Indicate whether the subject and the verb in the following sentence agree or disagree.(1)

Sentence: *One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue.*

**SECTION C: ESSAY AND PARAGRAPH ANALYSIS**

**[30 marks]**

Read the following essay and answer all the questions that follow.

1. One of the reasons I became a therapist is my interest in helping people suffering from anxiety, social awkwardness, bipolar disorder, and depression. Over the years I've observed that many men with depression have trouble admitting they are depressed. They often can't even verbalise the words, "I am depressed." According to Mental Health America, six million men suffer from depression. Research conducted by US Department of Health and Human Services shows that depressive symptoms in boys have increased from 4.3 to 5.7% nationwide. Grim numbers for certain but the most worrisome aspect of all is the fact that untreated depression can lead to anti-social behaviour and suicide.
2. Does depression in men really differ from depression in women? Men seem to experience and cope with depression in different ways than women but it is important to consider the impact of societal ideals of masculinity on the differences. There is a simplistic view that may be partially rooted in truth: women get sad, men get mad. Other male symptoms include fatigue, body pain, severe sleep disturbance, and suicidal thoughts.
3. Many men have difficulty expressing emotions due to toxic masculinity. Toxic masculinity refers to actions that discourage displays of emotions other than anger in men while also encouraging behaviour that will deem the male "dominant" in a given situation. Even as children, young boys who express feelings are compared to girls in a negative context. Common responses to young males who become emotional include: "boys do not cry", "be a man" or "do not be such a baby". You have likely heard these phrases directed at you or someone around you. You have probably noticed them in dialogue or in storylines on television shows and movies. And, you may even be guilty of uttering them yourself.
4. When a young boy grows up after absorbing the negativity portrayed by others, they often raise their own children, especially boys, the same way. Society dictates that boys be raised to believe that confidence, strength, success, and composure are the core elements of being a man, and anything "emotional" is girly or womanly, and should therefore be stifled and ignored. On the other hand, boys are more competitive in sports than girls. For this reason, symptoms of depression in men often manifest differently than they do in women.
5. Men raised in a system that promotes traditional masculinity have complicated feelings

towards their own emotions. Often, they attempt to shut them off or avoid them completely. This is the reason why men are more likely to use external methods to cope with the inward turmoil and pain caused by depression. Men often deal with depression by overworking they also self-medicate by turning to substances such as drugs and alcohol as a way to avoid dealing with depression and anxiety. People bury what they are ashamed of. In 2003, the work of Harvard Professor of Psychiatry, EJ Khantzian, linked repression of emotions to self-medication as way of achieving emotional and psychological stability. Lastly, many men express their internal conflicts, they may direct anger at those around them, like their partners or children. What do all of these external “coping” methods have in common? None of them actually help men cope with, or even face, what they are actually struggling with.

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[Adapted from: <https://www.psycom.net>]

1. Write down the thesis statement of this essay. (2)
  2. What is the function of the underlined sentence in paragraph 2 (2)
  3. The sentence below is the topic sentence of paragraph 3. Now,
    - A. Write the topic of the topic sentence (2)
    - B. Write the controlling idea of the sentence (2)
- Sentence: Many men have difficulty expressing emotions due to toxic masculinity.*
4. Identify and write down a sentence fragment in paragraph 6. (2)
  5. Write down the fragment you identified in question 4 correctly. (2)

6. Identify and write the irrelevant sentence in paragraph 4. (2)
7. Identify the comma splice in paragraph 5 and write it down. (2)
8. Correct the comma splice you identified in question 7 above. (2)
9. Identify and write the run-on sentence in paragraph 5. (2)
10. Write the run-on sentence you identified in question 9 correctly. (2)
11. Identify two transition words in paragraph 5 and write them down. (2)
12. Summarise the concluding paragraph in your own words. (4)
13. Provide a suitable title for the text above. (2)

**SECTION D: PARAGRAPH WRITING**

**[10 marks]**

Choose any one of the prompts hereunder and write a body paragraph of about a 100-150 words. Pay attention to structure, coherence, punctuation, and language. Begin the paragraph with a clear and suitable topic sentence.

1. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
2. Write about big idea that could potentially impact your community?
3. Examine the significance of cultural diversity in higher education and its impact on fostering inclusivity, understanding, and tolerance among students.
4. University students' mental health in today's academic environment is a multifaceted challenge. Discuss effective strategies and resources that universities can implement to support students' mental health and promote a culture of mental wellness on campus.
5. With regards to rights and duties of university students, how can students express themselves freely while also respecting academic rules and contributing positively to campus life?

**END OF QUESTION PAPER**