



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF DEPARTMENT OF COMMUNICATION AND LANGUAGES

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SECOND OPPORTUNITY EXAMINATION PAPER	
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INSTRUCTIONS
1. Answer ALL the questions. 2. Read all the questions carefully before answering. 3. Number the answers clearly

THIS QUESTION PAPER CONSISTS OF 10 PAGES (Including this front page)

Section A: Reading Comprehension

[30 marks]

Read the article below and answer the questions that follow.

Sifting through the hype: the rollout of the first anti-malarial vaccine suggests a malaria-free Africa at hand

21st February 2024

The cost of malaria

1. For centuries, the development of Africa, particularly the central and southern regions, has been hampered by the prevalence of malaria, a disease more virulent in Africa than on any other continent. Africa is home to a particular type of mosquito, *Anopheles gambiae*, which is extremely efficient at transmitting the parasite *Plasmodium falciparum* (the species that is most responsible for severe malaria and death) through skin bites to humans.

2. Because of Africa's temperate and tropical climates, malaria transmission is not a seasonal but a year-round matter. Preventing and containing malaria is hindered by Africa's lack of resources. Consequently, Africa carries a disproportionately high share of global malaria cases. In 2022, Africa was home to 94% of the world's malaria cases (233 million) and 95% of malaria deaths (608,000). Children under five are highly vulnerable to the disease, accounting for about 80% of all of Africa's malaria deaths. However, the most vulnerable persons are those with no or little immunity against the disease. Africa has a high prevalence of people with immunities compromised by HIV and women whose immunities become compromised during pregnancy.

3. The economic cost to families is immense: purchase of drugs for treating malaria at home; travel expenses to clinics; lost pay due to absences from work; lost education due to absences from school; and ultimately, burial expenses when deaths occur. Countries' public health systems are strained by the disease as they also deal with the cost of drugs, the provision and staffing of clinics, public health interventions against malaria (such as insecticide spraying or distribution of insecticide-treated bed nets) and lost tourism revenue in areas experiencing malaria outbreaks. Direct costs of malaria in terms of the effects of illness and premature death of individuals have been estimated to be at least US\$12 billion per year. The cost of malaria on communities' and nations' economic growth is speculative but is considered to be even higher than the direct cost of malaria.

After successful vaccine tests, there is cause for optimism.

4. The name RTS,S/AS01, a combination of letters, numbers and seemingly oddly placed punctuation marks, might appear more appropriate for a robot than a life-saving vaccine that is about to change the lives of a continent for the better. Unlike publicity that attended the promise of a potential AIDS vaccine, the introduction of this medicine was more subtle.

In 2019, Ghana, Kenya and Malawi were selected for a pilot programme called the Malaria Vaccine Implementation Programme (MVIP), in which four doses of the medicine were given to residents aged five years and older in selected districts. Two million children were treated, and not only was a substantial reduction in malaria cases recorded, but the programme was also responsible for a 13% drop in mortality from all illnesses. The MVIP pilot programme also showed an ancillary benefit to the RTS, S/AS01 rollout: patients receiving the vaccine also took other preventative vaccines. This was the reason for a reduction in child mortality from all illnesses that were recorded during the programme.

A golden bullet to be deployed with care

5. During the initial RTS, S/AS01 rollout to run through 2025, Benin, Burundi, the Democratic Republic of Congo and Uganda will round out the 12 African countries that will be receiving the malaria vaccine, which includes the three trial countries. Altogether, 18 million doses of this first-ever malaria vaccine will be distributed in an effort that has been well-planned and conducted with efficient coordination thus far.

6. However, cautious health officials and organisations are not relying solely on a vaccine to eradicate malaria in Africa. The WHO notes, “This vaccine has the potential to be very impactful in the fight against malaria, and when broadly deployed alongside other interventions, of saving tens of thousands of lives each year.” The interventions that will continue to be observed will be control measures that are now standardly subscribed for malaria-prone areas: insecticide-treated bed nets, indoor spraying and preventive treatment for pregnant women. These measures even without a vaccine have been responsible for the eradication of malaria in some locations and a significant reduction of malaria-related deaths throughout Africa since 2000.

7. Antimalarial drug resistance is another reason for health officials’ preference for caution over celebration with the vaccine rollout. Over the last decade, the WHO expressed concern over reports of patient resistance to the malaria treatment drug Artemisinin in Eritrea, Rwanda, Uganda and Tanzania. The monitoring of antimalarial drug efficacy is being stepped up to quickly detect and respond to drug resistance. These caveats aside, there is reason to find in the apparent success of the first anti-malaria vaccine a cheerful year-end story for 2023.

(Source: <https://www.inonafrica.com>)

1. Which parts of Africa are mainly troubled by the prevalence of Malaria? (2)
2. According to the text, how does *Anopheles gambiae* play transmit malaria? (2)
3. Why does malaria transmission occur throughout the year in Africa? (2)
4. As stated in the text, which group is most vulnerable to Malaria in Africa? (2)
5. Describe four ways in which families can gain cost due to malaria infection. (4)

6. According to the text what seems awkward with the vaccine name RTS, S/AS01? (2)
7. State where the trial for the malaria vaccine was carried out. (3)
8. According to the text, explain how the vaccine was administered during the Malaria Vaccine Implementation Programme. (2)
9. As mentioned in the text, what were the two success stories for the Malaria Vaccine Implementation Programme? (2)
- 10. Explain the meaning of the following phrases as used in the text. (4)**
- i) "Preventing and containing malaria is delayed by Africa's lack of resources" paragraph 2
 - ii) "Countries' public health systems are strained by the disease" paragraph 3
 - ii) "...the introduction of this medicine was more subtle." Paragraph 4
 - iii) "This vaccine has the potential to be very impactful in the fight against malaria..." paragraph 6

11. Vocabulary

Which underlined words from the passage match the following definitions? Write the correct word next to the number that matches its meaning. (5)

- 11.1 Warnings or conditions that provide a cautionary note about something.
- 11.2 Occurs during a particular time of year.
- 11.3 Something that has a significant effect.
- 11.4 The ability of something to produce a desired or intended result.
- 11.5 A situation where something is exposed to risk.

Section B: Grammar

[30 marks]

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

The World of Languages

Learning a new language has always been an exciting yet challenging endeavor. Many people believe that learning a second language **(1)** (*enhance*) the brain's cognitive ability. In fact, research shows that individuals who speak more than one language **(2)** (*process*) information more effectively than those who are monolingual. Despite the benefits, people often hesitate when they **(3)** (*begin*) to learn a new language, primarily because they think it **(4)** (*be*) too difficult.

In some cultures, speaking multiple languages **(5)** (*consider*) a sign of intellectual achievement. However, mastering a language **(6)** (*require*) a lot of effort and practice.

There are various methods that learners can use, but one of the most effective ways is **(7)** (*immerse*) oneself in the language.

By speaking with native speakers, reading books, and even watching movies in the target language, learners **(8)** (*become*) more comfortable with its structure and vocabulary.

One important thing to note is that language acquisition **(9)** (*not happen*) overnight. Some experts recommend **(10)** (*set*) small goals, such as learning five new words a day. A teacher once said, "If you want to learn quickly, **(11)** *(*practice*) every day." This advice **(12)** *(*report*) to be useful for many students.

If I **(13)** (*start*) learning Spanish a year ago, I **(14)** *(*be*) fluent by now. However, I didn't have enough time then. Nevertheless, if I dedicate myself now, I **(15)** (*achieve*) fluency in the next year.

There are also psychological barriers when learning a new language. Many students fear **(16)** (*make*) mistakes, but these mistakes are essential for improvement. In fact, if mistakes **(17)** (*not make*), progress will be slower. Teachers often tell their students, "Don't worry about mistakes. If you speak confidently, people **(18)** (*understand*) you, even if you don't use perfect grammar."

The following grammar questions are based on the passage given above. Read the passage again and then answer all the questions that follow. (15)

1. Write the word as numbered from the passage above with the correct verb form (verb tense, gerund, infinitive, participle) or voice (active/passive).
2. **Change the following sentences from active to passive voice: (5)**
 - a) People often hesitate when they begin to learn a new language.
 - b) Some experts recommend setting small goals.
 - c) The students are presenting their projects in front of the class.
 - d) Teachers tell their students, "Don't worry about mistakes."
 - e) The artist painted a stunning mural on the wall.
3. **Convert the following sentence from direct speech into indirect speech. (5)**

Direct Speech: "I will finish my report by tomorrow," said Sarah, "and I hope to impress my manager."

4. Conditional sentences: [5]

4.1. Complete the sentences using the third conditional. (2)

4.1.1. If she had known about the meeting, she _____ (attend).

4.1.2. If they had left earlier, they _____ (arrive) on time.

4.2. Complete the sentences using the second conditional. (2)

4.2.1. If we lived by the beach, we _____ (go) swimming every day.

4.2.2. If he were taller, he _____ (play) basketball professionally.

4.3. Complete the sentences using the first conditional. (1)

If it rains tomorrow, I _____ (stay) indoors.

Section C: Critical Reading [40 marks]

Question 1 [10x2=20 marks]

Read the passages below and then answer the questions that follow. Only write the number and the letter of your choice (e.g. 1. A, 2. B, etc.) in the answer book.

Since the advent of television, social commentators have been evaluating its role in a modern society. In the following excerpt from an essay published in 1992, a German social commentator offers a pointed evaluation of the evaluators.

"Television makes you stupid." Virtually all current theories of the medium come down to this simple statement. As a rule, this conclusion is delivered with a melancholy undertone. Four principal theories can be distinguished.

The manipulation thesis points to an ideological dimension. It sees in television above all an instrument of political domination. The medium is understood as a neutral vessel, which pours out opinions over a public thought of as passive. Seduced, unsuspecting viewers are won over by the **wire-pullers**, without ever realizing what is happening to them.

The imitation thesis argues primarily in moral terms. According to it, television **consumption** leads above all to moral dangers. Anyone who is exposed to the medium becomes habituated to libertinism, irresponsibility, crime, and violence. The private consequences are blunted, callous, and obstinate individuals; the public consequences are the loss of social virtues and general moral decline. This form of critique draws, as is obvious at first glance, on traditional, bourgeois sources. The motifs that recur in

this thesis can be identified as far back as the eighteenth century in the vain warnings that early cultural criticism sounded against the dangers of reading novels.

More recent is the simulation thesis. According to it, the viewer is rendered incapable of distinguishing between reality and fiction. The primary reality is rendered unrecognizable or replaced by a secondary, phantom-like reality.

All of these converge in the stupefaction thesis. According to it, watching television not only undermines the viewers' ability to criticize and differentiate, along with the moral and political fibre of their being, but also impairs their overall ability to perceive. Television produces, therefore, a new type of human being, who can, according to taste, be imagined as a zombie or a mutant.

All these theories are rather unconvincing. Their authors consider proof to be superfluous. Even the minimal criterion of plausibility does not worry them at all. To mention just one example, no one has yet succeeded in putting before us even a single viewer who was incapable of telling the difference between a family quarrel in the current soap opera and one at his or her family's breakfast table. This doesn't seem to bother the advocates of the simulation thesis.

Another common feature of the theories is just as curious but has even more serious consequences. Basically, the viewers appear as defenseless victims, the programmers as crafty criminals. This polarity is maintained with great seriousness: manipulators and manipulated, actors and imitators, simulants and simulated, stupefiers and stupefied face one another in a fine symmetry.

The relationship of the theorists themselves to television raises some important questions. Either the theorists make no use of television at all (in which case they do not know what they are talking about) or they subject themselves to it, and then the question arises through what miracle is the theorist able to escape the alleged effects of television? Unlike everyone else, the theorist has remained completely intact morally, can distinguish in a sovereign manner between deception and reality, and enjoys complete immunity in the face of the idiocy that he or she sorrowfully diagnoses in the rest of us. Or could - fatal loophole in the dilemma - the theories themselves be symptoms of a universal stupefaction?

One can hardly say that these theorists have failed to have any effect. It is true that their influence on what is actually broadcast is severely limited, which may be considered distressing or noted with gratitude, depending on one's mood. On the other hand, they have found ready listeners among politicians. That is not surprising, for the conviction that one is dealing with millions of idiots "out there in the country" is part of the basic psychological

equipment of the professional politician. One might have second thoughts about the theorists' influence when one watches how the veterans of televised election campaigns fight each other for every single minute when it comes to displaying their limousine, their historic appearance before the guard of honour, their hairstyle on the platform, and above all their speech organs. The number of broadcast minutes, the camera angles, and the level of applause are registered with a touching enthusiasm. The politicians have been particularly taken by the good old manipulation thesis.

1. The main purpose of this passage is:

- A to inform viewers about the dangers of television.
- B to explain four different theories of television as a medium.
- C to criticise people who watch television.
- D to discuss arguments for and against television.
- E to discuss and evaluate the different theories regarding television.

2. In line 10, the term "wire-pullers" refers to the

- A bland technicians who staff television studios.
- B shadowy moulders of public opinion.
- C self-serving critics of television.
- D hack writers who recycle old concepts.
- E slick advertisers of consumer goods.

1. As used in line 11, "consumption" most nearly means

- A destruction.
- B viewing.
- C erosion.
- D purchasing.
- E obsession.

4. The reference to the eighteenth century in lines 16-18 conveys what impression about

cultural critiques based on moral grounds?

- A They are part of a tradition dating back to early civilization.
- B They were the main preoccupation of that era's social commentators.
- C They were once persuasive but now go mostly unheeded.
- D They are no more valid today than they were in those years.
- E They continue to appeal to people having no real understanding of art.

5. The author makes the comparison to the novel in lines 16-18 in order to

- A point out television's literary origins.
 - B underscore the general decline of culture.
 - C emphasize television's reliance on visual imagery.
 - D expose narrow-minded resistance to new forms of expression.
 - E attack the cultural shortcomings of television producers.
6. The terms "primary" (line 20) and "secondary" (line 21) are used to refer to the distinction between
- A an ideal democracy and our political system.
 - B natural objects and human artefacts.
 - C the everyday world and its fictional counterpart.
 - D the morality of the elite and that of the populace.
 - E the world view of scientists and that of mystics.
7. The author responds to the four theories of television primarily by
- A offering contrary evidence.
 - B invoking diverse authorities.
 - C adding historical perspective.
 - D blurring the line between the manipulator and the manipulated.
 - E implying that no reasonable person could take them seriously.
8. According to the passage, most current evaluations of television are based on which of the following assumptions about viewers?
- I. Viewers are mostly interested in comedy programs.
 - II Viewers never engage their analytical faculties.
 - III Viewers see political content where there is none.
- A I only
 - B II only
 - C I and II only
 - D II and III only
 - E I, II, and III
9. In the last paragraph, the author's attitude toward politicians is primarily one of
- A humorous contempt.
 - B outraged embarrassment.
 - C worried puzzlement.

- D relieved resignation.
- E begrudging sympathy.

10. The audience of this passage can be identified as

- A television evaluators.
- B social commentators.
- C the general public.
- D theorists.
- E television producers.

Question 2: Summary

[20 marks]

Read the article again and briefly summarise the four main television theories and what they entail. Also include two main criticisms that the author makes against these theories. Your summary should not be more than a **100 words**. Use your own words as far as possible.

[The End]