



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF EDUCATION AND LANGUAGES

COURSE CODE: EPR511S	COURSE NAME: ENGLISH IN PRACTICE
DATE: JUNE 2023	MODE: DI
DURATION: 3 Hours	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
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INSTRUCTIONS
1. Answer ALL the questions.
2. Write clearly and neatly.
3. Number the answers clearly.

PERMISSIBLE MATERIALS

1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 10 PAGES (INCLUDING THIS FRONT PAGE)

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

How to implement the Integrated Farming System

By Erastus Ngaruka, Technical officer at Agribank

Last year, I travelled through the country to find out how the drought in Namibia is affecting the farmers. I (i) (to study) the effects of climate change for several years before I finally (ii) (to publish) a book on the topic two years ago. It is a topic that (iii) (to intrigue) me since I first learned about it in Geography. I (iv) (to meet) many innovative and interesting farmers while I (v) (to travel) through the country. It opened my eyes to the difficulties that each farmer (vi) (to face) every day and to the fact that farmers (vii) (to be) totally dependent on the weather. It is clear that climate change (viii) (to influence) farming in Namibia in the next decade.

Agriculture production in Namibia is very vulnerable to the threats of climate change amongst others, and this in turn is threatening food security and sustainable livelihoods. This vulnerability can be lessened by adopting appropriated farming systems aimed at achieving sustainable agriculture.

Sustainable agriculture is the continued production of food by using appropriate farming practices that will not compromise the production environment, including human health and animal welfare. The one farming system that will achieve this sustainability is called an Integrated Farming System (IFS).

This simply refers to a system of farming with crops and livestock in combination such that they complement each other in terms of input resource utilisation, while ensuring diversified sources of income. In contrast to IFS, monoculture systems only involve a single production component line, for example crops only. Mr Charles Kavetuna, an experienced farmer, said: "In an attempt to cope with climate change, I decided to combine the best of modern tools and technologies with traditional or indigenous practices ten years ago."

Common Integrated Farming Systems include a combination of crops, for example cereal, fruits and vegetables, and chicken, cattle, goats and sheep. Therefore, for IFS to function efficiently, the products and by-products from one component are used by the other. This simply means that waste materials from one component are used as inputs into the other components. An Integrated Farming System combines the best of modern tools and technologies with traditional or indigenous practices according to a given site and situation.

In Namibia, IFS in practice can be described as follows: The role of livestock in the system is to supply manure as fertilizer for the crops. Their dung/manure is either collected from kraals or they are allowed onto the fields to eat crop residues while dropping manure onto the soil. Livestock trample upon the fields and incorporate litter (e.g. dead leaves) into the soil with their hooves to improve soil organic matter content. In addition, animals also break soil surface layers to facilitate water infiltration. In particular, cattle can also be used for ploughing the crop fields.

On the other hand, crop (e.g. maize and mahangu) residues will be used as livestock feed. These can be collected and processed (milled) to improve digestibility. Commonly, farmers allow animals to eat them while standing in the field. The crop or plant materials are also used to cover the soil surface (mulching) to minimise excessive water loss (evaporation) from the soil, and as compost to improve soil humus or organic matter in order to enhance soil fertility.

Poultry (e.g. chicken and ducks) can be used as cleaners in orchards or vegetable gardens, removing rotten fruits, vegetables, pests and weeds while adding manure/fertilizer to the soil.

An Integrated Farming System is thus not just simply the keeping of animals or growing of crops, but a comprehensive system that includes sustainable resource utilisation such as soil and water conservation, which is critical to a healthy farming system.

Compared to the common monoculture practices, IFS is an important tool to minimise farm production costs and associated risks. The advantages of IFS include increased farm production and income with limited inputs, increased household food self-sufficiency and security, recycling of farm by-products, and use of organic materials. IFS can be a tool to enhance farmers' resilience and adaptation to climate changes, thus ensuring sustainable production and lasting food security at both household and national levels. If farmers learn to adapt, the lasting effects of climate change will not devastate agriculture in Namibia.

[Source: Adapted from Die Boer, March 2018]

1. What are the main threats of climate change in Namibia? (2)
2. Give an example of sustainable agriculture. (1)
3. Explain the main difference between integrated and monoculture farming Systems. (2)
4. Explain the four roles that livestock can play in crop farming in detail. (4)
5. How can the residue plant materials be used to aid soil conditions? (2)
6. How can poultry benefit vegetable farmers? (2)
7. Which two components are critical for a healthy farming system in Namibia? (2)
8. Name three advantages of IFS for the farmer. (3)
9. What is the main advantage of equipping farmers with the tools to adapt to climate change? (1)
10. Explain the meaning of "it opened my eyes" (par. 1) in your own words. (1)
11. Vocabulary: (5)

For each of the terms below, choose the explanation that best describes the meaning of the bolded words as used in the passage from the list given below the words. Write down only the letter of the meaning of your choice next to each word.

- (i) complement (par. 4)

- (ii) indigenous (par. 4)
- (iii) residues (par. 6)
- (iv) comprehensive (par. 9)
- (v) resilience (par. 10)

- A Including all the parts that may be concerned.
- B Affecting or including the whole world or universe.
- C To add to something in a way that improves it or makes it more useful.
- D A small amount of something that remains at the end of a process.
- E The ability of people or things to return to its original state after it has been through some difficulties.
- F Something that can be continued for a long time.
- G Belonging to a particular place.

SECTION B: GRAMMAR

[25]

Read the questions below and then answer the grammar questions based on the passage 'How to implement the Integrated Farming System'.

1. Change the verbs numbered (i) – (viii) in par. 1 into the correct verb tense. (8)
- 2.1 Identify whether the following sentences are in the active or passive voice. (3)
 - a) Animals break soil surface layers to facilitate water infiltration.
 - b) Food production has been increased by appropriate farming practices.
 - c) Climate change is altering farming practices in Namibia.
- 2.2 Change the sentences at 2.1 to the opposite voice. (3)
3. Write the following sentence from par. 4 in reported speech. (3)

Mr Charles Kavetuna, an experienced farmer, said: "In an attempt to cope with climate change, I decided to combine the best of modern tools and technologies with traditional or indigenous practices ten years ago."

4.1 Identify the type of conditional used in the following sentence from the last paragraph. (1)

If farmers learn to adapt, the lasting effects of climate change will not devastate agriculture in Namibia.

4.2 Now, change the sentence at 4.1 into a third conditional. (1)

5. Complete the following conditional sentences with any suitable result clause. (2)

a) If the farmer had taken the expert's advice,

b) If it rains less than 100mm per annum,

6. Identify the following from the last paragraph: (4)

a) Two gerunds.

b) Two infinitives.

SECTION C: CRITICAL READING [20]

1. Read the passage below and then answer the questions that follow. (10)

This passage is adapted from David Rotman

How Technology Is Destroying Jobs

MIT business scholars Erik Brynjolfsson and Andrew McAfee have argued that impressive advances in computer technology—from improved industrial robotics to automated translation services—are largely behind the sluggish employment growth of the last 10 to 15 years. Even more ominous for workers, they foresee dismal prospects for many types of jobs as these powerful new technologies are increasingly adopted not only in manufacturing, clerical, and retail work but in professions such as law, financial services, education, and medicine.

That robots, automation, and software can replace people might seem obvious to anyone who's worked in automotive manufacturing or as a travel agent. But Brynjolfsson and McAfee's claim is more troubling and controversial. They believe that

rapid technological change has been destroying jobs faster than it is creating them, contributing to the stagnation of median income and the growth of inequality in the United States. And, they suspect, something similar is happening in other technologically advanced countries.

As evidence, Brynjolfsson and McAfee point to a chart that only an economist could love. In economics, productivity—the amount of economic value created for a given unit of input, such as an hour of labour—is a crucial indicator of growth and wealth creation. It is a measure of progress. On the chart Brynjolfsson likes to use, two separate lines represent productivity and total employment in the United States. For years after World War II, the two lines closely tracked each other, with increases in jobs corresponding to increases in productivity. The pattern is clear: as businesses generated more value from their workers, the country as a whole became richer, which fueled more economic activity and created even more jobs. Then, beginning in 2000, the lines diverge; productivity continues to rise robustly, but employment suddenly wilts. By 2011, a significant gap appears between the two lines, showing economic growth with no parallel increase in job creation. Brynjolfsson and McAfee call it the “great decoupling.” And Brynjolfsson says he is confident that technology is behind both the healthy growth in productivity and the weak growth in jobs.

It’s a startling assertion because it threatens the faith that many economists place in technological progress. Brynjolfsson and McAfee still believe that technology boosts productivity and makes societies wealthier, but they think that it can also have a dark side: technological progress is eliminating the need for many types of jobs and leaving the typical worker worse off than before. Brynjolfsson can point to a second chart indicating that median income is failing to rise even as the gross domestic product soars. “It’s the great paradox of our era,” he says. “Productivity is at record levels, innovation has never been faster, and yet at the same time, we have a falling median income and we have fewer jobs. People are falling behind because technology is advancing so fast and our skills and organizations aren’t keeping up.”

While technological changes can be painful for workers whose skills no longer match the needs of employers, Lawrence Katz, a Harvard economist, says that no historical pattern shows these shifts leading to a net decrease in jobs over an extended period. Katz has done extensive research on how technological advances have affected jobs over the last few centuries—describing, for example, how highly skilled artisans in the mid-19th century were displaced by lower-skilled workers in factories. While it can take decades for workers to acquire the expertise needed for new types of employment, he says, “we never have run out of jobs. There is no long-term trend of eliminating work for people. Over the long term, employment rates are fairly stable. People have always been able to create new jobs. People come up with new things to do.”

Still, Katz doesn’t dismiss the notion that there is something different about today’s digital technologies—something that could affect an even broader range of work. The question, he says, is whether economic history will serve as a useful guide. Will the job disruptions caused by technology be temporary as the workforce adapts, or will

we see a science-fiction scenario in which automated processes and robots with superhuman skills take over a broad swath of human tasks? Though Katz expects the historical pattern to hold, it is “genuinely a question,” he says. “If technology disrupts enough, who knows what will happen?”

[Source: <https://www.technologyreview.com>]

1.1 The main purpose of the passage is to

- A examine the role of technology in workers’ lives during the last century.
- B advocate for better technology to enhance workplace conditions.
- C argue for changes in how technology is deployed in the workplace.
- D assess the impact of advancements in technology on overall job growth.

1.2 According to Brynjolfsson and McAfee, advancements in technology since approximately the year 2000 have resulted in

- A low job growth in the United States.
- B global workplace changes.
- C more skilled laborers in the United States.
- D no global creation of new jobs.

1.3 Which choice provides the best evidence for the answer to the previous question?

- A Lines 1-4 (“MIT... years”)
- B Lines 8-9 (“That... agent”)
- C Lines 13-14 (“And... countries”)
- D Lines 21-23 (“as businesses... jobs”)

1.4 The primary purpose of lines 16-17 (“the amount... labour”) is to

- A describe a process.
- B highlight a dilemma.
- C clarify a claim.
- D explain a term.

1.5 As used in line 21, “clear” most nearly means

- A pure.
- B keen.
- C untroubled.
- D unmistakable.

1.6 Which of the following best characterizes Katz’s attitude toward “today’s digital technologies” (lines 50-51)?

- A He is alarmed about countries’ increasing reliance on them.
- B He is unconcerned about their effect on the economy.
- C He is uncertain how they might affect job growth.
- D He is optimistic that they will spur job creation to a degree not seen since the mid-nineteenth century.

1.7 Which choice provides the best evidence for the answer to the previous question?

- A Lines 42-44 (“Katz... factories”)
- B Lines 44-46 (“While... jobs”)
- C Line 48-49 (“People come... do”)
- D Lines 56-57 (“If... happen”)

1.8 As used in line 51, “range” most nearly means

- A region.
- B scope.
- C distance.
- D position.

1.9 Read line 56: “Katz expects the historical pattern to hold”. This means that Katz is of the opinion that

- A technology will displace workers
- B workers will be replaced by robots
- C technology will force changes
- D people will create new jobs

1.10 McAfee and Brynjofsson believe that

- A technology improves productivity but destroys jobs
- B technology slows productivity while increasing jobs
- C technology increases jobs and accelerates productivity
- D technology boosts job creation whole decreasing productivity

2. Briefly summarise McAfee and Brynjofsson’s main claim and the main supporting evidence they give for this claim. Use your own words as far as possible. (10)

SECTION D: ESSAY WRITING

[30]

Write an essay based on **ONE** of the following topics. You should write between **300 and 350** words (about one and a half pages). Indicate the number of words used.

1. Many people are of the opinion that juveniles should receive the same harsh punishments as other criminals that break the law. Discuss the advantages and disadvantages of treating juvenile prisoners the same as adult prisoners.
2. In your opinion, what can The Ministry of Health do to encourage people to eat healthier and lose weight?
3. It is often reported in the media that someone has been fired for something he/she said on Facebook. Some people think that what you say and post on social media should be grounds for getting someone fired while others disagree. To what extent do you agree and disagree with this?
4. Discuss the three most important ways in which parents can encourage their children to get good grades.
5. It is much better to work from home than in an office. Support and refute this statement.
6. Many employers complain that their employees have no work ethics and loyalty. In your opinion, what can employers do to restore and improve these attributes?

END OF QUESTION PAPER