



**PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF HUMAN SCIENCES
DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

QUALIFICATION: VARIOUS COURSES	
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COURSE CODE: PLU411S	COURSE NAME: PRINCIPLES OF ENGLISH LANGUAGE USE
SESSION: JANUARY 2020	PAPER: THEORY AND PRACTICE
DURATION: 3 HOURS	MARKS: 100
MODE: FM, PM, DI	

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
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MODERATOR:	Mr A. Ndlovu

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

THIS QUESTION PAPER CONSISTS OF 9 PAGES (Including this front page)

Read the passage below and answer the questions that follow.

Off the Spice Rack: The Story of Salt and Pepper

1. You wouldn't think it to look at them, but your salt and pepper shakers have caused a lot of problems over the years. Its story tells the history of kingdoms torn apart, newly discovered worlds and powerful trade dynasties with which one can fill many a book.

2. Salt doesn't just make your food tastier—it is actually required for life. Sodium ions help the body perform a number of basic tasks, including maintaining the fluid in blood cells and helping the small intestine absorb nutrients. We can't make salt in our own bodies, so humans have always had to look to their environments to fill the need. Early hunters could get a steady supply of salt from meat, but agricultural groups had to seek it out by following animal tracks to salt deposits.

3. The Egyptians were the first to realise the preservation possibilities of salt. Sodium draws the bacteria-causing moisture out of foods, drying them and making it possible to store meat without refrigeration for extended periods of time. Delicacies like our modern-day Parma hams, gravlax, bresaola and baccala are all the result of salt curing. But back in the day, this type of preservation wasn't limited to meat: Mummies were packed in salt too. In fact, when mummies were shipped down the Nile as cargo, they were taxed in the "salted meat" bracket.

4. How did ancient populations get their salt? The Shangxi province of China has a salt lake, Yuncheng, and it's estimated that wars were being fought over control of its salt reserves as early as 6000 B.C. Salt was gathered from the lake during the dry season, when the water evaporated and flats of salt were exposed. The Egyptians got their salt from Nile marshes, while early British towns clustered around salt springs. In fact, the "wich" suffix in English place names like Middlewich and Norwich is associated with areas where salt working was a common practice.

5. Even well into American history, destinies were decided by salt. During the Civil War, salt was a precious commodity, used not only for eating but for tanning leather, dyeing clothes and preserving troop rations. Confederate President Jefferson Davis even offered a military service waiver to anyone willing to work on salt production on the coast. The ocean was the only reliable source of salt for the South since inland production facilities were so valued they became early targets of Union attacks.

6. Unlike salt, which can be found or made practically anywhere in the world, black pepper is indigenous only to Kerala, a province in southwest India. References to pepper appear in Greek and Roman texts, suggesting an ancient trade between India and the West. As early as 1000 B.C., traders from southern Arabia controlled the spice trade and pepper routes, enjoying a huge monopoly over an increasingly profitable business. To protect their valuable

routes, traders created fantastical stories about the hardships endured in order to procure spices. What Englishman in his right mind would want to travel around the globe just to be attacked by a dragon guarding a pepper pit?

7. By medieval times, the middle leg of pepper trade routes was still firmly controlled by Muslim traders, while Italian city-states like Venice and Genoa held a monopoly on shipping lines once the spice reached the Mediterranean. Pepper was costly to ship—the Silk Road, the most well-known trade route, stretched over 4,000 miles—but was such a desirable spice that Italian traders could essentially set their own prices. This led to pepper’s status as a luxury item in medieval Europe. Even today, the Dutch phrase “pepper expensive” refers to an item of prohibitive cost.

8. Eventually, the rest of Europe got tired of paying the high Venetian prices for pepper imports and decided to take matters into their own hands. Thus began the age of Christopher Columbus, Vasco de Gama, Sir Francis Drake and other explorers. Indeed, Columbus stocked the holds of his ships with what he believed to be pepper and brought the spice all the way from the West Indies. Only back in Spain did he discover that his ships weren’t full of priceless peppercorns but worthless chili peppers.

9. Pepper’s popularity quickly spread through world cuisines once more trade routes were established. At one time it accounted for a whopping 70 percent of the international spice trade. As it became more readily available, the prices dropped, and ordinary people were able to enjoy it. Regional cuisines began incorporating pepper into their foods alongside native spices and herbs. This resulted in typical spice blends such as garam masala in India, ras el hanout in Morocco, quatre épices in France and Cajun and jerk blends in the Americas.

By Stephanie Butler

Adapted from: <https://www.history.com/>

Answer the questions that follow based on your reading of the text above.

1. Explain how, in American history, someone’s future was determined by salt. Answer in your own words. (2)
2. Why did the South produce salt from the sea during the American Civil War? (2)
3. Mention three types of places ancient people got their salt from. (3)
4. What is the difference in the origins of where salt and pepper could be found? Answer in your own words. (2)

5. How do we know that there must have been trade between India and the West during ancient times? (2)
6. Indicate whether the following statements are true or false: (5)
- a. Animals helped people discover salt.
 - b. Gravlax is a type of mummie.
 - c. Salt has numerous functions, such as being used for tanning, dyeing, and curing.
 - d. In England, towns ending with “wich” is famous for their hot peppers that kept witches out of town.
 - e. Columbus was a voyager who traded in pepper with India.
7. Circle the correct answer:
- 7.1 The argument that spices were traded as expensive goods during medieval times are supported by all the following claims, except: (2)
- A. Pepper was costly to ship.
 - B. Pepper was deemed a luxury item during medieval times.
 - C. Muslim traders controlled the pepper routes.
 - D. Italian traders set their own mark-up price on pepper.
- 7.2 Evidence for the popularity of pepper includes the fact that: (2)
- A. At one point, trading in salt and pepper accounted for 70% of the international spice trade.
 - B. When ordinary people began to use pepper the price of pepper dropped.
 - C. Spice blends began to appear across the world.
 - D. All the above.
8. Find a word/ phrase in the essay that means:
- 8.1 A choice or expensive food (paragraph 3) (2)
- 8.2 To obtain something, especially with care or effort (paragraph 6) (2)

8.3 A style or method of cooking, especially as characteristic of a particular country, region, or establishment (paragraph 9) (2)

9. What do the underlined words in bold refer to in the passage?

9.1 "it" (paragraph 2) (2)

9.2 "their" (paragraph 6) (2)

SECTION B: Grammar

[20]

Read the paragraphs below and answer the questions that follow.

NUST: Abridged Historical Perspective

1. Higher education in Namibia started around 1979/80. Prior to this, all students wishing to (a) (persue/pursue) higher education **had** to go to South Africa or **other** countries abroad.
2. The Namibia University of Science and Technology has its roots in the **establishment** of the Academy for Tertiary Education by Act No. 13 of 1980. Classes in Teacher Training **and** Secretarial Courses started on 14 January 1980.
3. Five years later, another Act, number 9 of 1985 was promulgated and the Academy consisting of a university component (the **present** University of Namibia), a Technikon, and College for Out-of-School Training (b) (was/were) established.
4. Shortly after independence in 1990 it was resolved that the **three** components **be** collapsed into two independent higher education institutions, (c) (naming/namely), a university and Polytechnic of Namibia.
5. Four years later, with the establishment of the Polytechnic of Namibia by Act No. 33 of 1994, Technikon Namibia and the College for Out-of-School Training (COST) merged to become the Polytechnic of Namibia. The Act provides for the **gradual** phasing out of vocational training courses and the granting of degrees by the Polytechnic of Namibia.
6. The **former** City Campus (former Academy) became the Polytechnic of Namibia and its first Rector, Prof. Tjama Tjivikua, was appointed on 4 August 1995, and the first meeting of Council was held on 10 August 1995.
7. On 14 September 2015 the Namibia University of Science and Technology Act was promulgated, thereby transforming the Polytechnic into the new (d) (university/ University).

Source:<https://www.nust.na/sites/default/files/documents/FINAL%20Yearbook%202019%20Part%201%20General.pdf>

1. Identify the Parts of Speech of the following words in bold in paragraphs 1-5. (8)
 - (a) other (paragraph 1)
 - (b) establishment (paragraph 2)
 - (c) and (paragraph 2)
 - (d) present (paragraph 3)
 - (e) a (paragraph 3)
 - (f) be (paragraph 4)
 - (g) three (paragraph 4)
 - (h) gradual (paragraph 5)

2. There are four errors in Paragraphs 1 – 7. Correct them by choosing the correct answer from the words between brackets from (a) to (d). (4)

3. Identify the tense of the following sentence:

Students had gone to South Africa for further studies during those years. (2)

4. Transform the following sentences into the tense indicated between brackets
 - 4.1 Classes in Teacher Training and Secretarial Courses started on 14 January 1980

(future perfect) (3)
 - 4.2 The former City Campus (former Academy) became the Polytechnic of

Namibia (simple present) (1)

5. Rewrite the following sentence in question form. (2)

The former City Campus (former Academy) became the Polytechnic of Namibia.

Read the Essay below and answer all the questions that follow.

How Sport Brings People Together and Transcends Competition Itself

1. Sports, for thousands of years, have been a wonderful means for humankind to exercise one of our most basic instincts: competition with our fellow humans. Surrounding all types of sports is the idea of sportsmanship, the respect and ethical behaviour shown to all participants of a contest. Given the reality of our differences and the realness of competition, the spirit of sport and true sportsmanship has much to teach us. Sports fans around the world have all seen their share of sore losers, bad winners, and generally horrifying displays of poor sportsmanship. Yet, in all sports, there remain certain dogmas that only the most poorly-behaved sportsman would dare to violate. The spirit of the game, in many cases, is far more important than the outcome of the match, and a true competitor understands this. This is why many of our most beloved athletes are not always the most talented or outstanding performers; it is those who play with the purest heart, for the sake of the team, and with respect for all opponents. Truly transcendent athletes are those that are able to combine this intangible trait with world class skill.

2. There are greater lessons to be learned from this besides being well-liked in the sporting community. Sports, and by extension, the athletes who play them, are able to go beyond cultural differences; surely there are stylistic differences between countries and regions, but in general, sports are played the same wherever you go. Similarly, all fans of a sport are able to appreciate incredible athletic feats or truly classy displays of sportsmanship. In a day in age when settling cultural differences is of utmost importance, turning more towards sports is a reasonably viable way to bring the world closer together.

3. The best example of a sport bringing two societies together today is the case of cricket contests between India and Pakistan, tension and hostility have marked the relationship between the two countries for much of the last century. What has become known as cricket diplomacy has been able to bring an air of friendliness to talks between leaders. In 2011, the former president of Pakistan, Pervez Musharraf, was quoted on the benefits of cricket diplomacy. He said, "Firstly, I think it can be used as an ice-breaker in case the two opposing groups' leadership is not in touch with each other. Secondly, when they meet, it improves the environment of discussion because they have a better understanding of each other because I have personally believed that inter-state relations have much to do with inter-personal relations." Although he went on to say that he does not believe that cricket

diplomacy will lead to resolution, it is clear that it eases the initial tension that can be a major detriment to diplomatic proceedings.

4. There are countless other examples of the way sports can overcome cultural boundaries. Kobe Bryant, of the NBA's Los Angeles Lakers, is immensely popular in China—one city has built a statue of him. Ichiro Suzuki, a Japanese baseball player, has easily been one of the most popular players in the Major League Baseball during his time in the US, despite rarely giving an interview in English. It has been said that he “speaks baseball”—that is, he plays the game the right way, one which any true fan will appreciate.

5. Similarly, a recent trend of European footballers, such as David Beckham and Thierry Henry, coming to the US has helped quell the notion that Americans do not play or watch football, although the country still has a long way to go. Lastly, international events such as the Olympic Games or World Cup are perfect opportunities to show the world that international co-operation and peace are possible, if only for a few short weeks every couple of years. Sports can and need to be used as instruments of change, proponents of peace, and in general, positive and unifying forces in an ever uncertain world.

6. The Olympic Creed says it best: “The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well.”

Adapted from: <https://www.examples.com/education/analytical-essay.html>

1. Write down the thesis statement of this essay. (2)
2. Summarise the argument made in paragraph 2 in no more than 12 words. (2)
3. What is the main idea expressed in paragraph 3? (2)
4. Identify the comma splice in paragraph 3 and then correct it in two different ways. (4)
5. How do the words, “firstly” and “secondly” function to connect the ideas in paragraph 3? (1)
6. What is the topic sentence of paragraph 4? (1)
7. Identify two transition words in paragraph 5. (2)
8. What is the topic of the topic sentence in paragraph 6? (2)
9. Summarise the concluding sentence of paragraph 5 in your own words. (2)

10. What is the concluding idea of the essay?

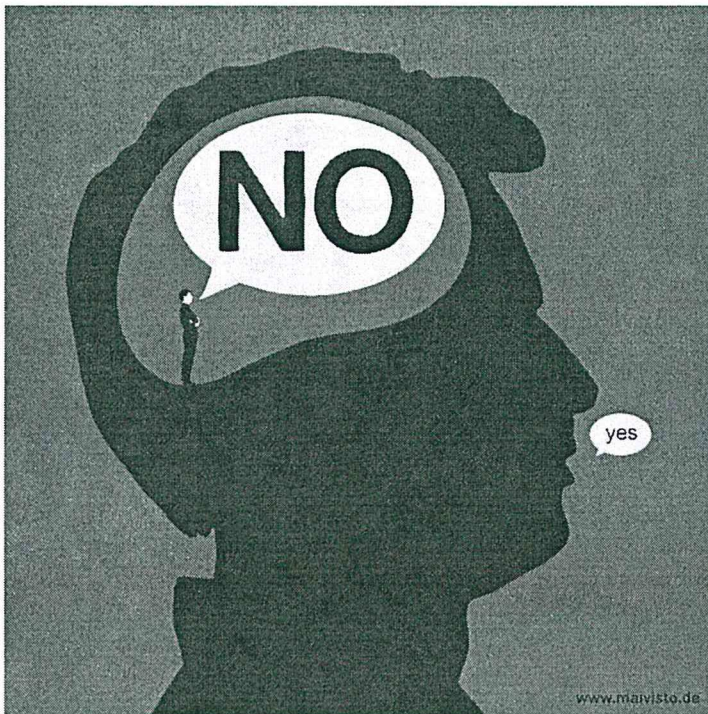
(2)

SECTION D: Essay Writing

[30]

Choose one topic from the options below and write an essay of 300-350 words. Your essay should have at least 5 paragraphs. Pay attention to structure, coherence, punctuation and language usage.

1. Discuss your views on the value of your degree (the one you are studying towards) in a world that will be highly driven by technology.
2. What do you make of this saying, "Some people are so poor, all they have is money"?
3. Describe a time in your life when you felt very proud of yourself.
4. Write an essay in which you give advice to the reader on how to make good decisions.
5. Describe your thoughts when you look at the image provided below.



Source: <https://mymodernmet.com/thought-provoking-minimalist-illustration-sergio-ingravallo/>

--- END OF EXAMINATION ---