FEEDBACK TUTORIAL LETTER

1ST SEMESTER 2021

Tests 1 & 2 (MAKE-UP)

English for Academic Purposes
EAP511S
This document comprises feedback on all the questions in the makeup test. (The correct answer in each case is highlighted).

SECTION A: ACADEMIC READING

Read the following article and answer the questions below. The original research article has been adapted for assessment purposes.

**Student Access to Information at the University of Namibia Using Freeware as Communication Tools**

Sharon Zaaruka, Martha Mosha

**INTRODUCTION**

Tertiary institutions make use of Learning Management Systems (LMS) to communicate important information and disseminate learning material in the form of notes and presentations. According to Bere (2012), “Constructivist approaches emphasise learner-centred tactics in meeting their needs and pedagogy. The provision and access to learning material anywhere, anytime, and in various formats has potential to enhance deep student learning capabilities.” Echeverría, Nussbaum, Calderón, Bravo and Infante (as cited in Bere, 2012) state that “in higher education, mobile devices are used for the enhancement of discussions and sharing information among students and their lecturers through the access
to: learner management systems, Mobile instant messaging, Mobile Social Networking (Facebook and Twitter), and Web based learning.” Tim O’Reilly (2009) defines Web 2.0 as “a set of principles and practices that tie together a veritable solar system of sites”. Web 2.0 has thus influenced the way individuals communicate and learn drastically through its elements, which according to Susilo (2014), are: “communication and collaborative technologies that involve voice, video, social networking, and content sharing.”

The usage of cellular phones, particularly smartphones, has increased. This usage increment is accompanied by increased effective communication among people. Cell phones are not just used for communication only, but for listening to music, playing games and even watching movies. This advancement in phones has led to the development of operation systems such as Windows, iOS and Android. Android has developed many applications, including the instant messaging, WhatsApp. According to Jadhav, Bhutkar and Mehta (as cited in Susilo, 2014), WhatsApp is one of the most popular messenger applications among the college students. The levels and platforms of communication are constantly increasing, resulting in individuals having access to different communication platforms, systems or applications. Communication at institutions of learning is a vital point to ensure all stakeholders are on the same level of knowledge. However, there is a risk of information loss due to the increment of communication platforms that students have access to. Therefore, this study aimed to: identify how UNAM communicates with its students and how the UNAM students prefer to receive their communication from the University to ensure access to information. This study focused on three variables being, My UNAM Portal, Moodle and WhatsApp. The study only focused on WhatsApp and no other social media networking sites that students could have been using at the time.

According to Moodle (2017), the Open Source Software (OSS), which has been in the industry since 2011, is “based on plug-ins which is like Lego blocks which enables the users to build or put together anything they want.” Moodle (2017) further states that the LMS’ greatest feature is “the availability of different types of plug-ins for different content and collaborative activities.” Moodle was officially introduced to UNAM in 2015. Moodle is hosted and managed under CODEL which was established in 2016 through a merger between the Centre for External Studies (CES) and the Centre for eLearning and Interactive Multimedia
UNAM has made provision for students to access this LMS through the University’s intranet. Moodle is one of the popularly used LMS, especially due to its features which include group discussions and chats. Although Moodle has officially been implemented in some departments and centres within UNAM, it is operating on an on-request basis. According to Susilo (2014), “students seldom use this feature due to an absence of a tutor and the inconvenience aspect of Moodle.” Susilo (2014) describes these inconveniences as the slowness of the system caused when most of the students are trying to access Moodle which inconvenience students when attempting quizzes or uploading assignments. Student failure to access the system due to the website being down results in the alternative use of Facebook (or other messaging apps) for communication (Susilo, 2014). Moodle has, however, developed the Moodle Mobile App, referred to as the Moodbile, to solve some of the mentioned issues which leads to the alternative use of instant messaging applications.

My UNAM Portal is an in-house system, developed by the Computer Centre, a department within UNAM. The portal which is named ‘My UNAM Portal’ is updated and maintained by the same department. This system was developed using the PHP scripting language, with a MySQL database, and operates on Apache webserver. All these systems that make up My UNAM Portal are OSS. My UNAM Portal was primarily created to serve as an interface between UNAM students and the University LMS. My UNAM Portal was meant to avoid inconveniences of students standing in long queues at the administration block to request for their results, academic records, financial statements, applying for refunds, doing transfers and so much more.

WhatsApp is an instant messaging application which consists of different features that enable various tasks to be conducted. There are a lot of phone communication/messaging applications found worldwide. This results in different applications being used predominantly in different communities and countries. Susilo (2014) argues that “Facebook and WhatsApp have become the communication portal of social networking, which has rapidly transformed the way people communicate.” The rise in popularity of these applications has sparked the interest and possibility of usage in environments of learning. Susilo (2014) believes that due to Facebook and WhatsApp, “pedagogical, social and technological affordances which enables uploading of announcements, sharing of resources via online discussions, they have the
potential of being used as online tutorial complements.” The integration of social networking sites into LMS, for either communication or learning and teaching purposes, creates a ubiquitous environment (Susilo, 2014). The evolution of social media has influenced the way individuals communicate. Institutions of higher learning have, therefore, had to integrate social media in their communication platforms to reach more students within a desirable time frame. Social media platforms enable users to generate and share content as well as interact with one another. Some lecturers within the Communication and Information Department, to be specific, at UNAM, have formed Facebook groups (for instance, Media Students 2014) to upload any notifications pertaining to the course content.


Questions

1. Name three technological innovations mentioned in paragraph A which have revolutionised access to information in education. (3)

   LMS, Mobile devices, Web 2.0

2. What is the disadvantage of having too many communication platforms available to students? (2)

   Information loss (1) as a result of students having access to different platforms (1)

3. State two reasons why Moodle is not popular among UNAM students? (2)

   Absence of a tutor (1) and the inconvenience aspect/system slowness (1)

4. State whether the statements below are TRUE or FALSE according to the article. (8)

   a) The operating systems on the market today include Windows, iOS, Web 2.0 and android. F

   b) According to the article, instant messaging and WhatsApp are examples of applications. T

   c) The failure to access the UNAM system due to slowness and other factors has promoted the alternative use of other applications such as Facebook. T

   d) Moodle is fully utilised across all the academic sectors of UNAM. F
e) Moodle and Moodbile are UNAM products.  
f) Both Facebook and WhatsApp have been integrated into UNAM’s LMS.  
g) Moodle, My UNAM portal and WhatsApp are all popular among UNAM students.  
h) The inclusion of social networking sites in LMS has more disadvantages than advantages.

5. Identify two cohesive devices in paragraph E which indicate REASON and RESULT.  
   Due to; therefore

6. Which two cohesive devices in paragraph C indicate CONTRAST and which one indicates COMPARISON?

7. What do the following pronouns in paragraph E (In bold print) refer to?
   This The fact that there are a lot of phone communication/ messaging applications found worldwide (or similar)
   These (applications) Facebook and WhatsApp applications
   They Facebook and WhatsApp

8. Provide a synonym of the word ‘affordances’ in the following quotation.
   Susilo (2014) believes that due to Facebook and WhatsApp, “pedagogical, social and technological affordances which enable uploading of announcements, sharing of resources via online discussions, have the potential of being used as online tutorial complements.”
   Advantages/benefits/conveniences

9. State the word-formation processes of the following words. Use one word only.
   LMS Acronym/abbreviation
   UNAM Blending
   WhatsApp coining/blending
   Web 2.0 coining
   Phone clipping
   Facebook compounding
   Communication derivation
   Applications inflection

10. Which of the following words is a simple, compound or complex word?
    Android Simple
    Multimedia complex
    Plugin compound
11. Provide the meaning of the underlined affixes in each of the words below. (5)

- Transfer
- Internet
- predominant
- activities
- information

SECTION B: ACADEMIC WRITING [20]

1. Identify the tentative word/words in each of the sentences below. Do not rewrite the sentence. (2)

   a) The findings of this study lead to the conclusion that students do not access the provided LMSs on a daily basis; this could lead to delayed access to important information and notifications. Could

   b) Making Moodle a mandatory platform for the whole University may solve many issues in terms of access to information; however, it does not solve the inconveniences caused by the constant disruption in UNAM’s internet connectivity or lack of internet connection. May

2. Identify the part of the sentence indicating acknowledgement/referencing in each of the sentences below. (2)

   a) The integration of social networking sites into LMS, for either communication or learning and teaching purposes creates a ubiquitous environment (Susilo, 2014). (Susilo, 2014)

   b) Echeverría, Nussbaum, Calderón, Bravo and Infante (as cited in Bere, 2012) state that “in higher education, mobile devices are used for the enhancement of discussions and sharing information among students and their lecturers through the access to: learner management systems, Mobile instant messaging, Mobile Social Networking (Facebook and Twitter), and Web based learning.” Echeverría, Nussbaum, Calderón, Bravo and Infante (as cited in Bere, 2012)
3. Write the word/words indicating the flouting (disregard) of formality in the sentences below. Do not rewrite the whole sentence. (2)

a) All these systems that make up My UNAM Portal are OSS. **Make up**

b) A survey was carried out by distributing questionnaires to the sampled population and location for the research study. **Carried out**

4. Write down the word/words indicating the flouting (disregard) of objectivity in the sentences below. (2)

a) Moodle enables administrators the ability to change and update features by adding or removing plugins to best suit your needs. **Your**

b) I recommend a future study that will explore methods to improve and decrease the inconveniences caused by the UNAM internet disruptions, as this plays a pivotal role in effective communication. **I**

5. Which characteristic of academic writing is flouted (disregarded) in the following sentences? (2)

a) According to Moodle (2017) of the Open Source Software (OSS), which has been in the industry since 2011, is “based on plug-ins which is like Lego blocks which enables the users to build or put together anything they want. **Clarity**

b) Moodle is hosted and managed under CODeL which was established in 2016 through a merger between the Centre for External Studies (CES) and the Centre for eLearning and Interactive Multimedia (CeLIM) as it is now. **Clarity**

6. Correct the grammar of the following sentences. Do not rewrite the sentences. Write the incorrect word followed by the correct one. (10)

a) Even where indigenous languages was allowed to be used in schools, as in the English colonial territories, the use of such languages was restricted.

b) As stated earlier, such languages could only be used officially in the first three
to four year of schooling.
c) Thereafter, all instruction was expected to be given in the English languages.
d) From grade four onwards and except during the few periods allotted to indigenous languages on the official timetable, all pupils were expected to converse among themselves as well as with her teachers only in English.
e) Anyone caught conversing during school hours in an indigenous language was liable to a fined, corporal punishment, or some other form of punishment such as being made to write out in longhand a hundred or two hundred words stating that “I shall never again speak in the vernacular in school.”

Answer
a) Even where indigenous languages was (were) allowed to be used in schools, as in the English colonial territories, the use of such languages was restricted.
b) As stated earlier, such languages could only be used officially in the first three to four year (years) of schooling.
c) Thereafter, all instruction was expected to be given in the English languages (language).
d) From grade four onwards and except during the few periods allotted to indigenous languages on the official timetable, all pupils were expected to converse among themselves as well as with her (their) teachers only in English.
e) Anyone caught conversing during school hours in an indigenous language was liable to a fined (fine), corporal punishment, or some other form of punishment such as being made to write in longhand a hundred or two hundred words stating that “I shall never again speak in the vernacular in school.”

SECTION C: TEXT ORGANISATION

1. Read the following paragraph and answer the questions below. (10)

Did you know that not all deserts are hot? Both cold and hot deserts are very dry, but unlike hot deserts, cold deserts have long winters when the temperatures can reach
below freezing. Cold deserts also get a great deal of snow, which is certainly not true for hot deserts.

source: https://minds-in-bloom.com/free-informational-text-structures/

da) What is the topic of the paragraph? 2
deserts

b) In which text structure is the paragraph written? 2
compare and contrast

c) Rewrite the topic sentence of the paragraph in your own words. 2
Example: Deserts can be classified as hot and cold
(-1 mark for poor grammar/spelling)

d) List 2 cohesive devices that bring out the text structure of the paragraph. 2
Both, also, unlike, but

e) Write a concluding sentence for the paragraph. 2
Use your discretion to mark.

2. Write your own paragraph in which you compare and contrast remote learning with face-to-face learning for university students. Your paragraph must adhere to the following structure:

-Topic sentence 2
-3 supporting sentences 2
-Concluding sentence 2
-At least 2 cohesive devices 2

Marking rubric
-Topic sentence 2
-3 supporting sentences (consider only 2) 2
-Concluding sentence 2
-At least 2 cohesive devices 2
-Appropriateness of content 2

NB: Subtract 2 marks for grammar/spelling mistakes
1. Rewrite the sentences below inserting the full citation with the author’s name at the end of the sentence.

a) Moodle (2017) further states that the LMS’ greatest feature is “the availability of different types of plug-ins for different content and collaborative activities” (p. 35).

   -sentence correctness (grammar- 1, punctuation- 1) =2
   -Citation correctness (name, year, page number-1, punctuation- 1) =2

   Example

   The LMS’ greatest feature is “the availability of different types of plug-ins for different content and collaborative activities” (Moodle, 2017, p.35).

b) Susilo (2014) describes these inconveniences as the slowness of the system caused when most of the students are trying to access Moodle which inconvenience students when attempting quizzes or uploading assignments.

   -sentence correctness (grammar- 1, punctuation- 1) =2
   -Citation correctness (name, year -1, punctuation- 1) =2

   Example

   The inconveniences are/include the slowness of the system caused when most of the students are trying to access Moodle which inconvenience students when attempting quizzes or uploading assignments (Susilo, 2014).

2. Format the reference list below correctly by including punctuation marks and italics.

   O’Reilly T 2009 August 5 What is web 2.0? The Observer p 20 4
   Susilo A 2014 Exploring Facebook and WhatsApp as supporting social network applications for English learning in higher education Wiley-Blackwell 4

Answer


End of feedback tutorial
FEEDBACK TUTORIAL LETTER
MAKEUP TEST (DI)
SEMESTER ONE, 2019

The following comprises feedback on all the questions in the makeup test. (The correct answer in each case is highlighted).

SECTION A: ACADEMIC READING

Read the following article and answer the questions below. The original research article has been adapted for assessment purposes.

Effect of pre-cooking pearl millet (Pennisetum glaucum) flour on the reduction of dregs in oshikundu

N.R. Hepute, W. Embashu, A. Cheikhyoussef & K.K.M. Nantanga

1 Introduction

1.1 Oshikundu is a traditional cereal-based fermented beverage popularly consumed in Namibia. It is prepared in over half of Namibian homes almost every day for own consumption. It is also sold at the informal markets. It is a sour-tasting, mildly effervescent gruel of low or no alcohol content (Taylor, 2004) and contains suspended matter (dregs), which tends to settle to the bottom during storage. This can affect its stability (Briggs, Boulton, Brookes & Stevens, 2004). It is prepared by using water, pearl millet flour and sorghum malt. Pearl millet malt flour can also be used instead of malted sorghum flour. Similar products have been reported in Africa (Taylor and Emmambux 2008). For example, togwa, in Tanzania, is made from maize meal and finger millet (Hellström, Vázquez-Juárez, Svanberg
Andlid, 2010) and in Nigeria, kunun-zaki is made using pearl millet and white fonio (Akoma, Jiya, Akunmka & Mshila, 2006). For pearl millet, food additives such as sugar can be added.

1.2 The amount of ingredients, the conditions of preparation and hygiene is as variable as the number of households that make oshikundu. Generally, 500 mL of water is boiled and added to about 200 g of pearl millet flour (Taylor, 2004) and mixed thoroughly and uniformly using a wooden spatula to avoid lumps formation. This results in a relatively thick paste. The paste is cooled to about 40°C. Milled sorghum malt (about 50 g) is then added and mixed well into the paste. This mixture is intermittently stirred while left to cool further for about 30 min or more. Thereafter, the paste can either be diluted with water (1 to 1.5 L) (Taylor, 2004) or left overnight and then diluted the following morning. The diluted mixture is left to ferment spontaneously (without back-slopping, addition of small amount of previously fermented oshikundu and/or dregs) or it is back-slopped and left to ferment.

1.3 The amount of dregs (ehete), i.e. the suspended particulate matter in oshikundu, which settles to the bottom ranges between 2 and 10% (Embashu, 2014), as is. This amount of dregs is a problem to some consumers. Not everyone who drinks oshikundu likes the presence of dregs. One may thus find that some people especially children would scoop off the watery part of oshikundu and leave the dregs in the container. The dregs then go to waste because it is relatively thick to consume on its own without it being part of the sour-tasting and effervescent liquid component. Therefore, this study investigated the effect of time of pre-cooking the pearl millet adjunct (flour) on the amount of dregs in oshikundu. Preliminary results indicate that intelligent control of adjunct pre-cooking can reduce the amount of dregs.

2 Materials and Methods

2.1 Experimental Materials

Pearl millet and malted sorghum flours used was purchased from Oshakati open market in April 2015 and was stored at ambient conditions in a storage room at the University of Namibia before use within 4 months.

2.2 Pre-gelatinisation of Pearl Millet and Oshikundu Samples Preparation

Pearl millet flour was subjected to four different hydrothermal treatments over time. The amounts used in the present study were lower than those reported by Taylor (2004) and Embashu (2014). This is to minimise the amount of sediment in the product. About 58 g of pearl millet meal was added to 400 ml of boiled water and mixed by stirring. This was left to cool for roughly 30 minutes, to about 45°C. The same amount of pearl millet meal was treated as above but was removed from the heat
source as soon as it started to boil. The above was repeated but the paste was boiled for further 5 minutes before being removed from the heat source. The last treatment was done as the others except that the paste was boiled for further 10 minutes. About 2.4 g of sorghum malt was added before diluting with 600 ml of water. This was followed by back-slopping i.e. the addition of a 15 ml of previously fermented oshikundu. All samples were then incubated at 30°C for 24 hours. After oshikundu was left to ferment, about 15 ml aliquots were frozen till moisture and total solid analysis (conducted within 2 weeks).

2.3 Traditionally Prepared Oshikundu

Traditional oshikundu samples (2) were collected from two different households in Windhoek. These were used to compare total solids between oshikundu samples made with the precooked pearl millet paste and the traditionally processed oshikundu.

2.4 Moisture and Total Solids Contents Determination

Clean crucibles were placed in the oven at 105°C for 2-3 hours to dry. These were then placed in a desiccator to cool for about 45 min. Each crucible was weighed, appropriately labelled. Samples were vigorously shaken to mix them well and about 5g aliquots of each of oshikundu samples was put into the dried crucibles. The crucibles were then placed in the oven set at 105°C. They were left to dry for 24 hours. Thereafter, they were removed and placed in a desiccator to cool for about 45 min and weighed. The moisture and total solids were calculated (James, 1995; Bradley Jr, 2010). Total solids were calculated as: Total solid (%) = 100 - % Moisture.

2.5 Statistical Analysis

For each treatment, three independent samples were prepared. For moisture content determinations, duplicates were analysed per sample. The average values and their respective standard deviations (n = 6) were computed in Statistica 12 software using one-way analysis of variance. To detect the differences between the means, Fisher least significance difference test was performed at a p-value of 0.05.

3 Results and Discussion

3.1 Moisture (%) of oshikundu achieved by pre-cooking pearl millet flour increased with prolonged cooking time. The sample prepared by addition of just boiled water had a moisture content of 97.5%, whereas the one made from paste that was cooked for 10 minutes had 98.5%. This then resulted in a total solids content that decreased with prolonged heating time. The increase in moisture
content with prolonged heating can be attributed to pre-gelatinization. Water is presumably retained by the pearl millet starch granules due to continued water intake and swelling of the granules (Beleia, Varriano-Marston & Hoseney 1980) favoured by exposure to increased temperatures.

3.2 Dregs or suspended particles mostly comprise pearl millet adjunct, sorghum malt and possibly yeast and bacteria cells. The major component in oshikundu besides water, is pearl millet flour and sorghum malt flour (Embashu, Cheikhyoussef, Kahaka & Lendelvo 2013; Embashu, 2014). The sorghum malt comprises starch hydrolysis products including fermentable sugars. It also provides hydrolytic enzymes such as alpha- and beta-amylases which hydrolyse starch molecules (Taylor, 2004). These come about during the malting of sorghum grain.

3.3 Alpha-amylases hydrolyse starch into lower molecular weight starch products such as oligosaccharides, dextrins and thereby solubilising the starch granules and molecules (Taylor, 2004). Beta-amylases effectively hydrolyse the products into smaller products with the primary release of maltose (Taylor, 2004). However, in food processing starch has to be gelatinised for its molecules to be readily accessible for hydrolysis by these enzymes (Dewar and Taylor 1999; Taylor, 2004). Pearl millet flour primarily comprises starch (Taylor, 2004) which in the oshikundu making process most likely just partially undergoes gelatinisation upon its mixing with boiling water (Annor, Marcone, Bertoft & Seetharaman, 2014). However, this short-lived exposure of starch granules to hot water and in concentrated amounts will not disorganise the starch granules to expose the polymers to hydrolytic enzymes. Thus, the dregs presumably consist of mostly raw starch and some partially gelatinised starch. To the best of the authors’ knowledge, there is no literature on the approach to reduce the amount of oshikundu dregs, and this is the first study to investigate how to reduce the dregs in oshikundu to improve the beverage quality and ultimately prolong the shelf life of this product. While it is true that the Namibian people possess different indigenous knowledge systems (Shapi, Mu Ashekele & Cheikhyoussef 2012; Mu Ashekele, Embashu & Cheikhyoussef 2012) and that their traditional practices especially in rural areas have an important role and values for these communities’ daily life activities, it is noteworthy that such practices have been an art. This contribution therefore highlights the importance of the intersection of traditional practices and cuisines with science and technology. This intersection can potentially lead to improved quality of indigenous products and to their transformation into high quality products that can be commercially manufactured. This would ultimately contribute to the economic development of Namibia. This study provides two strategies to reduce the dregs in oshikundu. The total solids and, thus, amount of dregs can be reduced by using lower amounts of dry ingredients while producing the same yield and by pre-gelatinisation of adjunct. These approaches can positively contribute to the stability and possibly wider consumer acceptability of oshikundu.
4 Conclusion

4.1 Use of smaller amounts of dry ingredients and pre-gelatinisation of pearl millet flour in the process of making oshikundu can significantly decrease total solids in oshikundu. This suggests that the amount of suspended particles in oshikundu that tends to settle during storage can also be reduced though this route. For enhanced stability and possibly wide consumer appeal, this is a positive contribution towards processing of oshikundu at an industrial and commercial level.

Questions

1. Name the ingredients used in the preparation of oshikundu in Namibia. (3)
   water, pearl millet flour and sorghum malt

2. Which two countries are mentioned in the passage that produce gruel similar to oshikundu? (2)
   Tanzania, Nigeria

3. In your own words explain what is meant by the following statement:
   The amount of ingredients, the conditions of preparation and hygiene is as variable as the number of households that make oshikundu. (Para 1.2, line 1) (2)

   The methods of preparing oshikundu differ/vary (or similar)

4. Why is the mixture used to brew oshikundu back-slopped? (2)
   To make it ferment

5. Some people do not like to drink oshikundu because of its ....... (2)
   a) sour taste and effervescence
   b) dregs
   c) zero alcohol content
   d) thickness

6. In about 65 words, summarise the 4 hydrothermal treatments administered on the pearl millet flour in paragraph 2.2. (6)

   Students must include the following 4 points written in their own words:

   • About 58 g of pearl millet meal was added to 400 ml of boiled water and mixed my stirring. This was left to cool for roughly 30 minutes, to about 45°C.
The same amount of pearl millet meal was treated as above but was removed from the heat source as soon as it started to boil.

The above was repeated but paste was boiled for further 5 minutes before being removed from the heat source.

The last treatment was done as the others except that the paste was boiled for further 10 minutes. About 2.4 g of sorghum malt was added before diluting with 600 ml of water. This was followed by back-slopping i.e. the addition of a 15 ml of previously fermented oshikundu.

NB: 4 marks for the 4 points/1 mark for language correctness/1 mark for use of cohesive devices (e.g. first, second, third, fourth)

7. State whether the statements below are TRUE or FALSE according to the article. (8)
   a) The total solids between oshikundu samples made with the precooked pearl millet paste was compared with the traditionally processed oshikundu. T
   b) Samples of traditional oshikundu were collected from households all around Windhoek. F
   c) According to the article, the Statistical Package for the Social Sciences was used to analyse the samples. F
   d) The sample prepared by the addition of just boiled water had a moisture content of 98.5%, whereas the one made from paste that was cooked for 10 minutes had 97.5%. F
   e) Oshikundu primarily contains water, pearl millet flour and sorghum malt flour. T
   f) Pearl millet flour primarily comprises of starch. T
   g) Dregs consist of mostly raw starch and some partially gelatinised starch. T
   h) The total solids and thus the amount of dregs in Oshikundu can be reduced by using lower amounts of dry ingredients while producing the same yield. T

8. Identify cohesive devices in paragraph 1.1 and 3.3 which indicate exemplification (2)
   For example, such as

9. What do the following pronouns in paragraph E (In bold print) refer to? (3)
This (para 2.2) using lower amounts in the present study than those reported by Taylor (2004) and Embashu (2014).

These (para 2.3) Traditional oshikundu samples

They (para 2.4) The crucibles

10. Identify the word with a prefix from the list below. (1)

Traditional, prepared, informal, contains, stability

11. Which of the following words is a simple, compound and complex word? (3)

cereal Simple
fermented complex
instead compound

12. Divide the following words into morphemes. (2)

informal in + form + al
consumers consume + er + s

13. Which one of the following words contain an inflectional morpheme? (1)

children, presence, drinks, without

14. Which one of the following words contains a derivative morpheme? (1)

watery, results, added, consuming

15. For each of the words below, write the free morpheme. (1)

malted, stirring malt, stir

16. From each of the words below, write the bound morpheme. (1)

crucibbles, calculated s, ed

SECTION B: ACADEMIC WRITING

1. Identify the tentative word/words in each of the sentences below. Do not rewrite the sentence. (2)

a) This suggests that the amount of suspended particles in oshikundu that tend to settle during storage can also be reduced through this route. suggests
b) For enhanced stability and possibly wider consumer appeal, this is a positive contribution towards processing of oshikundu at an industrial and commercial scale.

2. Identify the part of the sentence indicating acknowledgement/referencing in each of the sentences below.

a) Pearl millet flour primarily comprises starch (Taylor, 2004) which in the oshikundu making process most likely just partially undergoes gelatinisation upon its mixing with boiling water (Taylor, 2004)

b) This can affect its stability (Briggs, Boulton, Brookes & Stevens, 2004).

(Briggs, Boulton, Brookes & Stevens, 2004).

3. Write the word/words indicating the flouting (disregard) of formality in the sentences below. Do not rewrite the whole sentence.

a) Preliminary results indicate that intelligent control of adjunct pre-cooking can bring down the amount of dregs. bring down

b) To the best of the authors’ knowledge, there’s no literature on the approach to reduce the amount of oshikundu dregs, and this is the first study to investigate how to reduce the dregs in oshikundu to improve the beverage quality and ultimately prolong the shelf life of this product. there’s

4. Write down the word/words indicating the flouting (disregard) of objectivity in the sentences below.

a) My approaches can positively contribute to the stability and possibly wider consumer acceptability of oshikundu. My

b) For each treatment, I used three independent samples. I

5. Which characteristic of academic writing is flouted (disregarded) in the following sentences?

(2)
a) Beta-amylases effectively hydrolyse when heated the products into smaller products with the primary release of maltose. Clarity

b) Pearl millet flour primarily comprised starch (Taylor, 2004) which in the oshikundu making processed most likely just partially undergoes gelatinisation upon its mixing with boiling water. Clarity

6. Correct the grammar of the following sentences. Do not rewrite the sentences.

Write the incorrect word followed by the correct one. (10)

a) These comes about during the malting of sorghum grain.
b) Water is presumably retained by the pearl millet starch granules due to continued waters intake and swelling of the granules (Beleia, Varriano-Marston & Hoseney, 1980) favoured by exposure to increased temperatures.
c) For each treatment, three independent samples was prepared.
d) These were then placed in a desiccator to cool for about 45 minute.
e) Oshikundu is at traditional cereal based fermented beverage popularly consumed in Namibia.

Answer

a) These comes (come) about during the malting of sorghum grain.
b) Water is presumably retained by the pearl millet starch granules due to continued waters (water) intake and swelling of the granules (Beleia, Varriano-Marston & Hoseney, 1980) favoured by exposure to increased temperatures.
c) For each treatment, three independent samples was (were) prepared.
d) These were then placed in a desiccator to cool for about 45 minute (minutes).
e) Oshikundu is at (a) traditional cereal based fermented beverage popularly consumed in Namibia.

SECTION C: TEXT ORGANISATION [20]

1. Read the following paragraph and answer the questions below. (10)
Every year the leaning tower of Pisa tilts a fraction of an inch farther! If it tilts too far, this famous Italian building could topple or crash to the ground. It is amazing but true that the tower has been tilted ever since it was built more than 900 years ago. The problem is that each year it leans a tiny bit more. For years engineers and scientists had been thinking about how to stop the tower from falling without making it a ‘straight tower of Pisa’. After considering many ideas, they agreed on a possible solution.


a) What is the topic of the paragraph?  
   Tower of Pisa

b) In which text structure is the paragraph written?  
   problem and solution

c) Rewrite the topic sentence of the paragraph in your own words.  
   (Every year the leaning tower of Pisa tilts a fraction of an inch farther!)
   Example: The tower of Pisa tilts an inch more with each passing year.
   (-1 mark for poor grammar/spelling)

d) List 2 cohesive devices that bring out the text structure of the paragraph.  
   problem, solution

e) Write a concluding sentence for the paragraph.  
   Use your discretion to mark.
   The closing sentences must be relevant to the problem (tilting tower) and/or the solution (stopping the tower from toppling over without making it straight).

2. Write a problem and solution paragraph in which you discuss the re-opening of NUST for face-to face classes.  
   Your paragraph must adhere to the following structure:
   - Topic sentence
-3 supporting sentences
-Concluding sentence
-At least 2 cohesive devices

Marking rubric
-Topic sentence 2
-3 supporting sentences (consider only 2) 3
-Concluding sentence 1
-At least 2 cohesive devices 2
-Appropriateness of content 2

NB: Subtract 2 marks for grammar/spelling mistakes

SECTION D: REFERENCING SKILLS

1. Rewrite the sentences below inserting the full citation with the author’s name at the end of the sentence. (8)

a) Embashu (2014) observes that “the amount of dregs (ehete), i.e. the suspended particulate matter in oshikundu, which settles to the bottom ranges between 2 and 10%” (p.10). 4

Example

“The amount of dregs (ehete), i.e. the suspended particulate matter in oshikundu, which settles to the bottom ranges between 2 and 10%” (Embashu, 2014, p.10).

b) According to Taylor (2004), pearl millet flour was subjected to four different hydrothermal treatments over time. 4

Example
Pearl millet flour was subjected to four different hydrothermal treatments over time (Taylor, 2004).

2. Format the reference list below correctly by including punctuation marks and italics. (12)

Embashu W Cheikhyoussef A Kahaka G. & Lendelvo S 2013 Processing methods of Oshikundu, a traditional beverage from sub-tribes within Aawambo culture in the Northern Namibia Journal of Studies in Humanities and Social Science 2 (1) 117-127


Taylor JRN 2004 The basics of grain science Elsevier

Answer


End of feedback tutorial letter