



**SCHOOL OF LIBERAL ARTS**

**FINAL EXAMINATION**

Student ID (in Figures) : 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Student ID (in Words) : \_\_\_\_\_  
 \_\_\_\_\_

Subject Code & Name : **DLG1301 English for Academic Purposes**  
 Semester & Year : January – April 2016  
 Lecturer/Examiner : Harizah Faiz, Aishvarya Nair and Vijayamalini  
 Duration : 2 hours

**INSTRUCTIONS TO CANDIDATES**

1. **This question paper consists of 3 parts:**
  - PART A (40 marks) : READING COMPREHENSION, SUMMARISING & PARAPHRASING**  
 Part A consists of **TWO (2)** sections. Answer **ALL** the questions in the space provided.
  - PART B (30 marks) : GRAMMAR**  
 Part B consists of **THREE (3)** sections. Answer **ALL** the questions in the space provided.
  - PART C (30 marks) : WRITING**  
 Part C consists of only **ONE (1)** section. Choose one of the topics and write an essay in the space provided.
2. **Candidates are not allowed to bring any unauthorised materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.**
3. **This question paper must be submitted along with all used and/or unused rough papers and/or graph paper (if any). Candidates are NOT allowed to take any examination materials out of the examination hall.**
4. **Only ballpoint pens are allowed to be used in answering the questions, with the exception of multiple choice questions, where 2B pencils are to be used.**

**WARNING:** The University Examination Board (UEB) of BERJAYA University College of Hospitality regards cheating as a most serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students’ Handbook, up to and including expulsion from BERJAYA University College of Hospitality.

**Total Number of pages = 10 pages (Including the cover page)**

**PART A : READING COMPREHENSION, SUMMARISING & PARAPHRASING  
(40 MARKS)**

**INSTRUCTION(S)** : Part A consists of **TWO (2)** sections. Answer **ALL** the questions in the space provided.

---

**SECTION 1 – Reading Comprehension (25 marks)**

Instructions: Read the passage below carefully and answer the following questions.

Why do humans, among all animal species, display a distinct left or right-handedness? Not even our closest relatives among the apes possess such decided lateral asymmetry, as psychologists call it. Yet about 90 per cent of every human population that has ever lived appears to have been right-handed. Professor Bryan Turner at Deakin University has studied the research literature on left-handedness and found that handedness goes with sidedness. So nine out of ten people are right-handed and eight are right-footed. He noted that this distinctive asymmetry or unevenness in the human population is itself expected. “Humans think in categories: black and white, up and down, left and right. It’s a system of signs that enables us to categorise phenomena that are essentially ambiguous.” **A**

Research has shown that there is a genetic or inherited element to handedness. But while left-handedness tends to run in families; neither left nor right handers will automatically produce off-spring with the same handedness; in fact about 6 per cent of children with two right-handed parents will be left-handed. However, among two left-handed parents, perhaps 40 per cent of the children will also be left-handed. With one right and one left-handed parent, 15 to 20 per cent of the offspring will be left handed. Even among identical twins who have exactly the same genes, one in six pairs will differ in their handedness. **B**

What then makes people left-handed if it is not simply genetic? Other factors must be at work and researchers have turned to the human brain for clues. In the 1860s the French surgeon and anthropologist, Dr Paul Broca, made the remarkable finding that patients who had lost their powers of speech as a result of a stroke (a blood clot in the brain) had paralysis of the right half of their body. He noted that since the left hemisphere of the brain controls the right half of the body, and vice versa, the brain damage must have been in the brain’s left hemisphere. Psychologists now believe that among right-handed people, probably 95 per cent have their language centre in the left hemisphere, while 5 per cent have right-sided language. Left-handers, however, do not show the reverse pattern but instead a majority also have their language in the left hemisphere. Some 30 per cent have right hemisphere language. **C**

Dr Brinkman, a brain researcher at the Australian National University in Canberra, has suggested that evolution of speech went with right-handed preference. According to Brinkman, as the brain evolved, one side became specialised for fine control of movement (necessary for producing speech) and along with this evolution came right hand preference. According to Brinkman, most left-handers have left hemisphere dominance in the brain but also some capacity in the right hemisphere. She has observed that if a left-handed person is brain- **D**

damaged in the left hemisphere, the recovery of speech is quite often better and this is explained by the fact that left-handers have a more bilateral or two-sided speech function.

Two American researchers, Geschwind and Galaburda, studied the brains of human embryos and discovered that the left-right asymmetry exists before birth. But as the brain develops, a number of things can affect it. Every brain is initially female in its organisation and it only becomes a male brain when the male foetus begins to secrete hormones. Geschwind and Galaburda knew that different parts of the brain mature at different rates; the right hemisphere develops first, then the left. Moreover, a girl's brain develops somewhat faster than that of a boy. So, if something happens to the brain's development during pregnancy, it is more likely to be affected in a male, and the hemisphere more likely to be involved is the left. The brain may become less lateralised and this in turn could result in left-handedness and the development of certain superior skills that have their origins in the left hemisphere such as logic, rationality and abstraction. It should be no surprise then that among mathematicians and architects, left-handers tend to be more common and there are more left-handed males than females. **E**

The results of this research may be some consolation to left-handers who have for centuries lived in a world designed to suit right-handed people. However, what is alarming, according to Mr. Charles Moore, a writer and journalist, is the way the word "right" reinforces its own virtue. Unconsciously, he says, language tells people to think that anything on the right can be trusted while anything on the left is dangerous or even sinister. According to Moore, "it is no coincidence that left-handed children, forced to use their right hand, often develop a stammer as they are robbed of their freedom of speech". However, as more research is undertaken on the causes of left-handedness, attitudes towards left-handed people are gradually changing for the better. **F**

**Adapted from:** <http://www.ielts-mentor.com/reading-sample/academic-reading/59-ielts-academic-reading-sample-34-right-and-left-handedness-in-humans>

Instructions: The passage has seven paragraphs labelled A – F. Which paragraph contains the following information? Write the correct letter A – F in the boxes provided. (5marks)

1. People who suffer strokes on the left side of the brain usually lose their power of speech.
2. Asymmetry is a common feature of the human body.
3. Left-handedness can be passed down from parents to children.
4. Boys are more likely to be left-handed.
5. After a stroke, left-handed people recover their speech more quickly than right-handed people.


Instructions: Determine whether the following statements agree with the information given in the reading passage by filling in the box with one of the answers given below. (5 marks)

- TRUE**            *if the statement agrees with the information*  
**FALSE**           *if the statement contradicts the information*  
**NOT GIVEN**    *if there is no information on this*

6. All twin siblings have the same handedness.  
7. Most of the human population is right-handed.  
8. Girls are smarter than boys because their brains develop faster.  
9. People often believe things on the right are good and things on the left are bad.  
10. It is unusual for right-handed people to have a language centre in the right hemisphere of the brain.


Instruction: Circle the most appropriate answer for questions 11, 12 and 13, and then answer the rest of the questions in your own words. (15marks)

11. Which of the following people discovered that the two sides of the brain develop different functions before birth? (1 mark)
- A. Dr Paul Broca
  - B. Dr Brinkman
  - C. Geschwind and Galaburda
  - D. Charles Moore
12. What is the percentage of left-handed children who are born to parents who are both left-handed? (1 mark)
- A. 40%
  - B. 6%
  - C. 15 – 20%
  - D. 95%
13. According to the writer, left-handed children who are forced to write with their right hand... (1 mark)
- A. have undergone hardship for years
  - B. are untrustworthy
  - C. are thought to be good
  - D. will often develop a stammer

14. What do psychologists call right or left handedness? (2 marks)

---

---

15. Explain how Dr Paul Broca made the conclusion that stroke patients who had paralysis on the right side of the body had damage in the brain's left hemisphere. (4 marks)

---

---

---

---

16. Why is a left-handed person's recovery of speech from brain damage better than a right-handed person? (4 marks)

---

---

---

---

17. What is more likely to occur if something happens to the brain's development during pregnancy? (2 marks)

---

---

**SECTION 2 – Summarising & Paraphrasing (15 marks)**

Instructions: Based on what you have read in the passage above, summarise the following sentences using your own words.

1. This distinctive asymmetry or unevenness in the human population is itself expected. Humans think in categories: black and white, up and down, left and right. It's a system of signs that enables us to categorise phenomena that are essentially ambiguous. (3 marks)

---

---

2. While left-handedness tends to run in families; neither left nor right handers will automatically produce off-spring with the same handedness. (3 marks)

---

---

3. Every brain is initially female in its organisation and it only becomes a male brain when the male foetus begins to secrete hormones. (3 marks)

---

---

4. What is alarming, is the way the word "right" reinforces its own virtue. Unconsciously, language tells people to think that anything on the right can be trusted while anything on the left is dangerous or even sinister. (3 marks)

---

---

5. The development of certain superior skills that have their origins in the left hemisphere such as logic, rationality and abstraction. It should be no surprise then that among mathematicians and architects, left-handers tend to be more common. (3 marks)

---

---

**END OF PART A**

**PART B : GRAMMAR (30 marks)**

**INSTRUCTION(S)** : Part B consists of **THREE (3)** sections.  
Answer **ALL** the questions in the space provided.

---

**SECTION 1 – Active and Passive Voice (10 marks)**

Instructions: Change the active sentences into passive sentences.

1. Sullivan teaches us grammar.

---

(2 marks)

2. The teacher praised him.

---

(2 marks)

3. The firemen took the injured to the hospital.

---

(2 marks)

4. Halim built this house in 2013.

---

(2 marks)

5. Who taught you French?

---

(2 marks)

**SECTION 2 – Tenses (10 marks)**

Instructions: Fill in the blanks with the correct tense for verbs in brackets.

One day a husband and wife **(1)** \_\_\_\_\_ (drive) to the countryside to visit their friends when they realised they needed to stop for gas. The man was filling up the car when he **(2)** \_\_\_\_\_ (see) a penguin standing by a pump. He **(3)** \_\_\_\_\_ (think) it was very strange and when he went to the cashier to pay, he asked, 'why is there a penguin standing next to the pump?' The cashier replied, 'I don't know. It **(4)** \_\_\_\_\_ (be) there all morning.' The man replied, 'Well, we can't leave it there, it's too dangerous. He might have an accident. What should I do?' The cashier

suggested, 'you should take it to the zoo.' 'That's a good idea,' the man said. 'I (5) \_\_\_\_\_  
(take) him now.' So the man and his wife put the penguin in the car and (6) \_\_\_\_\_ (drive)  
away. One week later, the man and his wife (7) \_\_\_\_\_ (return) to the same garage to fill up  
the car...and the penguin was still in the car. When the man went to pay, the cashier said to him, 'I  
thought you (8) \_\_\_\_\_ (take) the penguin to the zoo.' The man (9) \_\_\_\_\_ (reply), 'we did. It  
had a really good time so tonight, we (10) \_\_\_\_\_ (take) him to a fish restaurant.'

<http://www.esl-lounge.com/student/grammar/2g31-penguin-story.php>

**SECTION 3 – Academic Writing Conventions / Formal Language (10 marks)**

Instructions: Reconstruct the following sentences into formal forms.

1. Once we've studied our energy production, we find these figures.

\_\_\_\_\_  
(2 marks)

2. I think it's an effective plan.

\_\_\_\_\_  
(2 marks)

3. With this evidence I've proved my hypothesis that reading out loud hinders understanding

\_\_\_\_\_  
(2 marks)

4. I've used two different research methods.

\_\_\_\_\_  
(2 marks)

5. You'd better put the chemicals in the test tube first.

\_\_\_\_\_  
(2 marks)

**END OF PART B**





