



FACULTY OF LIBERAL ARTS

FINAL EXAMINATION

Student ID (in Figures) :

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Student ID (in Words) : _____

Subject Code & Name : **ENG 1103 English for Academic Purposes**
Semester & Year : January– April 2017
Lecturer/Examiner : Shazan Khan Omar
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 **FIVE (5)** sections. Answer **ALL** the questions in the spaces provided.
 - PART B (30 marks) : GRAMMAR & ACADEMIC WRITING CONVENTIONS / FORMAL LANGUAGE**
Part B consists of **THREE (3)** sections. Answer **ALL** the questions in the spaces 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 spaces 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 = 12 pages (Including the cover page)

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

INSTRUCTION (S) : Part A consists of **FIVE (5)** sections. Answer **ALL** the questions in the spaces provided.

Toddlers Bond With a Robot

- A** Will the robot revolution begin in nursery school? Researchers introduced a state-of-the-art social robot into a classroom of 18–to 24–month–olds for five months as a way of studying human-robot interactions. The children not only came to accept the robot, but treated it as they would a human buddy - hugging it and helping it - a new study says. "The results imply that current robot technology is surprisingly close to achieving autonomous bonding and socialization with human toddlers," said Fumihide Tanaka, a researcher at the University of California, San Diego.
- B** The development of robots that interact socially with people has been difficult to achieve, experts say, partly because such interactions are hard to study. "To my knowledge, this is the first long-term study of this sort," said Ronald Arkin, a roboticist at the Georgia Institute of Technology, who was not involved with the study. "It is ground-breaking and helps to forward human-robot interaction studies significantly," he said.
- C** The most successful robots so far have been storytellers, but they have only been able to hold human interest for a limited time. For the new study, researchers introduced a toddler-size humanoid robot into a classroom at a UC San Diego (UCSD) childhood education center. Initially the researchers wanted to use a 22-inch-tall model, but later they decided to use another robot of the QRIO series, the 23-inch-tall (58-centimeter-tall) machine was originally developed by Sony. Children of toddler age were chosen because they have no preconceived notions of robots, said Tanaka, the lead researcher, who also works for Sony. The researchers sent instructions about every two minutes to the robot to do things like giggle, dance, sit down, or walk in a certain direction. The 45 sessions were videotaped, and interactions between toddlers and the robot were later analyzed.
- D** The results showed that the quality of those interactions improved steadily over 27 sessions. The tots began to increasingly interact with the robot and treat it more like a peer than an object during the first 11 sessions. The level of social activity increased dramatically when researchers added a new behavior to QRIO's repertoire: If a child touched the humanoid on its head, it would make a giggling noise. The interactions deteriorated quickly over the next 15 sessions, when the robot was reprogrammed to behave in a more limited, predictable manner. Finally, the human-robot relations improved in the last three sessions, after the robot had been reprogrammed to display its full range of behaviors. "Initially the children treated the robot very differently than the way they treated each other," Tanaka said. "But by the end they treated the robot as a peer rather than a toy."

- E** Early in the study some children cried when QRIO fell. But a month into the study, the toddlers helped QRIO stand up by pushing its back or pulling its hands. "The most important aspect of interaction was touch", Tanaka said. "At first the toddlers would touch the robot on its face, but later on they would touch only on its hands and arms, like they would with other humans". Another robotlike toy named Robby, which resembled QRIO but did not move, was used as a control toy in the study. While hugging of QRIO increased, hugging of Robby decreased throughout the study. Furthermore, when QRIO laid down on the floor as its batteries ran down, a toddler would put a blanket over his silver-colored "friend" and say "night-night."
- F** "Our work suggests that touch integrated on the time-scale of a few minutes is a surprisingly effective index of social connectedness," Tanaka says. "Something akin to this index may be used by the human brain to evaluate its own sense of social well-being." He adds that social robots like QRIO could greatly enrich classrooms and assist teachers in early learning programs. Hiroshi Ishiguro - robotics expert at Osaka University in Japan - says, "I think this study has clearly reported the possibilities of small, almost autonomous humanoid robots for toddlers. Nowadays robots can perform a variety of functions that were thought to be incident to people only - in short time we'll have electronic baby-sitters and peer-robots in every kindergarten," said Ishiguro, who was not involved with the study but has collaborated with its authors on other projects.
- G** Now this study has taken a new direction - the researchers are now developing autonomous robots for the toddler classroom. "I cannot avoid underlining how great potential it could have in educational settings assisting teachers and enriching the classroom environment," Tanaka said. However, some scientists don't share his opinion.
- H** Arkin, the Georgia Tech roboticist, said he was not surprised by the affection showed by the toddlers toward the robot. "Humans have a tremendous propensity to bond with artifacts with any or all sort, whether it be a car, a doll, or a robot," he said. But he also cautioned that researchers don't yet understand the consequences of increased human-robot interaction. "Just studying how robots and humans work together can give us insight into whether this is a good thing or a bad thing for society," Arkin said. "What are the consequences of introducing a robot artifact into a cadre of children? How will that enhance, or potentially interfere with, their social development? It might make life easier for the teacher, but we really don't understand the long-term impact of having a robot as a childhood friend, do we?"

Taken from: <http://ielts-up.com/reading/academic-reading-sample-10.3.html>

SECTION (1)-Labelling Information (10 marks)

INSTRUCTION (S):Read the passage above carefully. The passage has **EIGHT (8)** paragraphs labelled **A- H**. Which paragraph contains the following information? Write the correct letter **A – H** in the boxes provided. You may use any letter more than once.

1. The changes of quality in toddler-robot interactions are obvious.
2. A comparison of two different robots is discussed.
3. The fact that previous robots could maintain people’s interest only for a short time.
4. The importance of touch in toddler-robot interactions is highly emphasised.
5. A new direction of the study, has taken place in an education industry.
6. Technical parameters of the introduced robot are created.
7. The significance and novelty of the conducted study are needed.
8. Robotic technology makes it possible to have robots that can multitask.
9. A human-robot interaction is nearly attainable.
10. When toddlers interact with robots, the long-run effects are still unknown.

SECTION (2)-Matching Information (5 marks)

INSTRUCTION(S): Connect each of the statements below with the name of scientist who expressed it. Answer **A, B,** or **C** to the following questions.

A	Fumihide Tanaka
B	Ronald Arkin
C	Hiroshi Ishiguro

1. Robots will perform duties of baby-sitters in the nearest future.
2. By the end of the study, children treated the robot as a living creature rather than a toy.
3. The long-term impact of having a robot as a childhood friend can be negative.

4. The conducted study is the first major study of this sort.
5. Robots can be used in classrooms and assist teachers.

SECTION (3)-Multiple Choice Questions (3 marks)

INSTRUCTION (S): Circle the correct answer, A, B, C or D.

1. For the study, researchers introduced a toddler-size humanoid robot that was_____.
- A. 58-inch-tall
 - B. 22-inch-tall
 - C. 23-inch-tall
 - D. 45-inch-tall
2. The researchers sent instructions to the robot to perform different actions EXCEPT_____.
- A. laugh
 - B. dance
 - C. sit down
 - D. crawl
3. The toddlers began to increasingly interact with the robot during_____.
- A. the first 11 sessions
 - B. the next 15 sessions
 - C. the first 27 sessions
 - D. the last 15 sessions

SECTION 4-Matching: Word and Meaning (7 marks)

INSTRUCTION (S): Find a word/phrase from the paragraphs A-H to match each description below.

1. A word or a phrase that describes the highest level of a general development in a study. (1 mark)
- _____
2. A creation that is characterized by originality and innovation. (1 mark)
- _____
3. An idea or opinion is formed before having the evidence for its truth or usefulness. (1 mark)
- _____

4. A development or progress that is happening by a strikingly large amount or to a strikingly large extent; greatly improved. (1 mark)

5. A stock of skills or types of behaviour that a person habitually uses. (1 mark)

6. Having qualities or features, especially those of appearance, in common with (someone or something) look or seem like. (1 mark)

7. A word that explains a particular angle or feature of something. (1 mark)

SECTION 5 – Summarising & Paraphrasing (15 marks)

INSTRUCTION (S): Based on the reading passage in Part A, summarise and paraphrase the following sentences using your own words.

1. Researchers introduced a state-of-the-art social robot into a classroom of 18–to 24–month–olds for five months as a way of studying human-robot interactions. (3 marks)

2. The children not only came to accept the robot, but treated it as they would a human buddy - hugging it and helping it - a new study says. (3 marks)

3. The development of robots that interact socially with people has been difficult to achieve, experts say, partly because such interactions are hard to study. (3 marks)

4. The human-robot relations improved in the last three sessions, after the robot had been reprogrammed to display its full range of behaviours. (3 marks)

5. Just studying how robots and humans work together can give us insight into whether this is a good thing or a bad thing for society. (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 spaces provided.

SECTION 1 – Active and Passive Voice (10 marks)

INSTRUCTION (S): Change the active sentences into passive sentences.

1. The doctor claims that he has a malignant tumour in his brain. (2 marks)

2. Emelda has never taken IELTS. (2 marks)

3. The travel agency schedules the tour bus arrival. (2 marks)

4. She wrote an award-winning book. (2 marks)

5. Fleming discovered penicillin in 1928. (2 marks)

SECTION 2 – Tenses (10 marks)

INSTRUCTION (S): Fill in the blanks with the correct tense forms for verbs: Simple Past or Present Perfect.

1. Tom (go)_____ to the cinema yesterday.

2. John is playing tennis. He (play)_____ for 2 hours.

3 I (book)_____ the tickets two weeks ago for the concert in Vienna.

4. The teacher (speak)_____ English since the beginning of this lesson.

5. In your life, how many countries (you/visit) _____?

6. The bank (open)_____ a branch in the new shopping centre last month.

7. The bus is late and Julie is cold. She (wait)_____ for 10 minutes.

8. Caroline (work)_____ here between 2003 and 2006.

9. Before boarding, John (buy) _____ a book to read during the flight.

10. So far today, I (learn) _____ several new words in English.

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

INSTRUCTION (S): Reconstruct the following sentences into formal forms.

1. They did an experiment successfully, even he was not around. (2 marks)

2. The Drive Manager goes through a lot of steps to install the programme. (2 marks)

3. You should discuss the research findings in the coming departmental meeting. (2 marks)

4. Students aren't interested to go to school. (2 marks)

5. It's very disrespectful to tell off your mother. (2 marks)

END OF PART B



