



Private & Confidential

**BERJAYA LANGUAGE CENTRE**  
**Faculty of Liberal Arts**

**FINAL EXAMINATION**

Student ID (in Figures) : 

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

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Course Code & Name : **ENG1103 English for Academic Purposes**  
Trimester & Year : January – April 2018  
Lecturer/Examiner : Ahmadiliman Ibrahim  
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 space provided.
  - PART B (30 marks) : GRAMMAR & ACADEMIC WRITING CONVENTIONS**  
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 (1)** 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 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.

**Total Number of pages = 11 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.

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**HOW CONSUMERS DECIDE**

- A** Consumers are creatures of habit: they buy the same products time and time again, and such is their familiarity with big brands and the colours and logos that represent them, that they can register a brand they like with barely any conscious thought process. The packaging of consumer products is, therefore, a crucial vehicle for delivering the brand and the product into our shopping baskets. Having said this, understanding how consumers make decisions and the crucial role of packaging in this process has been a neglected area of research so far. This is surprising given that organisations invest huge amounts of money in developing packaging that they believe is effective - especially at the retail level. Our Centre for Decision Research at Leeds University's Business School, in collaboration with Faraday Packaging, is now undertaking work in this area. It has already led to some important findings that challenge the ways in which organisations think about consumer choice.
- B** The research has focused on two fundamental types of thinking. On the one hand, there's 'heuristic processing', which involves very shallow thought and is based on very simple rules: buy what you recognize, choose what you did last time, or choose what a trusted source suggests. This requires comparatively little effort, and involves looking at - and thinking about - only a small amount of the product information and packaging. One can do this with little or no conscious thought. On the other hand, 'systematic processing' involves much deeper levels of thought. When people choose goods in this way, they engage in quite detailed analytical thinking - taking account of the product information, including its price, its perceived quality and so on. This form of thinking, which is both analytical and conscious, involves much more mental endeavour.
- C** The role of packaging is likely to be very different for each of these types of decision making. Under heuristic processing, for example, consumers may simply need to be able to distinguish the pack from those of competitors since they are choosing on the basis of what they usually do. Under these circumstances, the simple perceptual features of the pack may be critical - so that we can quickly recognize what we choose from the other products on offer. Under systematic processing, however, product-related information may be more important, so the pack has to provide this in an easily identifiable form.
- D** Consumers will want to be able to compare the product with its competitors, so that they can determine which option is better for them. A crucial role of packaging in this situation is to communicate the characteristics of the product, highlighting its advantages over possible competitors. So, when are people likely to use a particular type of thinking? First, we know that people are cognitive misers; in other words, they are economical with their thinking because it requires some effort from them. Essentially, people only engage in effort-demanding systematic processing when the situation justifies it, for example when they are not tired or distracted and when the purchase is important to them.

- E** Second, people have an upper limit to the amount of information they can absorb. If we present too much, therefore, they will become confused. This, in turn, is likely to lead them to disengage and choose something else. Third, people often lack the knowledge or experience needed, so will not be able to deal with things they do not already understand, such as the ingredients of food products, for example. And fourth, people vary in the extent to which they enjoy thinking. Our research has differentiated between people with a high need for thinking - who routinely engage in analytical thinking - and those low in the need for cognition, who prefer to use very simple forms of thinking.
- F** This work has an important impact on packaging in that what makes packaging effective is likely to vary according to the type of processing strategy that consumers use when choosing between products. You need to understand how consumers are selecting your products if you are to develop packaging that is relevant. Furthermore, testing the effectiveness of your packaging can be ineffective if the methods you are employing concern one form of thinking (e.g. a focus group involving analytical thinking) but your consumers are purchasing in the other mode (i.e. the heuristic)
- G** For the packaging industry, it is important that retailers identify their key goals. Sustaining a consumer's commitment to a product may involve packaging that is distinctive at the heuristic level (if the consumers can recognize the product they will buy it) but without encouraging consumers to engage in systematic processing (prompting deeper level thinking that would include making comparisons with other products). Conversely, getting consumers to change brands may involve developing packaging that includes information that does stimulate systematic processing and thus encourages consumers to challenge their usual choice of product. Our work is investigating these issues, and the implications they have for developing effective packaging.

Adapted from: <http://www.ielts-mentor.com/reading-sample/academic-reading>

**SECTION (1)-Labelling Information (7 marks)**

**INSTRUCTION(S):** Read the passage above carefully. The passage has **SEVEN (7)** paragraphs labelled **A- G**. Choose the most suitable heading for each paragraph. Write the correct letter **A – G** in the boxes provided.

1. Variety of processing
2. Customers favour basic information
3. Customers demand of calculation
4. Research to interpret buyer
5. Researchers motivation for omitted investigation
6. Examples under different theory
7. Customers maintain product dedication


**SECTION (2)-Matching Information (6 marks)**

**INSTRUCTION(S):** Do the following statements agree with the view of the writer? Answer **True**, **False**, or **Not Given** to the following questions.

<b>True</b>	if the statement agrees with the claims of the writer
<b>False</b>	if the statement contradicts the claims of the writer
<b>Not Given</b>	if there is no information on this

1. Little research has been done on the link between packaging and consumers choosing a product.  
\_\_\_\_\_
2. A person who buys what another person recommends is using heuristic thinking. \_\_\_\_\_
3. Heuristic processing requires more energy than systematic processing. \_\_\_\_\_
4. The concept of heuristic processing was thought up by Dr Maule's team. \_\_\_\_\_
5. A consumer, who considers how much a product costs, is using systematic processing.  
\_\_\_\_\_
6. For heuristic processing, packaging must be similar to other products. \_\_\_\_\_

**SECTION (3) - Multiple Choice Questions (2 marks)**

**INSTRUCTION(S):** Based on the passage above, circle the correct answer, **A, B, C** or **D**.

1. When trying to determine how effective packaging is, testing can be made 'ineffective' if \_\_\_\_\_.  
A. you rely upon a very narrow focus group  
B. your consumers use only heuristic thinking  
C. the chosen consumers use only shallow thinking  
D. your tests do not match the consumers' thinking type
2. If a retailer wants consumers to change brands their packaging needs to be \_\_\_\_\_.  
A. informative  
B. distinctive  
C. familiar  
D. colourful

**SECTION (4)-Matching: Word and Meaning (10 marks)**

**INSTRUCTION(S):** Find a word from paragraphs **A-G** to match each description below.

1. A word that describes symbols to identify products. (Paragraph A) (1 mark)  
\_\_\_\_\_
2. A word that describes something that is of little depth or not capable being serious. (Paragraph B) (1 mark)  
\_\_\_\_\_
3. A word that describes an effort or attempt to achieve a goal. (Paragraph B) (1 mark)  
\_\_\_\_\_
4. A word that describes an ability to identify or recognize something as different. (Paragraph C) (1 mark)  
\_\_\_\_\_
5. A word that describes a something that is available or displayed at reduced price. (Paragraph C) (1 mark)  
\_\_\_\_\_
6. A word that describes something that is needed to be drawn attention. (Paragraph D) (1 mark)  
\_\_\_\_\_
7. A word that describes a component or part that is able to be mixed. (Paragraph E) (1 mark)  
\_\_\_\_\_
8. A word that has a specific relation or attention to the matter. (Paragraph F) (1 mark)  
\_\_\_\_\_
9. A word that describes giving support or persuading to do something in a situation. (Paragraph G) (1 mark)  
\_\_\_\_\_
10. A word that describes something that triggers and motivates someone/something to commit. (Paragraph G) (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. The packaging of consumer products is, therefore, a crucial vehicle for delivering the brand and the product into our shopping baskets (3 marks)

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2. Heuristic processing requires comparatively little effort, and involves looking at - and thinking about - only a small amount of the product information and packaging. (3 marks)

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3. Consumers will want to be able to compare the product with its competitors, so that they can determine which option is better for them. (3 marks)

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4. You need to understand how consumers are selecting your products if you are to develop packaging that is relevant. (3 marks)

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5. Conversely, getting consumers to change brands may involve developing packaging that includes information that does stimulate systematic processing and thus encourages consumers to challenge their usual choice of product. (3 marks)

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**END OF PART A**

**PART B : GRAMMAR & ACADEMIC WRITING CONVENTIONS (30 marks)**  
**INSTRUCTION(S) :** Part B consists of **THREE (3)** sections. Answer **ALL** the questions in the space provided.

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

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

1. The bartender uses the shaker to mix the drinks. (2 marks)

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2. The staff cleans all the hotel rooms daily. (2 marks)

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3. A knock at the door woke us all up. (2 marks)

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4. The police have arrested the thieves at the park. (2 marks)

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5. Joey is painting the library walls. (2 marks)

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**SECTION (2) – Tenses (10 marks)**

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

1. Last weekend, Henry (visit) \_\_\_\_\_ his girlfriend.

2. I (paint) \_\_\_\_\_ my office recently.

3. Jerry has just (go) \_\_\_\_\_ out to the supermarket in the city.

4. You (know) \_\_\_\_\_ Danny for ten years.

5. She (work) \_\_\_\_\_ with me since 2012.

6. Dora (smile) \_\_\_\_\_ at me yesterday during our class.
7. The huge mansion (burn) \_\_\_\_\_ down to the ground three hours ago.
8. I have not (see) \_\_\_\_\_ Linda for two weeks already.
9. He came in, (take) \_\_\_\_\_ off his sweater and sat down on the couch.
10. She (pay) \_\_\_\_\_ the electricity bill last night at the post office.

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

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

1. My boss likes to show off the new computer. (2 marks)

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2. The guy wipes off the table using a napkin. (2 marks)

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3. Rick is fed up with the kids from the neighbourhood. (2 marks)

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4. The crooks find out about the secret entrance to the mansion. (2 marks)

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5. Please don't go against Mother's wish. (2 marks)

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**END OF PART B**







