

FACULTY OF LIBERAL ARTS

FINAL EXAMINATION

Student ID (in Figures) :

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Student ID (in Words) : _____

Subject Code & Name : **Part-time Advanced Intensive English Programme**
Semester & Year : May – August 2017
Lecturer/Examiner : Harizah & Shazan
Duration : 2 hours

INSTRUCTIONS TO CANDIDATES

1. This question paper consists of 3 parts:
 - PART A (30 marks) : Reading & Vocabulary. There is ONE (1) section. Answer ALL questions in the question paper.**
 - PART B (20 marks) : Grammar. There are only TWO (2) sections in this part. Answer ALL questions. Write your answers in the space provided.**
 - PART C (30 marks) : Writing. There is ONE (1) question. Answer ALL questions in the question paper.**
2. Candidates are not allowed to bring any unauthorized 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.

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 =9 (Including the cover page)

PART A : READING AND VOCABULARY (30 MARKS)

INSTRUCTION (S) : Part A consists of **ONE (1)** section. Answer **ALL** questions in the space provided.

SECTION 1

Instruction (s): Read the passage below carefully and answer the following questions.

At any given time, more than a million international students around the world are engaged in the study of the English language in a predominantly English-speaking country. The five most popular destinations, in order of popularity, are the U. S., Britain, Australia, New Zealand, and Canada. The reasons for choosing to study English abroad differ with each individual, as do

5 the reasons for the choice of destination.

Numerous studies conducted in Britain and the United States show that the country of choice depends to a large extent on economic factors. While this should not cause much surprise, careful analysis of the data suggests that students and their parents are most influenced by the perception they have of the countries considered for study abroad, which, in turn,

10 influence the amount they or their parents are prepared to spend for the experience. The strength of international business connections between countries also gives a good indication of where students will go to study.

The United States attracts the highest range of nationalities to its English language classrooms - this diversity being largely due to its immense pulling power as the world's leading economy

15 and the extensive focus on U.S. culture. Furthermore, throughout the non-European world, in Asia and North and South America especially, the course books used to teach English in most primary and secondary schools introduce students to American English and the American accent from a very early age. Canada also benefits from worldwide North American exposure, but has the most **homogenous** group of students - most English language learners in Canada

20 speak French as their first language. Before furthering their English skills, students in Europe study from predominantly British English material; most Europeans, naturally, opt for neighbouring Britain, but many Asian, Middle-Eastern, and African students decide upon the same route too.

Australia and New Zealand are often overlooked, but hundreds of thousands of international students have discovered the delights of studying in the Southern Hemisphere. The majority are Asian for reasons that are not difficult to understand: the distance of the two countries to Asia, the comparatively inexpensive cost of living and tuition, and, perhaps of most importance to many Asian students whose English study is an important start to tertiary study, the growing awareness that courses at Australian and New Zealand universities and colleges are of an exceptionally high standard. In addition, revised entry procedures for overseas students have made it possible for an increasing number of learners to attend classes to improve their English for alternative reasons besides to attend university.

Australia and New Zealand have roughly the same mix of students in their language classrooms, but not all students of English who choose these countries are from Asia. The increased globalisation of the late twentieth century has meant that students from as far as Sweden and Brazil are choosing to combine a taste for exotic travel with the study of English 'down under' and in 'the land of the long white cloud'. But even the Asian economic crisis in the 1990s has not changed the learners' backgrounds of the majority of English language classrooms within the region.

The economic problems in Asia also did not cause significant drops in full-time college and university attendances by Asian students in these two countries. This is partly because there has always been a greater demand for enrolment at Australian and New Zealand tertiary institutions compared to the places available to overseas students. In addition, the economic downturn has caused a reduction in the number of students from affected Asian countries who are financially able to study overseas. Therefore, there has been a slight but noticeable shift towards Australia and New Zealand by less wealthy Asian students who might otherwise have chosen the United States for English study.

The U.S. and Britain will always be the first choice of most students wishing to study the English language abroad, and it is too early to tell whether this trend will continue. However, economic considerations undoubtedly have great influence upon Asian and non-Asian students alike. If student expectations can be met in less traditional study destinations, and as **the world continues to shrink**, future international students of English will be advantaged because the choice of suitable study destinations will be wider.

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

1. One of the main reasons people of different nationalities study English in the U.S. is... (1 mark)

- A. the popularity of its culture worldwide.
- B. the quality of its education system.
- C. the weakness of its economy.
- D. it uses good course books to teach English.

2. The phrase “*the world continues to shrink*” (line 52) refers to which of the processes below? (1 mark)

- A. Business
- B. Trade
- C. Globalisation
- D. Education

3. List **FOUR (4)** predominantly English-speaking countries in the world. (2 marks)

4. Why are the language classrooms in the United States the most diverse in the world? (3 marks)

5. In **line 19** the word “*homogenous*” has the opposite meaning to the word “*diverse*”. Based on this description, explain how the students in Canada are different from the students in the U.S.

(4 marks)

6. Why are students from as far as Sweden and Brazil choosing to learn English in Australia or New Zealand? (4 marks)

7. The passage states that 'reasons for choosing to study English abroad differ with each individual, as do the reasons for the choice of destination' (lines 4 -5). Based on the article, what do you think are **THREE (3)** possible reasons? (6 marks)

8. What is the future for international students of English? (2 marks)

9. Find words in the passage that have the same meaning as the words listed below. (7 marks)

- a) involved (lines 1 – 5) _____
- b) inspired (lines 6 – 10) _____
- c) sign (lines 11 – 15) _____
- d) acquaintance (lines 16 – 20) _____
- e) consciousness (lines 26 – 30) _____
- f) join (lines 36 – 40) _____
- g) decrease (lines 41 – 45) _____

END OF PART A

PART B : GRAMMAR (20 marks)

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

SECTION 1

Instruction (s): Fill in the blanks with the correct tense for verbs in brackets. (10 marks)

When Francis Lee was a boy, he **(1)** _____ (want) to be an astronaut. He **(2)** _____ (watch) TV one day in 1969 when he **(3)** _____ (see) Neil Armstrong walk on the moon. Since then, he **(4)** _____ (dream) of doing the same.

At the moment, however, he **(5)** _____ (work) as a night-watchman at a meat factory. He **(6)** _____ (do) the same job since he left school fifteen years ago, but he still hopes that one day his dream **(7)** _____ (come) true.

He **(8)** _____ (hear) that in the next century they **(9)** _____ (sell) tickets to fly to the moon. For this reason he **(10)** _____ (save) half of his wages every month for the past two years.

SECTION 2

Instruction (s): Complete the conditional sentences with the correct form of the verbs in bracket. (10 marks)

1. If I _____ (be) stronger, I would help you carry the piano.
2. If we had seen you, we _____ (stop).
3. If we _____ (meet) him tomorrow, we will say hello.
4. He would have repaired the car himself if he _____ (had) the tools.
5. If you drop the vase, it _____ (break).
6. If I hadn't studied, I _____ (pass) the exam.
7. I _____ (go) to school by bus if I had a driving license.
8. If she _____ (not/see) him every day, she would be lovesick.
9. I _____ (travel) to London if I can get a cheap flight.
10. We would be stupid if we _____ (tell) him about our secret.

END OF PART B

