



**FACULTY OF LIBERAL ARTS**

**FINAL EXAMINATION**

Student ID (in Figures) : 

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Student ID (in Words) : \_\_\_\_\_  
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Subject Code & Name : **DLG 1301 English for Academic Purposes**  
 Semester & Year : September – December 2016  
 Lecturer/Examiner : Shazan Khan Omar & Aishvarya Nair  
 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 **SIX (6)** 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 = 11 pages (Including the cover page)**

**PART A**

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

**INSTRUCTION(S)**

: Part A consists of **SIX (6)** sections. Answer **ALL** the questions in the spaces provided.

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**Title:** \_\_\_\_\_

The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government, policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. 'Common language' here usually means a foreign language, but the same point applies in principle to any encounter with unfamiliar dialects or styles within a single language. 'They don't talk the same language' has a major metaphorical meaning alongside its literal one. **A**

Although communication problems of this kind must happen thousands of times each day, very few become public knowledge. Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents — even, at times, war. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushroom. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of a treatment that had been successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journals written in European languages other than English. **B**

Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem — something that can come only from studies of the use or avoidance of foreign-language materials and contacts in different communicative situations. In the English-speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies have shown that very little foreign-language material is ever consulted. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals. Studies of the sources cited in publications lead to a similar conclusion: the use of foreign-language sources is often found to be as low as 10 per cent. **C**

The language barrier presents itself in stark form to firms who wish to market their products in other countries. British industry, in particular, has in recent decades often been criticised for its linguistic insularity - for its assumption that foreign buyers will be happy to communicate in English, and that awareness of other languages is not therefore a priority. In the 1960s, over two-thirds of British firms dealing with non-English-speaking customers were using English for outgoing correspondence; many had their sales literature only in English; and as many as 40 per cent employed no-one able to communicate in the customers' languages. A similar problem was identified in other English-speaking countries, **D**

notably the USA, Australia and New Zealand. And non-English-speaking countries were by no means exempt - although the widespread use of English as an alternative language made them less open to the charge of insularity.

The criticism and publicity given to this problem since the 1960s seems to have greatly improved the situation. Industrial training schemes have promoted an increase in linguistic and cultural awareness. Many firms now have their own translation services; to take just one example in Britain, Rowntree Mackintosh now publish their documents in six languages (English, French, German, Dutch, Italian and Xhosa). Some firms run part-time language courses in the languages of the countries with which they are most involved; some produce their own technical glossaries, to ensure consistency when material is being translated. It is now much more readily appreciated that marketing efforts can be delayed, damaged, or disrupted by a failure to take account of the linguistic needs of the customer. **E**

The changes in awareness have been most marked in English-speaking countries, where the realisation has gradually dawned that by no means everyone in the world knows English well enough to negotiate in it. This is especially a problem when English is not an official language of public administration, as in most parts of the Far East, Russia, Eastern Europe, the Arab world, Latin America and French-speaking Africa. Even in cases where foreign customers can speak English quite well, it is often forgotten that they may not be able to understand it to the required level - bearing in mind the regional and social variation which permeates speech and which can cause major problems of listening comprehension. In securing understanding, how 'we' speak to 'them' is just as important, it appears, as how 'they' speak to 'us'. **F**

Adopted from: <http://www.ielts-mentor.com/reading-sample/academic-reading/803-ielts-academic-reading-sample-133>

**SECTION (1)-Labelling Information (5 marks)**

Instructions: Read the passage above carefully. The passage has SIX (6) paragraphs labelled A-F. Which paragraph contains the following information? Write the correct letter A – F in the boxes provided.

1. People start to be aware that English can only be employed for negotiation if both speakers and listeners can mutually understand it.
2. Without understanding a person's language ability, it can harm a company's business reputation.
3. The practice of quoting references from languages other than English is very scarce.
4. A company that is aware of the hindrance to communication begins to have their products written in multiple languages.
5. Almost half of the British employees do not know foreign languages.


**SECTION (2)-True/false/not given Information (8 marks)**

Instructions: Based on the reading, determine whether the following statements agree with the information given in the reading passage by filling in the box.

**TRUE**                    *if the statement agrees with the information*

**FALSE**                    *if the statement contradicts the information*

**NOT GIVEN**            *if there is no information on this*

1. Barriers to communication are specific items that can distort or prevent communication within an organization.
2. Communication breakdown only occurs when a speaker does a business overseas.
3. The public is fully aware of the factors which cause communication problems.
4. The issues of language barrier are not a government's concern.
5. Translation of glossaries is done by the company.
6. Communication barriers happen due to individuals' personal discomfort.
7. Requesting and providing with clarification when needed are the strategies to avoid communication barriers.
8. Larger organizations may employ a full spectrum of communications to enhance the flow of communication.


**SECTION (3)-Filling in the Gap (4 marks)**

Instructions: Complete each of the following statements with words taken from the reading. Write no more than **THREE (3)** words for each answer.

1. Language problems may come to the attention of the public when they have .....such as fatal accidents or social problems.
2. Evidence of the extent of the language barrier has been gained from ..... of materials used by scientists such as books and periodicals.
3. An example of British linguistic insularity is the use of English for materials such as.....
4. An example of a part of the world where people may have difficulty in negotiating English is .....

**SECTION (4) -Multiple Choice Questions-(5 marks)**

Instructions: Based on the reading, circle the most appropriate answer for the questions below.

1. According to the passage, 'They don't talk the same language' (paragraph 1), can refer to problems in\_\_\_\_\_.
  - A understanding metaphor
  - B learning foreign languages
  - C understanding dialect or style
  - D dealing with technological change
  
2. The case of the poisonous mushrooms (paragraph 2) suggests that American doctors \_\_\_\_\_.
  - A should pay more attention to radio reports
  - B only read medical articles if they are in English
  - C are sometimes unwilling to try foreign treatments
  - D do not always communicate effectively with their patients
  
3. According to the writer, the linguistic insularity of British businesses\_\_\_\_\_.
  - A later spread to other countries
  - B had a negative effect on their business
  - C is not as bad now as it used to be in the past
  - D made non-English-speaking companies turn to other markets
  
4. According to the writer, English-speaking people need to be aware that\_\_\_\_\_.
  - A some foreigners have never met an English-speaking person
  - B many foreigners have no desire to learn English
  - C foreign languages may pose a greater problem in the future
  - D English-speaking foreigners may have difficulty understanding English
  
5. A suitable title for this passage would be \_\_\_\_\_.
  - A Overcoming the language barrier
  - B How to survive an English-speaking world
  - C Global understanding - the key to personal progress
  - D The need for a common language

**SECTION (5)-Finding Information from the Text (3 marks)**

Instructions: Based on the reading, list the **THREE (3)** main ways in which British companies have tried to solve the problem of the language barrier since the 1960s. Write no more than **THREE (3)** **WORDS** for each answer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**SECTION 6 – Summarising & Paraphrasing (15 marks)**

Instructions: Based on reading in in Part A, summarise and paraphrase the following sentences using your own words.

1. The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. (3 marks)

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2. Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents — even, at times, war. (3 marks)

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3. Industrial training schemes have promoted an increase in linguistic and cultural awareness. (3 marks)

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4. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals. (3 marks)

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5. 'They don't talk the same language' has a major metaphorical meaning alongside its literal one.  
(3 marks)

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**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.

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

Instructions: Change the active sentences into passive sentences.

1. She wrote an award-winning novel.

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

2. They will advertise the product on television.

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

3. Someone has broken the crystal vase.

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

4. Doctor Haris will give you some advice.

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

5. Fleming discovered penicillin.

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

**SECTION 2 – Tenses (10 marks)**

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

JULIA : Hello, Kevin, (*example: I have not seen*) (I/not/see) you for ages. How are you?

KEVIN : I'm fine. How about you? (1) \_\_\_\_\_ (you/look) great.

JULIA : Yes, I'm very well thanks. So, (2) \_\_\_\_\_ (you/go) somewhere?

KEVIN : (3) \_\_\_\_\_ (I/go) to London for a business meeting. Are you working at the moment? When I last (4) \_\_\_\_\_ (speak) to you, (5) \_\_\_\_\_ (you/work) in a travel agency.

JULIA : That's right. By the way, have you seen Joe recently?

KEVIN : Joe? He's in Canada.

JULIA : Really? How long (6) \_\_\_\_\_ (he/be) in Canada?

KEVIN : About a year now. (7) \_\_\_\_\_ (I/see) him a few days before he went.



He (8) \_\_\_\_\_ (he/be) unemployed for months, so he decided to try his luck somewhere else.

JULIA : So, what (9) \_\_\_\_\_ (he/do) there?

KEVIN : I've no idea. I haven't heard from him since (10) \_\_\_\_\_ (he/leave). Anyway, I must go and catch my train. It was really nice to see you again.

JULIA : You too. Bye. Have a good journey.

KEVIN : Thanks. Bye.

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

Instructions: Reconstruct the following sentences into formal forms.

1. Studies show that even ten minutes of exercise makes a difference so crank the stereo and dance in your living room.

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

2. Making healthy changes with loved ones can bring you closer together as well as pump up your spirits.

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

3. Exercising will give you positive effects because that's a powerful mental adjustment.

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

4. Let's face it, exercising just to lose weight can get boring so spice things up by signing up for an event like a run.

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

5. If you have trouble sleeping, check out relaxation techniques such as meditation and yoga.

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

**END OF PART B**



