



**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 : **ENG1103 English for Academic Purposes**  
 Semester & Year : September - December 2017  
 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 / FORMAL LANGUAGE**  
 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 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.

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**BENEFITS OF BEING BILINGUAL**

- A** According to the latest figures, the majority of the world's population is now bilingual or multilingual, having grown up speaking two or more languages. In the past, such children were considered to be at a disadvantage compared with their monolingual peers. Over the past few decades, however, technological advances have allowed researchers to look more deeply at how bilingualism interacts with and changes the cognitive and neurological systems, thereby identifying several clear benefits of being bilingual.
- B** Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', marka, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.
- C** Having to deal with this persistent linguistic competition can result in difficulties, however. For instance, knowing more than one language can cause speakers to name pictures more slowly, and can increase 'tip-of-the-tongue states', when you can almost, but not quite, bring a word to mind. As a result, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. For this reason, bilingual people often perform better on tasks that require conflict management. In the classic Stroop Task, people see a word and are asked to name the colour of the word's font. When the colour and the word match (i.e., the word 'red' printed in red), people correctly name the colour more quickly than when the colour and the word don't match (i.e., the word 'red' printed in blue). This occurs because the word itself ('red') and its font colour (blue) conflict. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green) to categorizing them by shape (circle or triangle), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.

- D** It also seems that the neurological roots of the bilingual advantage extend to brain areas more traditionally associated with sensory processing. When monolingual and bilingual adolescents listen to simple speech sounds without any intervening background noise, they show highly similar brain stem responses. When researchers play the same sound to both groups in the presence of background noise, however, the bilingual listeners' neural response is considerably larger, reflecting better encoding of the sound's fundamental frequency, a feature of sound closely related to pitch perception.
- E** Such improvements in cognitive and sensory processing may help a bilingual person to process information in the environment, and help explain why bilingual adults acquire a third language better than monolingual adults master a second language. This advantage may be rooted in the skill of focussing on information about the new language while reducing interference from the languages they already know.
- F** Research also indicates that bilingual experience may help to keep the cognitive mechanisms sharp by recruiting alternate brain networks to compensate for those that become damaged during aging. Older bilinguals enjoy improved memory relative to monolingual people, which can lead to real-world health benefits. In a study of over 200 patients with Alzheimer's disease, a degenerative brain disease, bilingual patients reported showing initial symptoms of the disease an average of five years later than monolingual patients. In a follow-up study, researchers compared the brains of bilingual and monolingual patients matched on the severity of Alzheimer's symptoms. Surprisingly, the bilinguals' brains had more physical signs of disease than their monolingual counterparts, even though their outward behaviour and abilities were the same. If the brain is an engine, bilingualism may help it to go farther on the same amount of fuel.
- G** Furthermore, the benefits associated with bilingual experience seem to start very early. In one study, researchers taught seven-month-old babies growing up in monolingual or bilingual homes that when they heard a tinkling sound, a puppet appeared on one side of a screen. Halfway through the study, the puppet began appearing on the opposite side of the screen. In order to get a reward, the infants had to adjust the rule they'd learned; only the bilingual babies were able to successfully learn the new rule. This suggests that for very young children, as well as for older people, navigating a multilingual environment imparts advantages that transfer far beyond language.

Taken 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. The competency to recognise melody
2. Attain a new language
3. Improvement of knowledge
4. State of brain activity
5. Identification of words through hearing
6. The ability to manage differences
7. Bilingual upbringing


**SECTION (2)-Matching Information (5 marks)**

**INSTRUCTION(S):** Do the following statements agree with the view of the writer? Answer **Yes, No, or Not Given** to the following questions.

<b>Yes</b>	if the statement agrees with the claims of the writer
<b>No</b>	if the statement contradicts the claims of the writer
<b>Not Given</b>	if it is impossible to say what the writer thinks about this

1. Attitudes towards bilingualism have changed in recent years. \_\_\_\_\_.
2. Bilingual people are better than monolingual people at guessing correctly what words are they are hearing before they are finished being said. \_\_\_\_\_.
3. Bilingual people consistently name images faster than monolingual people. \_\_\_\_\_.
4. Bilingual people’s brains process single sounds more efficiently than monolingual people in all situations. \_\_\_\_\_.
5. Fewer bilingual people than monolingual people suffer from brain disease in old age. \_\_\_\_\_.

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

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

1. When changing strategies, bilingual people have superior \_\_\_\_\_.  
A. competent perception  
B. conflict management  
C. cognitive control  
D. constant juggling
  
2. The test that focuses on naming colours is called \_\_\_\_\_.  
A. language co-activation  
B. the Stroop Task  
C. tip-of-the-tongue states  
D. categorizing objects
  
3. Bilingual people engage both languages simultaneously; a mechanism known as \_\_\_\_\_.  
A. word recognition  
B. language co-activation  
C. studying eye movements  
D. corresponding words

**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 people that have same social positions. (Paragraph A) (1 mark)  
\_\_\_\_\_
  
2. A word that describes something that has been seen or experienced before. (Paragraph B) (1 mark)  
\_\_\_\_\_
  
3. A word that describes a fact or situation that is observed to exist or happen. (Paragraph B) (1 mark)  
\_\_\_\_\_
  
4. A word that describes a situation which continues to exist over a prolonged period. (Paragraph C) (1 mark)  
\_\_\_\_\_

5. A word that describes the ability to interpret or become aware through the senses. (Paragraph C) (1 mark)

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6. A word that describes two things happening and colliding at the same time. (Paragraph D) (1 mark)

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7. A word that describes an occasion when someone tries to obstruct in a situation. (Paragraph E) (1 mark)

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8. A word that describes to provide support because something is lost. (Paragraph F) (1 mark)

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9. A word that explains a situation as very intense or undesirable. (Paragraph F) (1 mark)

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10. A word that describes something that is needed to change in order to adapt to a new situation. (Paragraph G) (1 mark)

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**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. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. (3 marks)

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2. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. (3 marks)

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3. When monolingual and bilingual adolescents listen to simple speech sounds without any intervening background noise, they show highly similar brain stem responses. (3 marks)

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4. Surprisingly, the bilinguals' brains had more physical signs of disease than their monolingual counterparts, even though their outward behaviour and abilities were the same. (3 marks)

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5. This suggests that for very young children, as well as for older people, navigating a multilingual environment imparts advantages that transfer far beyond language. (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 space provided.

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

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

1. Pedro gives Lily a goodbye kiss. (2 marks)  
\_\_\_\_\_
2. Mei will drink a cup of coffee. (2 marks)  
\_\_\_\_\_
3. The chef is cooking the main dish. (2 marks)  
\_\_\_\_\_
4. Rick passed the ball to his partner. (2 marks)  
\_\_\_\_\_
5. The doctor gave Andre an injection in the clinic. (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. Julius Caesar (not/create) \_\_\_\_\_ the Caesar salad.
2. Hong Kwang (know) \_\_\_\_\_ me since we were at primary school.
3. I (not/see) \_\_\_\_\_ you at the gathering yesterday.
4. Barry Allen (sprain) \_\_\_\_\_ his ankle ten minutes ago.
5. I don't believe we (meet) \_\_\_\_\_ before. My name is Rafael.
6. Tommy (sail) \_\_\_\_\_ to America in 1991.
7. My brother (apply) \_\_\_\_\_ for a visa six times before he got one.
8. I have never (bring) \_\_\_\_\_ my lunch to college.
9. Arvin (grow) \_\_\_\_\_ since the last time I saw him.
10. Joan (study) \_\_\_\_\_ here between May and August last year.



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

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

1. Polly wanna clear up the problem. (2 marks)

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2. The feedback of the boss at the meeting was kinda negative. (2 marks)

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3. You'll have to back up your car so that Frank can get out. (2 marks)

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4. "It's an effective plan", says Jimmy. (2 marks)

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5. Cynthia is difficult to put up with after drinking booze. (2 marks)

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**END OF PART B**





