

**DEPARTMENT OF GENERAL STUDIES**

**RESIT 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 : September - December 2019  
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 **FOUR (4)** 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 = 10 pages (Including the cover page)**

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

**INSTRUCTION(S)** : Part A consists of **FOUR (4)** sections. Answer **ALL** the questions in the space provided.

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**The Language Barrier**

- A** 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.
- B** 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.
- C** 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.
- D** 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, 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.
- E** 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.

**F** 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'.

(Adapted from: <http://ielts-up.com/reading/academic-reading-sample-3.1.html>)

**SECTION (1)-Labelling Information (10 marks)**

**INSTRUCTION(S):** 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. You may use any letter more than once.

1. Countries that do not use English officially in public administration.
2. The need for common language when travelling.
3. Data shown about uses of non-English information.
- 4 Issue when this report is let known to the public.
5. Employees using English to speak to customers.
6. Improvement of this problem due to criticism.
7. Information is lost because it is written in European languages.
8. English used as a second or third language improves the situation.
9. People are able to communicate in English without fully understanding it.
10. Product promotion is being ensured to be consistent with other languages.


**SECTION (2)-True/False/Not Given (10 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. Language problems may come to the attention of the public when they have major consequences such as fatal accidents or social problems.    |  |
| 2. Evidence of the extent of the language barrier has been gained from surveys 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 video games.                                       |  |
| 4. People from Eastern Europe may not have difficulty in negotiating fully in English.                                                        |  |
| 5. English-speaking people need to be aware that English-speaking foreigners may have difficulty fully understanding English.                 |  |
| 6. British companies have tried to solve the problem of the language barrier by providing full-time language courses.                         |  |
| 7. Online dictionary has been used to improve English since the 2000s.                                                                        |  |
| 8. The linguistic insularity of British businesses is not as bad now as it used to be in the past.                                            |  |
| 9. It is assumed that the American doctors did not hear of the treatment because it is not written in English.                                |  |
| 10. A problem found in countries like the USA, Australia, New Zealand and the UK is that companies do not like to communicate through emails. |  |

**SECTION (3)-Matching: Word and Meaning (5 marks)**

**INSTRUCTION(S):** Find a **bold** word from the reading passage to match each description below.

1. A medicine or treatment for a disease or injury. (1 mark)

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2. A list of words relating to a specific subject with brief explanations. (1 mark)

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3. The preparation and issue of a book, journal, or piece of music for public sale. (1 mark)

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4. An action related to obtaining or bringing about something by discussion. (1 mark)

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5. A form of a language which is particular to a specific region or social group. (1 mark)

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**SECTION (4) – 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. Although communication problems of this kind must happen thousands of times each day, very few become public knowledge. (3 marks)

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2. Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem. (3 marks)

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3. The language barrier presents itself in stark form to firms who wish to market their products in other countries. (3 marks)

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4. Industrial training schemes have promoted an increase in linguistic and cultural awareness. Many firms now have their own translation services. (3 marks)

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5. 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. (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. They took the company in 2012.

\_\_\_\_\_.

2. Candidates must answer all the questions.

\_\_\_\_\_.

3. Elaine’s parents are spoiling her.

\_\_\_\_\_.

4. I will bake a huge cake for my husband.

\_\_\_\_\_.

5. Bradley has fitted the car with an alarm.

\_\_\_\_\_.

**SECTION (2) – Tenses (10 marks)**

**INSTRUCTION(S)**: Fill in the blanks with the verbs of the correct tenses.

1. The muffin (taste) \_\_\_\_\_ delicious.

2. Last year the strawberries (seem) \_\_\_\_\_ fine at Cameron Highland.

3. As I want to pass my English exam next year, I (study) \_\_\_\_\_ harder next month.

4. During my last holidays, my parents (send) \_\_\_\_\_ me on a language course in London.

5. It is great and I (think) \_\_\_\_\_ I have learned a lot.

6. Last July I (go) \_\_\_\_\_ to Penang, and I did not enjoy it there.
7. When I (come) \_\_\_\_\_ home this evening, my parents had gone out for a walk.
8. Everybody will be at the office at about 08:30 tomorrow as the meeting (start) \_\_\_\_\_ at nine o'clock.
9. After the soccer game last night, my brother (be) \_\_\_\_\_ tired.
10. The teacher said, "That child (look) \_\_\_\_\_ very ill."

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

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

1. I'll return the book in a jiffy. (2 marks)

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2. My homies are over the moon about the information. (2 marks)

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3. She has been a couch potato since secondary school. (2 marks)

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4. Jerome doesn't like to hang out at night. (2 marks)

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5. The exam was a piece of cake. (2 marks)

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**END OF PART B**





