

## FACULTY OF LIBERAL ARTS

## School of Service Professional Development

## 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**

Semester &amp; Year : September - December 2021

Lecturer/Examiner : Shazan Khan Omar

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.

- Candidates are not allowed to bring any unauthorised materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.**
- 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.**
- 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 = 9 pages (Including the cover page)**

**PART A  
INSTRUCTION(S)**

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

: Part A consists of **FIVE (5)** sections. Answer **ALL** the questions in the spaces provided.

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**What Cookbooks Really Teach Us**

- A** Shelves bend under their weight of cookery books. Even a medium-sized bookshop contains many more recipes than one person could hope to take in a lifetime. Although the recipes in one book are often similar to those in another, their presentation varies wildly, from an array of vegetarian cookbooks to instructions on cooking the food that historical figures might have eaten. The reason for this **abundance** is that cookbooks promise to bring about a kind of domestic transformation for the user. The daily routine can be put on one side and they liberate the user, if only temporarily. To follow their instructions is to turn a task which has to be performed every day into an engaging, romantic process. Cookbooks also provide an opportunity to delve into distant cultures without having to turn up at an airport to get there.
- B** The first Western cookbook appeared just over 1,600 years ago. *De re couquinara* (it means ‘Concerning Cookery’) is attributed to a Roman **gourmet** named Apicius. It is probably a compilation of Roman and Greek recipes, some or all of them drawn from manuscripts that were later lost. The editor was **sloppy**, allowing several duplicated recipes to sneak in. Yet Apicius’s book set the tone of cookery advice in Europe for more than a thousand years. As a cookbook it is unsatisfactory with very basic instructions. Joseph Vehling, a chef who translated Apicius in the 1930s, suggested the author had been **obscure** on purpose, in case his secrets leaked out.
- C** But a more likely reason is that Apicius’s recipes were written by and for professional cooks, who could follow their shorthand. This situation continued for hundreds of years. There was no order to cookbooks: a cake recipe might be followed by a mutton one. But then, they were not written for careful study. Before the 19th century few educated people cooked for themselves. The wealthiest employed **literate** chefs; others presumably read recipes to their servants. Such cooks would have been capable of creating dishes from the vaguest of instructions.
- D** The invention of printing might have been expected to lead to greater clarity but at first the reverse was true. As words acquired commercial value, **plagiarism** exploded. Recipes were distorted through reproduction. A recipe for boiled capon in the *Good Huswifes Jewell*, printed in 1596, advised the cook to add three or four dates. By 1653, when the recipe was given by a different author in *A Book of Fruits & Flowers*, the cook was told to see the dish aside for three or four days.
- E** The dominant theme in 16th and 17th century cookbooks was order. Books combined recipes and household advice, on the assumption that a well-made dish, a well-ordered larder and well-disciplined children were equally important. Cookbooks thus became a symbol of dependability in **chaotic** times. They hardly seem to have been affected by the English civil war or the revolutions in America and France.
- F** In the 1850s, Isabella Becton published the *Book of Household Management*. Like earlier cookery writers she plagiarised freely, lifting not just recipes but philosophical observations from other books. If Becton’s recipes were not wholly new, the way in which she presented them certainly was. She explains when the chief ingredients are most likely to be in season, how long the dish will take to prepare and even how much it is likely to cost. Becton’s recipes were well suited to her times. Two centuries earlier, an understanding of rural ways had been so **widespread** that one writer could advise cooks to heat water until it was a little hotter than milk that came from a cow. By the 1850s, Britain was industrialising. The

growing urban middle class needed details and Becton provided them in full.

- G** In France, cookbooks were fast becoming even more systematic. Compared with Britain, France had produced few books written for the ordinary householder by the end of the 19th century. The most celebrated French cookbooks were written by superstar chefs who had a clear sense of codifying a unified approach to **sophisticated** French cooking. The 5,000 recipes in Auguste Escoffier's *Le Guide Culinaire* (The Culinary Guide), published in 1902, might as well have been written in stone, given the book's reputation among French chefs, many of whom still consider it the definitive reference book.
- H** What Escoffier did for French cooking, Fannie Farmer did for American home cooking. She did not only synthesise American cuisine; she elevated it to the status of science. 'Progress in civilisation has been accompanied by progress in cookery,' she breezily announced in *The Boston Cooking-School Cook Book*, before launching into a collection of recipes that sometimes resembles a book of chemistry experiments. She was occasionally over-fussy. She explained that currants should be picked between June 28th and July 3rd, but not when it is raining. But in the main book, it is reassuringly **authoritative**. Its recipes are short, with no unnecessary this and that, and no unnecessary spices.
- I** In 1950, *Mediterranean Food* by Elizabeth David launched a revolution in cooking advice in Britain. In some ways, *Mediterranean Food* recalled even older cookbooks but the smells and noises that filled David's books were not mere decoration for her recipes. They were the point of her books. When she began to write, many ingredients were not widely available or affordable. She understood this, acknowledging in a later edition of one of her books that even if people could not very often make the dishes described, it was stimulating to think about them. David's books were not so much about cooking manuals but they were books of food recommendations.

**SECTION 1 : Matching Sentence Endings (9 marks)**

**INSTRUCTION** : Complete each sentence with the correct endings given below.

based on experimentations
from being known by the public
cookbooks in comparison with others
cooking instructions
ignore the organisation of a menu
who does not appreciate the work of others
to immerse in other people's ways of life
provide a sense of reliability during periods of unrest
details in recipes being altered

1. Re-publication causes		Paragraph D
2. Cooking books		Paragraph E
3. Creating opportunities		Paragraph A
4. An irresponsible writer		Paragraph F
5. Revolution in giving		Paragraph I
6. Recipes that		Paragraph C
7. Hide the recipe		Paragraph B
8. Cooking steps		Paragraph H
9. More organised		Paragraph G

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

**INSTRUCTION** : 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. *The Boston Cooking-School Cook Book* was easy to follow despite the writer's attention to detail
2. *De re couquinara's* writer may have deliberately avoided passing on details.
3. *Mediterranean Food* gives unambitious ideas to people about cooking
4. *The Book of Household Management's* writer used ideas from other books but added additional related information
5. *Le Guide Culinaire* was translated to English in 1907.


**SECTION 3 : Multiple Choice Questions (1 mark)**

**INSTRUCTION** : Based on the passage above, write the correct answer, **A, B, C** or **D** in the box.

1. There is a great number of cookery books published than it is really necessary and it is their \_\_\_\_\_ which makes them differ from each other.

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- A. Quantity
- B. History
- C. Presentation
- D. Thickness

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

**INSTRUCTION** : There are ten **bold** words in the reading passage in **Part A**. Find a **bold** word from the reading passage to match each of the descriptions below.

- 1. Able to read and write
- 2. In a state of complete confusion and disorder
- 3. Existing or happening in many places or among many people
- 4. Make unclear and difficult to understand
- 5. A connoisseur of good food with a discerning palate
- 6. Careless and unsystematic
- 7. Developed to a high degree of complexity and educated manner
- 8. The practice of using another person's ideas or work and pretending that it is your own
- 9. The state or condition of having a copious quantity of something
- 10. Showing confidence, in control, and expect to be respected and obeyed


**SECTION 5 : Summarising & Paraphrasing (15 marks)**

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

1. Cookbooks also provide an opportunity to delve into distant cultures without having to turn up at an airport to get there.

2. The wealthiest employed literate chefs; others presumably read recipes to their servants.

3. The invention of printing might have been expected to lead to greater clarity but at first the reverse was true.

4. Compared with Britain, France had produced few books written for the ordinary householder by the end of the 19th century.

5. The smells and noises that filled David's books were not mere decoration for her recipes. They were the point of her books.


**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** : Change the active sentences into passive sentences.

- |   |  |
|---|--|
| 1. The supervisor has introduced new procedures for dealing with customer complaints. |  |
| 2. Tyron is conducting a research into the effects of advertising on children.        |  |
| 3. They offer the opportunity to go on vacation.                                      |  |
| 4. The company will purchase an established photocopier brand.                        |  |
| 5. The management will transfer new staff to the old building.                        |  |

**SECTION 2 : Tenses (10 marks)**

**INSTRUCTION** : Fill in the blanks with the correct tense forms for the verbs given in brackets: **Simple Past** or **Present Perfect**.

1. The servers (receive)  some bonus for the last event.
2. The editor (design)  the brochure seven times so far with the department.
3. Mr. Garrison (issue)  an announcement to deal with tardiness last week.
4. The new staff (seek)  assistance from the seniors yesterday.
5. The band (publish)  four albums so far in their career.
6. Researchers (attribute)  the discovery to Elon Musk a short time ago.
7. This data (illustrate)  the change in price an hour ago.

8. As predicted, Pepsi Inc. (increase)  the sugar content of their drinks for 2022.
9. The students (submit)  their assignment to the lecturer last night.
10. Ms Alison (lead)  the regional meeting since her promotion.

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

**INSTRUCTION** : Identify and change two informal words in the following sentences to construct more formal forms.

1. The meeting minute left out the names of those that weren't here.
2. The waiter goes on to make the same mistake again and again.
3. The doctor will take a look at the bruises on the fellow.
4. People are sick of his beating around the bush answer.
5. Plus, it was mentioned that that there were a lot of cars at the party.




**PART C : WRITING (30 marks)**

**INSTRUCTION(S)** : Part C consists of only **ONE (1)** section. Choose **ONE (1)** of the topics and write an essay in the space provided.

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**SECTION 1 : Essay Writing (30 marks)**

**INSTRUCTION** : Write a **300-word** expository essay on the topic given.

*Families move for many reasons: a new job, to live in a better place or to start a new life. Moving frequently can be both uplifting and upsetting to cope with, especially for teenagers.*

***Explain how moving from place to place affects teenagers.***

*(Write in the box below)*