

**FACULTY OF EDUCATION AND ARTS**

**School of Service Professional Development**

**FINAL EXAMINATION**

Student ID (in Figures) : 

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Student ID (in Words) : \_\_\_\_\_

Course Code & Name : **ENG1003 English for Foundation Studies 1**  
Semester & Year : September – December 2022  
Lecturer/Examiner : Wan Fadli Hazilan bin Wan Rosmidi  
Duration : 2 Hours

**INSTRUCTIONS TO CANDIDATES**

- This question paper consists of 3 parts:**
  - PART A (30 marks) : Reading Comprehension & Vocabulary** – There are **TWO (2)** sections in this part. Answer both sections. Write your answers in the answer booklet.
  - PART B (30 marks) : Grammar** – There are **THREE (3)** sections in this part. Answer **ALL** sections. Write your answers in the answer booklet.
  - PART C (40 marks) : Writing** – There are **TWO (2)** sections in this part. Answer both questions. Read the instructions carefully and write your answers in the answer booklet.
- 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 (Including the cover page)**

**PART A** : **READING COMPREHENSION & VOCABULARY (30 marks)**  
**INSTRUCTION(S)** : There are **TWO (2)** sections in this part. Answer both sections. Write your answers in the answer booklet.

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**SECTION 1: (20 marks)**

Read the passage carefully and answer all questions. Answers are to be written in the answer booklet.

**The True Cost of Food**

**A** For more than forty years the cost of food has been rising. It has now reached a point where a growing number of people believe that it is far too high and that bringing it down will be one of the great challenges of the twenty-first century. That cost, however, is not in immediate cash. In the West at least, most food is now far cheaper to buy in relative terms than it was in 1960. The cost is in the collateral damage of the very methods of food production that have made the food cheaper: in the pollution of water, the enervation of soil, the destruction of wildlife, the harm to animal welfare and the threat to human health caused by modern industrial agriculture.

**B** First mechanisation, then mass use of chemical fertilisers and pesticides, then monocultures, then battery rearing of livestock, and now genetic engineering— the onward march of intensive farming has seemed unstoppable in the last half-century, as the yields of produce have soared. But the damage it has caused has been colossal. In Britain, for example, many of our best-loved farmland birds, such as the skylark, the grey partridge, the lapwing and the corn bunting, have vanished from huge stretches of countryside, as have even more wild-flowers and insects. This is a direct result of the way we have produced our food in the last four decades. Thousands of miles of hedgerows, thousands of ponds have disappeared from the landscape. The faecal filth of salmon farming has driven wild salmon from many of the sea lochs and rivers of Scotland. Natural soil fertility is dropping in many areas because of continuous industrial fertiliser and pesticide use, while the growth of algae is increasing in lakes because of the fertiliser run-off.

**C** Put it all together and it looks like a battlefield, but consumers rarely make the connection at the dinner table. That is mainly because the costs of all this damage are what economists refer to as externalities: they are outside the main transaction, which is for example producing and selling a field of wheat, and are borne directly by neither producers nor consumers. To many, the costs may not even appear to be financial at all, but merely aesthetic -a terrible shame, but nothing to do with money. And anyway they, as consumers of food, certainly aren't paying for it, are they?

**D** But the costs to society can actually be quantified and, when added up, can amount to staggering sums. A remarkable exercise in doing this has been carried out by one of the world's leading thinkers on the future of agriculture, Professor Jules Pretty, Director of the Centre for Environment and Society at the University of Essex. Professor Pretty and his colleagues calculated the externalities of British agriculture for one particular year. They added up the costs of repairing the damage it caused and came up with a total figure of £2,343m. This is equivalent to £208 for every hectare of arable land and permanent pasture, almost as much again as the total government and EU spends on British farming in that year. And according to Professor Pretty, it was a conservative estimate.

**E** The costs included: £120m for removal of pesticides; £16m for removal of nitrates; £55m for

removal of phosphates and soil; £23m for the removal of the bug cryptosporidium from drinking water by water companies; £125m for damage to wildlife habitats, hedgerows and dry stone walls; £1,113m from emissions of gases likely to contribute to climate change; £106m from soil erosion and organic carbon losses; £169m from food poisoning; and £607m from cattle disease. Professor Pretty draws a simple but memorable conclusion from all this: our food bills are actually threefold. We are paying for our supposedly cheaper food in three separate ways: once over the counter, secondly through our taxes, which provide the enormous subsidies propping up modern intensive farming, and thirdly to clean up the mess that modern farming leaves behind.

**F** So can the true cost of food be brought down? Breaking away from industrial agriculture as the solution to hunger may be very hard for some countries, but in Britain, where the immediate need to supply food is less urgent, and the costs and the damage of intensive farming have been clearly seen, it may be more feasible. The government needs to create sustainable, competitive and diverse farming and food sectors, which will contribute to a thriving and sustainable rural economy, and advance environmental, economic, health, and animal welfare goals.

**G** But if industrial agriculture is to be replaced, what is a viable alternative? Professor Pretty feels that organic farming would be too big a jump in thinking and in practices for many farmers. Furthermore, the price premium would put the product out of reach of many poorer consumers. He is recommending the immediate introduction of a 'Greener Food Standard', which would push the market towards more sustainable environmental practices than the current norm, while not requiring the full commitment to organic production. Such a standard would comprise agreed practices for different kinds of farming, covering agrochemical use, soil health, land management, water and energy use, food safety and animal health. It could go a long way, he says, to shifting consumers as well as farmers towards a more sustainable system of agriculture.

Source: <https://www.ielts-mentor.com/reading-sample/academic-reading/814-ielts-academic-reading-sample-144-the-true-cost-of-food>

### Questions 1 - 7 (7 marks)

Reading Passage above has seven paragraphs, **A-G**. Which paragraph contains the following information? Write the correct letter, **A-G**, in the answer booklet provided. You may use any letter more than once.

1. a cost involved in purifying domestic water
2. the stages in the development of the farming industry
3. the term used to describe hidden costs
4. one effect of chemicals on water sources
5. externalities of British farming for one specific year
6. suitable option to supplant agribusiness
7. the expense of nourishment has been rising

**Questions 8 – 14 (7 marks)**

Do the following statements agree with the claims of the writer in the Reading Passage?

On the answer booklet provided, write:

- YES**                if the statement agrees with the claims of the writer  
**NO**                 if the statement contradicts the claims of the writer  
**NOT GIVEN**     if it is impossible to say what the writer thinks about this

8. Several species of wildlife in the British countryside are declining.
9. The taste of food has deteriorated in recent years.
10. The financial costs of environmental damage are widely recognised.
11. One of the costs calculated by Professor Pretty was illness caused by food.
12. The cost of food has been fluctuated for more than 40 years.
13. The agriculture industries are the most important economic source.
14. Organic farming will create problem to the poorer people.

**Questions 15 – 20 (6 marks)**

Complete the summary below:

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answer on the answer booklet provided.

Professor Pretty concludes that our **15.**\_\_\_\_\_ are higher than most people realise, because we make three different types of payment. He feels it is realistic to suggest that Britain should reduce its reliance on **16.**\_\_\_\_\_. Although most farmers would be unable to adapt to **17.**\_\_\_\_\_, Professor Pretty wants the government to initiate change by establishing what he refers to as a **18.**\_\_\_\_\_. He feels this would help to change the attitudes of both **19.**\_\_\_\_\_ and **20.**\_\_\_\_\_.

**SECTION 2: (10 marks)**

Look up the meanings for the underlined word in each sentence. Find the definition that best fits the meaning of the sentence. Write **M1** for meaning number 1, **M2** for meaning number 2 or **M3** for meaning number 3. Answers are to be written in the answer booklet.

<b>Partner</b> (n)	<b>1</b> one of two people who are married or who live together <b>2</b> one of the owners of a business
<b>Boundaries</b> (n)	<b>1</b> the real or imaginary line that marks the edge of a state, country <b>2</b> the limit of what is acceptable or thought to be possible
<b>Accept</b> (v)	<b>1</b> to take something that someone offers you, or to agree to do something that someone asks you to do <b>2</b> to decide that there is nothing you can do to change a difficult and unpleasant situation or fact and continue with your normal life <b>3</b> to allow someone to become part of a group, society, or organisation, and to treat them in the same way as the other members
<b>Brush</b> (v)	<b>1</b> to clean something or make something smooth and tidy using a brush <b>2</b> to touch someone or something lightly when passing them <b>3</b> to put a liquid onto something using a brush
<b>Practice</b> (n)	<b>1</b> action rather than ideas <b>2</b> a way of doing something that it is the usual or expected way in a particular organisation or situation <b>3</b> a thing that is done regularly; a habit or a custom

1. Tom Cruise and Katie Holmes have to accept that this is not an ideal world. \_\_\_\_\_
2. Jessica Biel is a partner in a law firm. \_\_\_\_\_
3. Don't forget to brush your teeth. \_\_\_\_\_
4. It is his practice to read several books a week. \_\_\_\_\_
5. James Bond accepted the invitation to stay with us. \_\_\_\_\_
6. The work is done within the boundaries of the law. \_\_\_\_\_
7. I felt her hair brush against my arm. \_\_\_\_\_
8. Brad Pitt should discuss his relationship with his partner. \_\_\_\_\_
9. We would need their agreement to build outside the city boundaries. \_\_\_\_\_
10. Lady Gaga is determined to put her new ideas into practice. \_\_\_\_\_

**END OF PART A**

**PART B** : **GRAMMAR (30 marks)**

**INSTRUCTION(S)** : There are **THREE (3)** sections in this part. Answer **ALL** sections. Write your answers in the answer booklet.

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**SECTION 1: (10 marks)**

Complete the sentences in reported speech.

1. He said, "I have finished my work." (2 marks)

He said \_\_\_\_\_

2. "The film began at seven o'clock," he said. (2 marks)

He said \_\_\_\_\_

3. "Don't play on the grass, boys," she said. (2 marks)

She told the boys \_\_\_\_\_

4. "Where have you spent your money?" she asked him. (2 marks)

She asked him \_\_\_\_\_

5. "Don't try this at home," the stuntman told the audience. (2 marks)

The stuntman advised \_\_\_\_\_

**SECTION 2: (10 marks)**

Rewrite the following sentences into the passive voice.

1. Anna opened the window. (2 marks)

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2. We have done our homework. (2 marks)

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3. We do not clean our rooms. (2 marks)

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4. Could you feed the dog? (2 marks)

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5. William will not repair the car. (2 marks)

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**SECTION 3: (10 marks)**

Combine the two sentences into one using the conjunction in parentheses.

1. Ruth ran very fast. She could not catch up with Mark. (though) (2 marks)

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2. 'Would you like to accompany me?' He asked. (whether) (2 marks)

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3. We all respect him. He is an honest man. (because) (2 marks)

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4. She cannot go to work. She fully recovers from her illness. (before) (2 marks)

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5. Hurry up. You will miss the train. (unless) (2 marks)

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**END OF PART B**

**PART C** : **WRITING (40 marks)**  
**INSTRUCTION(S)** : There are **TWO (2)** sections in this part. Answer both questions. Read the instructions carefully and write your answers in the answer booklet.

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**SECTION 1 :( 10 marks)**

**Instruction:** Use the template provided to write an outline for the topic below. Answers are to be written in the answer booklet.

**Topic:** Causes and effects of low self-esteem among students

Thesis Statement (2 marks)

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Topic Sentence 1 (2 marks)

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Topic Sentence 2 (2 marks)

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Topic Sentence 3 (2 marks)

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Concluding Sentence (2 marks)

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**SECTION 2: (30 marks)**

- Based on the outline you have developed in Section 1, write the following paragraphs on the same topic:
  - i. **ONE (1)** introductory paragraph
  - ii. **THREE (3)** body paragraphs
  - iii. **ONE (1)** concluding paragraph
  
- Your writing must be approximately 300 words. Answers are to be written in the answer booklet.

**END OF EXAM PAPER**