UNIVERSITI UTARA MALAYSIA

FINAL EXAMINATION
OUT CAMPUS PROGRAMME
SEMESTER APRIL 2009/2010 SESSION

CODE/COURSE : SBLE2012/ENGLISH FOR HIGHER EDUCATION
DATE : 5 AUGUST 2009
TIME : 9.00 - 11.30 a.m. (2 ½ HOURS)
VENUE : UUM

INSTRUCTIONS:

1. This booklet consists of FOUR (4) sections in SIXTEEN (16) printed pages excluding the cover page.
2. Answer ALL questions.
3. All answers must be written in the question booklet.
4. Use PEN to write your answers.

NAME OF EXAMINER: ________________________________

MATRIC NO.: _______________________________________
           (in words)       (in numbers)

IDENTIFICATION CARD NO.: ___________________________

NAME OF INSTRUCTOR: ________________________________

GROUP: _____ DESK NUMBER: ___________

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE INSTRUCTED TO DO SO

CONFIDENTIAL
SECTION ONE (20 MARKS)

You are advised to spend about 30 minutes on this section.

Read the following passage and answer all questions in PARTS A and B.

I. Procrastination can be defined as 'letting low-priority tasks get in the way of high-priority ones'. It can also be defined as avoiding doing a task which needs to be done. For example, spending time socializing with friends or relatives rather than working on an important project that is due soon is procrastination. Procrastination has a high potential for painful consequences. It interferes with the academic and personal success of students. Most research on procrastination has focused primarily on college students. Findings from such studies show that academic procrastination is quite common among college students. Rates of procrastination among college students have been reported to be between 46 per cent and 95 per cent.

II. There are several reasons for procrastination. If students procrastinate, they are unable to manage their time wisely. It implies that they are not certain of their priorities, goals and objectives. Moreover, students are overwhelmed when they have to do many tasks. Thus, they postpone doing
academic assignments to a later time and waste time doing unproductive activities or worrying about the assignments rather than completing them. Some students also find it hard to concentrate on their work due to distractions. The environment around them could be noisy or there could be too many in the room demanding their attention. Even a simple thing like a cluttered, disorganized desk might prove to be a serious distraction. All these things promote time wasting and frustration.

III Sometimes, students have negative beliefs that often stop them from getting work done. For instance, they believe that they cannot succeed in anything they do or they feel that they lack necessary skills to perform the task. When students have such beliefs about their capabilities, it just gives them another reason to procrastinate. Students also put off doing their work when they have financial problems or relationship problems. These personal problems may prevent them from completing their tasks.

IV Students who tend to procrastinate often have ambitious and unrealistic expectations in whatever they do. Perfectionism and the feeling that things should only be in a
certain way, can be stumbling blocks and promote procrastination. They believe that they must read everything ever written on a subject before they can begin writing their assignments. They always think they have not done the best they could possibly do, thus they feel that the assignments are not good enough to hand in. As a result, they cannot meet deadlines and this affects their grades.

V Procrastinators who fear failure want very much to succeed but they lack confidence in their abilities. They are often very self-critical, feel inferior and doubt their ability to do things. They especially tend to procrastinate when asked to do anything that involves the element of competition. ‘Not willing to try’ is a form of failure but to them, it is one that is less painful than actually trying and failing.

VI One suggestion to overcome the problem of procrastination is to break big job down into manageable tasks. Some students also find it helpful to record in detail their thoughts and feelings associated with studying. Keeping a journal also helps them see how their fears, excuses, compelling needs and habits divert their attention from completing assignments.
VII  Most of us procrastinate at times because procrastination brings temporary relief, but we eventually wake up the following day and find that things still need to be done. The key is to form the habit of getting started on a task early. Therefore, the next time you catch yourself saying ‘I can do this later’, you need to push aside the feeling and do the task immediately. This satisfaction you get after successfully completing a task will be so much better than the feeling you get from the excuses you may have made or putting off your task.


PART A (10 MARKS)

1. List TWO (2) reasons for students to procrastinate.

(2 marks)

2. What are the negative beliefs that can lead students to further procrastinate?

(2 marks)
3. Why does perfectionism sometimes lead to procrastination?

(2 marks)

4. 'Procrastination has a high potential for painful consequences'. What the writer mean by this?

(3 marks)

5. Write ONE (1) way to avoid procrastination as mentioned in the article.

(1 mark)

(______/ 10 marks)
PART B (10 MARKS)
Circle the answer that contains the word similar in meaning to the word found in the passage.

1. manage (Para II, Line 14)
   A. handle
   B. survive
   C. succeed
   D. get along

2. ambitious (Para IV, Line 36)
   A. grandeur
   B. determined
   C. half-hearted
   D. unmotivated

3. deadlines (Para IV, Line 44)
   A. extensions
   B. expansions
   C. dying times
   D. closing dates

4. divert (Para VI, Line 57)
   A. focus
   B. amuse
   C. distract
   D. entertain

5. temporary (Para VII, Line 61)
   A. permanent
   B. short-term
   C. incomplete
   D. everlasting

(__________/10) marks)

Total score for SECTION ONE: _____/20 marks
SECTION TWO (20 MARKS)

You are advised to spend about 30 minutes on this section.

PART A (10 MARKS)

Fill in the blanks with the correct form of the verbs.

Adult education is the practice of teaching and educating adults. This (1)______(be) often done in the workplace, or through 'extension' or 'continuing education' courses at secondary schools, or at a College or University. The practice is also often (2)______(refer) to as 'Training and Development'. It has also been referred to as andragogy (to distinguish it from pedagogy).

Educating adults (3)______(differ) from educating children in several ways. One of the most important differences (4)______(be) that adults have accumulated knowledge and experience which can either add value to a learning experience or hinder it.

Another important difference is that adults frequently must apply their knowledge in some practical fashion in order to learn effectively; there must be a goal and a reasonable expectation that the new knowledge (5)______(help) them further that goal. One example, common in the 1990s, was the proliferation of computer training courses in which adults (not children or adolescents), most of whom (6)______(be) office workers, could enroll. These courses would
teach basic use of the operating system or specific application software. Because the abstractions governing the user's interactions with a PC were so new, many people who had (7)__________ (work) white-collar jobs for ten years or more eventually took such training courses, either at their own whim to gain computer skills and thus earn higher pay or at the behest of their managers.

In the United States, a more general example is that of the high-school dropout who (8)__________ (return) to school to complete general education requirements. Most upwardly-mobile positions (9)__________ (require) at the very least a high school diploma or equivalent. A working adult is unlikely to have the freedom to simply quit their job and go "back to school" on a full-time basis. Community colleges and correspondence schools usually (10)__________ (offer) evening or weekend classes for this reason. In the USA, the equivalent of the high school diploma earned by an adult through these programs is to pass the General Education Development (GED) test.

Another fast growing sector of adult education is English for Speakers of Other Languages (ESOL), also referred to as English as a Second Language (ESL). These courses are key in assisting immigrants with not only the acquisition of the English language, but the acclimation process to the culture of the United States.

Adapted from: Wikipedia, the free encyclopedia 2006

(__________ / 10 marks)
Part B (5 MARKS)

In the following passage, fill in the blanks with the infinitive form (with or without to) or the -ing form.

Fast food meals may be quick and easy, but no matter how we justify them, we know they are loaded with fat. Now there is a new reason (1) _______________ (restrict) the junk you eat, say Australian scientists: your arteries stiffen within hours.

Scientists at Melbourne’s Baker Medical Research Institute fed 16 volunteers a simple meal of a hamburger with cheese, a butter sandwich with salmon, whole milk and ice cream, (2) _______________ (total) 50 grams of fat. Another group ate a low-fat meal of cereal with low-fat milk, bread with low-fat spreads and fruits. They relied on ultrasound imaging (3) _______________ (track) the arteries. Arteries in people who ate the high-fat meal stiffened within three to six hours, losing 25 per cent of their ability to accommodate the blood (4) _______________ (travel). They believe that regularly (5) _______________ (eat) high fat meals as in junk food could lead to permanent changes and raise the risk of high blood pressure and heart attack.


(_________/ 5 marks)
PART C (5 MARKS)

Fill in the blanks with 'a', 'an', 'the' or 'Ø' where necessary.

When we moved into the industrial age after World War I, the basic view of success shifted to what we call (1)_________ personality ethic. Success became more of (2)_________ function of charms, skills and techniques that at least on the surface, lubricate the process of interaction. Rather than struggle with issues of right and wrong, we turned to making things run smoothly.

Some of that philosophy expressed itself with harmless but superficial maxims such as "Smiling wins more friends than frowning." There was even (3)_________ idea that if you fake interests in others' hobbies, they will like you. These ideas were clearly deceptive and manipulative.

With a value system based solely on skill and personality, we find heroes in athletes, musicians and in powerful business executives. But despite (4)_________ admiration we feel for these achievers, we shouldn't necessarily look upon them as role models. While (5)_________ skill is certainly needed for success, it can never guarantee happiness and fulfillment. These come from developing character.

Adapted from: Readers Digest March 1999

(_________/ 5 marks)

Total score for SECTION TWO: _______/20 marks
SECTION THREE (10 MARKS)

You are advised to spend about 30 minutes on this section,

Read the text below and then transfer the relevant information from the text to the chart given.

Most psychologists assign phobias to one of three broad categories: social phobias, in which the sufferer feels paralyzing fear of human encounters; agoraphobia with panic disorders, in which the person is periodically blindsided by overwhelming fear for no apparent reason; and specific phobias – fear of snakes, enclosed spaces, heights and the like.

Specific phobias are the easiest to treat, partly because they are the easiest to understand. As many as thirty percent of all people suffering from a specific phobia have at least one phobic close relative; it can be genetically inherited. For others, a childhood trauma – a house on fire or a dog bite – may trigger incipient fears. An emotionally sensitive person is more vulnerable to this kind of fear. Victims experience sweating, racing heart, difficulty breathing and even a sense of imminent death – all accompanied by an overwhelming need to flee. Therapists will try to confront patients gradually with the phobic objects. Patients must be made to face their fear and replace their fantasies with correct information.

Social phobias can be trickier. For some, the fear of a social encounter may occur only at large parties, making avoidance strategies seem easy. But social
phobias can encroach into more and more areas of life, closing more and more doors. As sufferers grow increasingly isolated, they become even more hopeless and risk developing such conditions as depression and alcoholism. For treatment they need intensive exposure sessions. Successful treatment may involve several sessions of cognitive-behavioural therapy with antidepressant drug known as Paxil. This drug can control anxiety enough for cognitive behavioural therapy to take hold.

Unlike the specific phobic and the social phobic who know what will trigger their fear, the victim of agoraphobia rarely knows where or when one will hit. It begins with panic disorder and then mutates into full blown agoraphobia. They may have earlier symptoms like severe headache, insomnia and erratic irrational behaviour. As this progresses sufferers maybe confined entirely to their homes. Treatment for agoraphobia is much the same way as social phobia although recovery will take longer.

Like all other emotional disorders phobias cause a double dip of psychic pain: from the condition and from the shame of having the problem in the first place.

Adapted from The Readers Digest, January 2002
PHOBIAS

(1) ____________

Sufferers become isolated and hopeless.

(2) ____________
(3) ____________

Risks

(4) ____________
(5) ____________

Successful Treatment

(6) ____________

Agoraphobia

It begins with

(8) ____________

Specific Phobia

It may be genetically inherited or because of

(10) ____________

Earlier symptoms

i. severe headache

ii. insomnia

iii. (7) ____________

Victims experience

i. sweating

ii. racing heart

iii. Difficulty breathing

iv. (9) ____________

Treatment

Total score for SECTION THREE: _____/10 marks
SECTION FOUR (40 MARKS)

You are advised to spend about 60 minutes on this section.

Choose ONE of the topics below and write an argumentative essay of about 250 words. You are required to write TWO pro-arguments and ONE counterargument to persuade your readers. Before you begin your essay, state the following:

a. The specific audience/readers of your essay (1 mark)
b. The purpose of your essay (2 marks)

Essay topics:

1. The way one dresses reveals one's identity.
2. Being good in sports help one to generate income.

State your audience:
________________________________________________________________________

State your purpose:
________________________________________________________________________

Write your essay here:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14