



UTM
UNIVERSITI TEKNOLOGI MALAYSIA

Sekolah Pendidikan Profesional dan
Pendidikan Berterusan
(UTMSPACE)

**FINAL EXAMINATION / PEPERIKSAAN AKHIR
SEMESTER 2 – SESSION 2016 / 2017
PROGRAM KERJASAMA**

COURSE CODE : ULAB 1042
KOD KURSUS

COURSE NAME : INTERMEDIATE ACADEMIC ENGLISH
NAMA KURSUS

YEAR / PROGRAMME : 1 / ALL PROGRAMME /
TAHUN / PROGRAM SEMUA PROGRAM

DURATION : 2 HOURS / 2 JAM
TEMPOH

DATE : MAC / APRIL 2017
TARIKH

INSTRUCTION/ARAHAN :

1. Answer **ALL** questions in the spaces provided in this question paper .
Jawab semua soalan di ruang yang disediakan didalam kertas soalan.
2. Candidates are required to follow all intructions given by the invigilator.
Calon dikehendaki mematuhi semua arahan daripada penyelia peperiksaan.

(You are required to write your name and your lecturer's name on your answer script)
(Pelajar dikehendaki tuliskan nama dan nama pensyarah pada skrip jawapan)

NAME / NAMA	:
I.C NO. / NO. K/PENGENALAN	:
YEAR / COURSE TAHUN / KURSUS	:
COLLEGE NAME NAMA KOLEJ	:
LECTURER'S NAME NAMA PENSYARAH	:

This examination paper consists of 17 pages including the cover
Kertas soalan ini mengandungi 17 muka surat termasuk kulit hadapan

**PUSAT PENGAJIAN DIPLOMA
SPACE
UTM *International Campus*
PETIKAN DARIPADA PERATURAN AKADEMIK**

ARAHAN AM

1. PENYELEWENGAN AKADEMIK (SALAH LAKU PEPERIKSAAN)

1.1 Pelajar tidak boleh melakukan mana-mana salah laku peperiksaan seperti berikut:-

- (a) Memberi atau menerima atau memiliki sebarang maklumat dalam bentuk elektronik, cetak atau apa-apa jua bentuk lain yang ada kaitan dengan sesuatu kursus semasa peperiksaan bagi kursus tersebut dijalankan sama ada di dalam atau di luar Dewan/Bilik Peperiksaan melainkan dengan kebenaran Ketua Pengawas.
- (b) Menggunakan maklumat yang diperolehi seperti di perkara 1(a) di atas bagi tujuan menjawab soalan peperiksaan.
- (c) Menipu atau cuba untuk menipu atau berkelakuan mengikut cara yang boleh ditafsirkan sebagai menipu atau cuba untuk menipu semasa peperiksaan sedang berjalan.
- (d) Lain-lain salah laku yang ditetapkan oleh Universiti.

2. HUKUMAN

2.1 Sekiranya pelajar didapati telah melakukan pelanggaran mana-mana peraturan peperiksaan ini, setelah dibicara oleh Jawatankuasa Akademik Fakulti dan disabitkan kesalahannya, Senat boleh mengambil tindakan dari mana-mana satu, atau kombinasi yang sesuai dari dua atau lebih hukuman-hukuman berikut :-

- (a) Memberi markah SIFAR (0) bagi keseluruhan keputusan peperiksaan mata pelajaran yang berkenaan. (Termasuk kerja kursus).
- (b) Memberi markah SIFAR (0) bagi semua mata pelajaran yang didaftarkan kepada semester tersebut.
- (c) Pelajar yang didapati melakukan kesalahan kali kedua hendaklah diambil tindakan tatatertib mengikut peruntukan Akta Universiti dan Kolej Universiti, 1971, Kaedah-kaedah Universiti Teknologi Malaysia (Tatatertib Pelajar-pelajar), 1999.

SECTION A: READING (50 marks)

TEXT I (35 marks)

Read the text below and answer all the questions that follow.

- I As wonderful as technology is, it brings with it new kinds of psychological effect. Good kids are getting into bad trouble; troubled kids are getting into more serious trouble. The ever existence of media, the convenience of personal technology, and the many hours of non-academic online learning expose youngsters to harmful messages and images. This kind of uncontrolled exposure is psychologically damaging as it causes teenagers to make risky and unhealthy choices. Therefore, a paradigm **shift** in education that equips today's children with the skills and knowledge to live in this digital era is vital.
- II Today's children are growing up in a free-for-all online culture. It is a type of culture whereby cheating, lying and manipulation are common while fame is accepted as the number one value instead of success. It is totally appalling that the society has turned a blind eye to the negative impact of social networking and online entertainment especially on teenagers. In recent years, this negative impact has resulted in increasing cruel behaviour, dishonesty and violence. Social networking has also reduced interpersonal communication to texting or online chat and eventually resulted in bullying. This phenomenon is happening because the teenagers now have less opportunity for meaningful conversation as well as lack relationships that support healthy psychological development.
- III However, these negative effects of technology could be reversed if the school curriculum is designed to help students achieve the nine traits for success. Psychologist Martin Seligman identified success **traits** a decade ago. The traits are listed as self-control, optimism, zest, curiosity, social and emotional intelligence, gratitude, joy and resilience. These traits should be combined with media literacy because this combination will help children to reject anti-social cultural norms and to develop character and humanity.
- IV In addition, children at all ages and learning stages should be educated in all aspects. Therefore, the aim of education is for children to be physically and psychologically healthy, and socially and emotionally intelligent. Education should also provide the intellectual tools for children to look after themselves and to develop healthy relationships. This will result in children who are able to analyse harmful cultural values and **norms**. Later on these children will be able to succeed in a highly competitive, interactive and interconnected world.

- V In this digital era, cultural literacy and character education are just as important as learning a foreign language. Cultural literacy in today's world includes cultural awareness, global view, media literacy, diversity training and digital citizenship. Whereas character education in the curriculum provides necessary elements to be street **savvy**, experienced and wise leaders who contribute to the society.
- VI Present education should also develop relationship skills and self-awareness. We must teach students how to listen actively, read social prompts, analyse their own inner thoughts, communicate interpersonally, create and be creative. Students should have self-control to manage their own awareness and to be adjusted to their own feelings. As a consequence, they can comprehend someone else's feelings.
- VII Hathaway Brown School in Ohio, United States of America, headed by Bill Christ makes a remarkable case study on how the school curriculum deals with the challenges of educating children in the 21st century. Its core curriculum is designed to ensure every student's education at every age includes social and emotional learning, character development, **intellectual exploration** and self-discovery. Hence, the school's vision is guided by these questions: What are the skills, experiences and abilities that students need to be the team players and problem solvers that the world needs?
- VIII In order to achieve the school's vision, it established the Institute for 21st Century Education. The institute provides opportunities to help students shape their own learning. It offers a collection of activity stations where students can develop and explore specific interests. Each station is related to one of nine disciplines the students study in their core classes. By engaging with one or more of the stations for a few hours a week, students get to **participate** more directly in real-world, problem-solving experiences. According to Christ, the challenge for the institute was to open a channel for every age and developmental stage so that students can bring their passion forward in areas they care about and in things that are meaningful to them. What students want to do should be motivated by their own interests and their own vision of what they want to do. Meanwhile, the institute will provide them with a lot of support to do so.
- IX The Institute for 21st Century Education addresses the challenges appropriate to the student's years of learning. In the pre-school years, the institute focuses on the joy of discovery and love of learning. In the primary years, the institute encourages students to identify and engage in their interests and talents. In the junior years, students can choose from a wide range of electives that appeal to their personal interests and connect them with the broader community. By the time the

students reach senior years, they will participate in community work for most of the after school day. **Even though involvement in the after school project is optional, no student has refused to participate.**

- X Student feedback about the school curriculum has been clear. They are satisfied at the opportunities to explore and follow their interests and to determine their education goal. "The freedom students have is key. It flips a switch in terms of their aspirations," says Christ. Students at Hathaway Brown School work hard. However, they work knowing that they can visit an activity station and get involved in something they are keen about. Knowing that they have the freedom and the choice to **create** their own academic discovery programme, the students will realise the importance of school work in their lives.
- XI In conclusion, **approaches** taken by Hathaway Brown School and other schools that support the paradigm shift in education help keep students focused. This is important as it helps them accept who they are and who they hope to be. What students need is an education that provides them opportunities to explore and thus, discover who they are, what matters to them and why. Consequently, they will develop the skills to act on this knowledge which will nurture their ability to lead tomorrow.

Adapted from:
Steiner-Adair, C. (Winter 2013). *Got Grit? The Call to Educate Smart, Savvy and Socially Intelligent Students*.
The National Association of Independent Schools.
Retrieved on 2 January 2017 from
<http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Got-Grit.aspx>

AI Write the main ideas for paragraphs III, V, VI, VIII and X in the space provided.

Paragraph	Main Idea
II	The negative impact of online culture on young people
III	
IV	Children at all ages and learning stages should be educated in all aspects
V	
VI	
VII	Hathaway Brown School's curriculum as a case study in the challenges of educating children in the 21st century
VIII	
IX	How the Institute for 21st Century Education addresses the challenges appropriate to the student's years of learning
X	

(5 x 1m = 5 marks)

All State whether each of the following statements is True (T), False (F) or Not Stated (NS)

1. Children's decision making skills are positively affected by exposure to technology. []
2. Social networking supports healthy psychological development among children. []
3. The intellectual tools for students to look after themselves and to develop healthy relationships are learned in school. []
4. The Institute for 21st Century Education was established by Bill Christ. []
5. Students need freedom to achieve their aspirations. []

(5 x 1m = 5 marks)

All Choose the correct meaning of the words / phrases highlighted in the following sentences according to the context in which they are used in the text.

1. Therefore, a paradigm **shift** in education that equips today's children with the skills and knowledge to live in this digital era is vital.

A. a change in emphasis
B. a scheduled period of work
C. a means for effecting an end

2. Psychologist Martin Seligman identified success **traits** a decade ago.

A. distinguishing qualities
B. inherited characteristics
C. features of mind or character

3. This will result in children who are able to analyse harmful cultural values and **norms**.

A. types
B. means
C. standards

4. Whereas character education in the curriculum provides necessary elements to be street **savvy**, experienced and wise leaders who contribute to the society.

A. know-how
B. sharpness
C. shrewdness

5. Its core curriculum is designed to ensure every student's education at every age includes social and emotional learning, character development, **intellectual exploration** and self-discovery.

A. assessing the knowledge
B. examining the brain functions
C. investigating the mental capacity

6. By engaging with one or more of the stations for a few hours a week, students get to **participate** more directly in real-world, problem-solving experiences.
- A. to provide assistance
 - B. to take part in an activity
 - C. to have a share in something
7. Knowing that they have the freedom and the choice to **create** their own academic discovery programme, the students will realise the importance of school work in their lives.
- A. to bring into existence
 - B. to produce something by a course of action
 - C. to generate something through imaginative skills
8. In conclusion, **approaches** taken by Hathaway Brown School and other schools that support the paradigm shift in education help keep students focused.
- A. strategies to deal with something
 - B. ways of thinking about something
 - C. suggestions to improve a situation

(8 x 1m = 8 marks)

AIV Answer the following questions based on the text.

1. In paragraph I, the author implies that technology has the tendency to influence young people's decision making. Provide the complete sentence from the text to support this statement.

(2 marks)

2. i. How does the author feel about the public ignoring the effects of technology on teenagers?

(1 mark)

- ii. Quote a sentence from the text that supports the author's feeling.

(2 marks)

3. What is the writer's opinion on improving the school curriculum to curb the negative effects of technology?

(2 marks)

4. i. What is the writer's attitude towards Hathaway Brown School?

(2 marks)

- ii. Quote a sentence from the article that supports this claim.

(2 marks)

5. In paragraph VII, the author highlighted the vision of Hathaway Brown School. How does the school intend to achieve this vision?

(2 marks)

6. Give **TWO** reasons why there is a need for the institute to open a channel for students of every age and developmental stage.

i.

ii.

(2 marks)

7. "Even though involvement in the after school project is optional, no student has refused to participate." What can be inferred from this statement?

(2 marks)

TEXT II (15 marks)

Read the text carefully and answer the questions that follow.

- I We often note that children and teenagers spend more time with media than they do in any other activities except possibly sleeping. In fact, the average time spent with screen media from the age of 8 to 18 is more than twice the average amount of time spent in school each year. Over the past 10 years, the media environment that children grow up in has changed dramatically, and the amount of time they spend consuming media has exploded. Children and adolescents have been **inundated** with and possibly transformed by reality TV, smartphones, tablets, Facebook, Twitter, YouTube, World of Warcraft, Angry Birds and texting, to name just a few. In 2010, children from the age of 8 to 18 spent an average of four hours a day with screen media. However, in 2011, it was eight hours a day.
- II A survey was conducted in the United States involving 685 primary school teachers. The aim was to explore how television shows, video games, texting, social networking, music, and other media that are so much a part of young people's lives affect their academic performance. It examined this issue through one important lens: the views and experiences of classroom teachers.

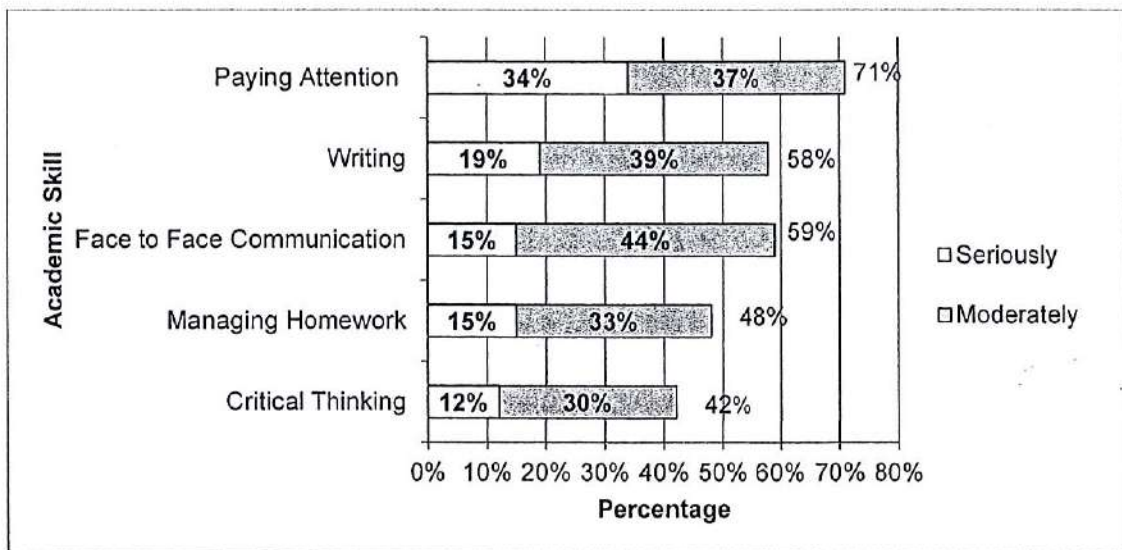


Figure 1. Percentage of teachers' opinion on the effects of screen media use on students' academic skills

- III Based on the survey as shown on Figure 1, many teachers think their students' use of entertainment media has affected their academic performance. When asked about a range of specific academic skills, teachers are much more likely to say entertainment media have affected rather than helped those skills. The biggest problem area for teachers is students' ability to pay attention, with 71 per cent saying entertainment media use has affected students either seriously

(34 per cent) or moderately (37 per cent) in that area. Another key problem area for teachers is students' writing skills. For every ten teachers, nearly six in 10 (58 per cent) teachers say their students' use of entertainment media (including texting) has affected their writing skills seriously (19 per cent) or moderately (39 per cent). Many teachers think students spend so much time with media that they neglect their homework and are not prepared in class. Just under half (48 per cent) say entertainment media use has affected the quality of students' homework seriously (15 per cent) or moderately (33 per cent). Teachers also say that entertainment media has affected students seriously (15 per cent) or moderately (44 per cent) in their ability to communicate face to face and has affected students seriously (12 per cent) or moderately (30 per cent) in their critical thinking.

2. In 2010, children from the age of 8 to 18 spent an average of four hours a day with screen media. However, in 2011, it was eight hours a day. Therefore, the amount of time spent on screen media had increased _____ for children from the age of 8 to 18.
- A. gradually
 - B. drastically
 - C. moderately

(1 mark)

3. Based on Figure 1, which of the following statements is **TRUE**?
- A. In the category of moderately affected, the percentage of Writing is less than Paying Attention.
 - B. In the category of moderately affected, the percentage of Face To Face Communication is lower than Paying Attention.
 - C. In the category of seriously affected, the percentage of Critical Thinking is three per cent less than that of Managing Homework.

(1 mark)

4. Based on Figure 1, which of the following statements is **FALSE**?
- A. Writing is more affected than Managing Homework by 10 per cent.
 - B. Paying Attention has the highest percentage affected by screen media.
 - C. All but one academic skill are at least 50 per cent affected by screen media.

(1 mark)

5. In paragraph I line 5, the word **inundated** is best replaced by
- A. being immersed
 - B. feeling overwhelmed
 - C. having many choices

(1 mark)

AVI **Answer the following questions based on the text**

1. Compare the teachers' opinion on the effects of media on face-to-face communication and the skill

4. In Paragraph III line 2, the author wrote "*When asked about a range of specific academic skills, teachers are much more likely to say entertainment media have affected rather than helped those skills*". What does the writer mean by this?

SECTION B: WRITING (10 marks)

Situation: Malaysia's World Wildlife Fund for Nature (WWF) has recently published a report on its expenditure for the year 2016 in its Annual Review Highlights.

Task : Based on the Figures 1 and 2 below, write a report between 200 and 250 words on the WWF overall expenditure in 2016 and its expenditure on various conservation activities.

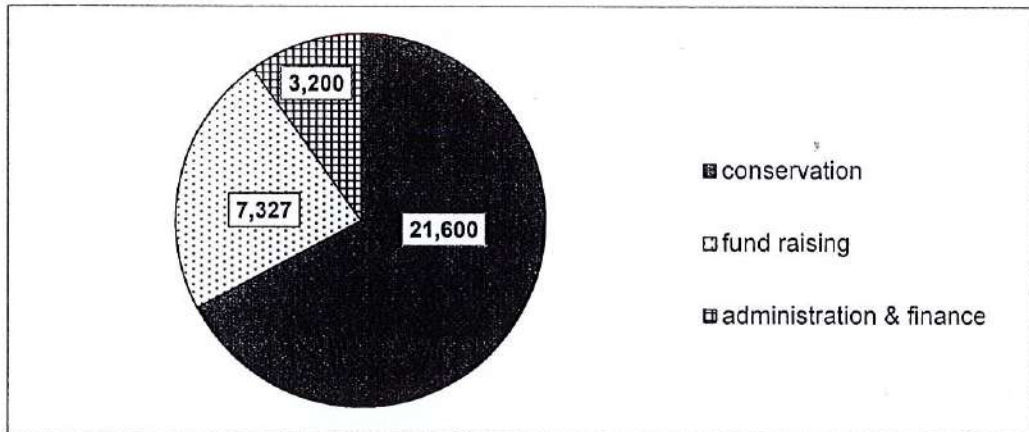


Figure 1: WWF Expenditure in 2016 (RM '000)

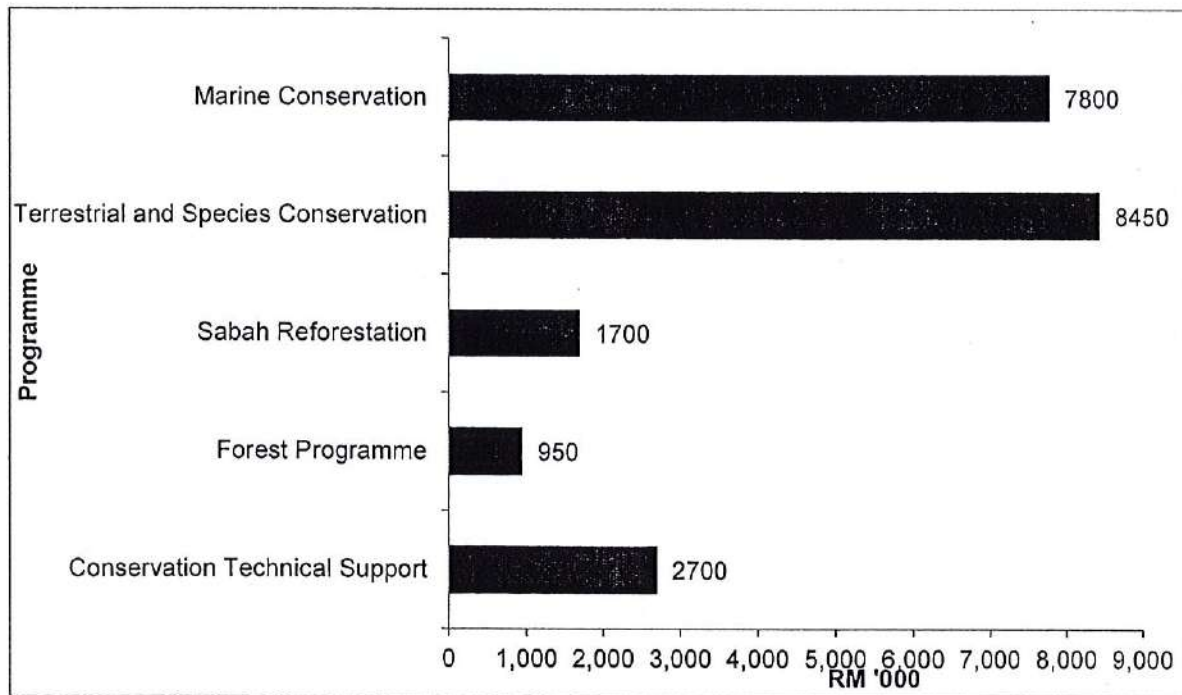


Figure 2: Conservation Expenditure by Programme (2016)

Adapted from:
WWF Annual Review Highlights Malaysia 2016
Retrieved on 4 January 2017 from <https://www.wwf.org.my>

