



**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 1012  
KOD KURSUS

COURSE NAME : ENGLISH PROFICIENCY  
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 **15** pages including the cover  
Kertas soalan ini mengandungi **15** 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 (35 marks)

Text I

Read the text and then answer the questions that follow.

- I The consequences of smoking have been extensively studied by scientists and medical experts. Large amount of **resources** have been allocated to combat smoking, a persistent problem that seems to offer no solution in sight. Compared to the countless research on active or voluntary smoking, passive smoking, sometimes referred to as involuntary smoking or secondhand smoking has been less researched by scientists and medical experts. The term is not new, but not many people pay attention to it. What then, exactly, is secondhand smoke? When a smoker smokes near a nonsmoker, the latter breathes secondhand smoke. Secondhand smoke is the act of inhaling the combination of smoke from the burning end of cigarettes and the smoke breathed out by smokers. Aware of its destructive effects to health, the Surgeon General of the United States recently studied how breathing secondhand tobacco smoke affects nonsmokers. This article explains why secondhand smoke is dangerous, how **it** affects people across all ages, and it suggests ways on how we can protect ourselves and our family from secondhand smoke.
- II Secondhand smoke is dangerous because the smoke emitted from the cigarette end and that exhaled by smokers contains extremely toxic substances. It includes ammonia - a gas that is used in cleaning products, butane - a gas which is commonly used as fuel, chromium - a chemical element which is used to make steel, carbon monoxide - a gas which is found in vehicle exhaust, cyanide - a chemical compound used in manufacturing chemical weapons, formaldehyde - an industrial chemical, lead - a toxic metal, and polonium - a radioactive substance.
- III Due to the toxic substances found in the smoke, no amount of it is safe. Some nonsmokers think passive smoking is harmless, as the smoke **they** inhale is much less in amount compared to that inhaled by smokers. There is also a belief that secondhand smoke is only harmful to people who have low immunity to diseases or those who are suffering from respiratory diseases such as tuberculosis, pneumonia or asthma. Medical evidence, however, have shown that even if nonsmokers breathe in only a very small amount of cigarette smoke, it is still hazardous to nonsmokers, regardless of whether they are healthy or sick, strong or weak. It affects people from all ages.
- IV First, babies born and unborn are affected by secondhand smoke. Unborn babies are hurt by tobacco smoke if their mothers smoke, or if others smoke around their mothers. During pregnancy, many compounds in secondhand smoke change the way a baby's brain develops. Unborn babies whose mothers are around secondhand smoke are more likely to have lower birth weights and lungs that do not develop in a normal way when they are delivered. After birth, scientists have found that babies who are exposed to secondhand smoke are more likely to have various kinds of infections than **those** who are not.



- V Children are in danger too. Studies show that children whose parents smoke become sick more often. Like babies, their lungs grow less strong than children who do not breathe secondhand smoke. Because their lungs are weaker, they can become more vulnerable to respiratory diseases like pneumonia, tuberculosis and asthma. Asthmatic children who are exposed to secondhand smoke have **worse** and more frequent attacks than those not exposed to secondhand smoke. Based on medical records, more than 55 per cent of children who go to emergency wards for asthma treatment live with smokers.
- VI Adults are not spared either. Adults who breathe cigarette smoke at home or at work are more likely to become sick and die from heart diseases. Results from medical research indicate that adults who breathe in secondhand smoke for about forty seconds daily have been found to have higher bad cholesterol in their blood that clogs arteries, a problem which may in turn cause high blood pressure and heart diseases. As adults have more friends and acquaintances who smoke, they would breathe in much larger amount of cigarette smoke which can contaminate their lungs. In addition to these risks, the most notorious and most feared consequence of secondhand smoke in adults is lung cancer, as many deaths have been reported from lung cancer arising from secondhand smoke.
- VII Since secondhand smoke is a real threat to nonsmokers, it is obvious that they can no longer take this threat passively or suffer in silence. Secondhand smokers must be assertive and brave enough to counter this threat, as they cannot depend on the government and their agencies for help. Governments and their agencies look like toothless tigers where this problem is concerned, because smokers have not been known to be punished when they break the no smoking rule. Governments should by right be more strict and forceful, since they have the power to do so. At the very least, they can paint smokers as selfish people and polluters in the mass media. For their part, nonsmokers can do a lot to avoid secondhand smoke. For example, they can put a polite **sign** on their front door to indicate that their house's perimeter is a smoke-free zone. If they need to eat outside, they should do so in 100 per cent smoke free restaurants. If they have to eat in restaurants that allow smoking, they should distance themselves from smokers who light up to deliberately show the latter that they are offended by the smokers' inconsiderate behaviour. If there is no seat where the nonsmokers can escape to, they may politely tell a white lie that they cannot breathe cigarette smoke, as they are suffering from asthma. In case the smokers become aggressive, nonsmokers should not respond with aggression, but apologise to diffuse the tension. For parents who have to leave their babies to babysitters or nurseries, they should explicitly express their stand in advance that they do not want any smoke around their babies. As for older children, besides educating their children on the **adverse** effects of secondhand smoke, parents should also teach their children to boldly distance themselves from smokers whenever possible.

VIII In sum, it is clear that secondhand smoke is a threat, and it hurts nonsmokers from all ages. Efforts must be made to combat smoking and the threat it poses to secondhand smokers. There may be **resistance**, as smokers may claim they have every right to smoke. However, to be fair on both sides, smokers must learn to acknowledge the undisputed right of nonsmokers to be liberated from secondhand smoke. The steps mentioned above for nonsmokers to take to oppose secondhand smoke are small in significance, but with concerted effort, courage and consistent disapproving response shown towards this threat, they may go a long way in eliminating the destructive effects of secondhand smoke.

Adapted from: <http://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/secondhand-smoke/art-20043914>, Secondhand smoke: Avoid Dangers in the Air, retrieved on 17-02-17,  
and <http://www.no-smoke.org/document.php?id=317>, How to Avoid Secondhand Smoke, retrieved on 17-02-17

AI Provide the most appropriate title for the text above.

---

---

(1mark)

All Match the main ideas with the corresponding paragraphs. Write the paragraph number in the spaces provided.

Main Idea	Paragraph
Secondhand smoke is a threat to children	
The toxic substances found in secondhand smoke	
Steps to counter secondhand smoke	
Infants are affected by secondhand smoke	
The issue on the acceptable amount of secondhand smoke to nonsmokers	

(5 x 1m = 5marks)

**AIII** Based on the text, state whether each of the following statements is TRUE (T) or FALSE (F).

1. There are more studies available on voluntary smoking than involuntary smoking. [    ]
2. Toxic substances are found in the smoke of a burning cigarette end but not in the smoke [    ]  
breathed out by smokers.
3. Secondhand smoke is still safe when inhaled in very small amount. [    ]
4. Babies and children are more exposed to secondhand smoke than adults. [    ]
5. The most dreaded consequence of secondhand smoke among adults is heart disease. [    ]

(5 x 1m = 5marks)

**AIV** Indicate what the underlined words in the passage refer to. Write your answers in the spaces below.

1. It (para I)

\_\_\_\_\_

2. They (para III)

\_\_\_\_\_

3. those (para IV)

\_\_\_\_\_

4. who (para V)

\_\_\_\_\_

5. their (para VI)

\_\_\_\_\_

(5 x 1m = 5marks)



**AV Answer the following questions based on the text.**

1. Name TWO health consequences arising from secondhand smoke that affect babies before they are born.

- i) \_\_\_\_\_  
\_\_\_\_\_
- ii) \_\_\_\_\_  
\_\_\_\_\_

(2marks)

2. Compare the level of suffering of asthmatic children who are exposed and not exposed to secondhand smoke.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(1mark)

3. A nonsmoker should exercise his right when a smoker who sits near him lights up a cigarette to smoke. Give one example

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(1mark)

4. What are the effects of secondhand smoke to adults?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

(2marks)

5. Why are governments and their agencies seen as 'toothless tigers'?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(1mark)

6. Why would there be resistance in combating smoking?

---

---

---

(2marks)



AVI Complete the table below with information from the text.

Ways to Protect Secondhand Smokers

Babies	<ul style="list-style-type: none"><li>• _____</li><li>_____</li></ul>
	<ul style="list-style-type: none"><li>• _____</li><li>_____</li></ul>
(1m)	<ul style="list-style-type: none"><li>• Parents should teach their children to boldly distance themselves from smokers whenever possible.</li></ul>
	<ul style="list-style-type: none"><li>• _____</li><li>_____</li><li>_____</li></ul>
Adults	<ul style="list-style-type: none"><li>• They should go to 100 per cent smoke free restaurants.</li><li>• _____</li><li>_____</li><li>_____</li></ul>
	<ul style="list-style-type: none"><li>• They may tell a white lie that they cannot breathe cigarette smoke.</li></ul>

(5 x 1m = 5marks)

AVII Circle the correct option that explains the meaning of each bold word in the sentences below.

1. Large amount of **resources** have been allocated to address smoking, a persistent problem that seems to offer no solution in sight.  
A. supply of money, materials and staff  
B. strategies that are adopted in adverse circumstances
2. Asthmatic children who are exposed to secondhand smoke have **worse** and more frequent attacks than those not exposed to secondhand smoke.  
A. bad  
B. serious
3. For example, they can put a polite **sign** on their front door to indicate that their house's perimeter is a smoke free zone.  
A. a notice used to convey information  
B. an indicator of the occurrence of something
4. As for older children, besides educating their children on the **adverse** effects of secondhand smoke, parents should also teach their children to boldly distance themselves from smokers whenever possible.  
A. harmful  
B. preventing success or development
5. There may be **resistance**, as smokers may claim they have every right to smoke.  
A. refusal to comply with something  
B. ability not to be affected by something

(5 x 1m = 5marks)

SECTION B (15 marks)

Text II

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

HOW TO GO GREEN

- I The global environment is deteriorating faster than expected and something has to be done before it's too late. That's pretty much the same message environmentalists have been debating for the past two decades but little if anything has been done about it. It's no laughing matter as the depletion of the ozone and increasing levels of emission of greenhouse gases are **prime** global examples of how humans are affecting the world. Meanwhile, issues like ground water pollution and soil erosion are consequences of these human activities and how they impact the environment. Since there is only one world for us to live in, it is therefore essential to have a comprehensive level of environmental education (EE) to teach people, young and old, how to use and conserve the precious resources we have.
- II This may sound frivolous but EE is a process that allows individuals to explore environmental issues, engage in problem solving and take action to protect and preserve the environment. Through these processes, individuals develop a deeper understanding of environmental issues. Hence, it is vital to have EE implemented in schools to teach children the importance of conserving the environment as the responsibility to take care of the world will be theirs in the future. It also provides opportunities for students to become more engaged in real world issues that transcend the classroom as they would be able to understand the relevance of what are taught in school and to apply them to complex environmental issues.
- III This action is particularly important for Malaysia. With the rampant logging of Malaysian rainforests, water pollution and land erosion, the need to raise environmental awareness among Malaysians via more environmental education is **critical**. Environmental advocate and President of the Protection of Natural Heritage of Malaysia (PEKA), Puan Sri Shariffa Sabrina Syed Akil, says the Ministry of Education plays a crucial **role** in incorporating eco-friendly habits in their learning institutions. This can be done by introducing EE in the syllabus or at the very least in extra-curricular activities. "Schools should also organise more events related to promoting environmental awareness where students can learn good eco-friendly habits and be more conscious towards the environment. The Ministry of Education should also look into making EE compulsory for all students. At the same time, they should not just look into creating a syllabus focused on the environment alone but there should be a system that incorporates lessons about things that can be implemented in real-life situations such as community projects that encourage environmental sustainability and preservation," she says.



- IV "Even though many students are aware of the importance of the environment and how its destruction may affect us, I feel it is not sufficient. Currently, our knowledge is mainly textbook-based and lacks any real commitment to take actions that are required to conserve and protect the environment. Environmental awareness is crucial at every **level** for Malaysia to become a green nation. At school level, EE must be implemented from pre-school level onwards. If more Malaysians are made aware of the importance of the environment, then more will be involved in preserving it," Shariffa says.
- V She also adds that **teaching about conserving and protecting the environment should start from home**. Parents need to teach and remind their children about the importance of nature while engaging in interesting conversations with them about the topic. They should also come up with creative activities that promote environmental awareness and preservation. It is also important for parents and teachers to give children a role in any environmental initiative to make them feel responsible for preserving and protecting nature. However, one of the biggest problems that hinders the implementation of EE is the lack of urgency and awareness among learning institutions.
- VI With the **current** state of the country's economy and the increasing cost of living, it is difficult for many Malaysians to care for the environment when they are focused on making money to put food on the table. However, Shariffa says it is possible to do both if they look at the bigger picture and know that without their effort to protect the environment today, there will be nothing left for their children and future generations to live on.

Adapted from Wong, K. (2017), How to go Green. *FOCUS Malaysia*, Jan 14-20 (Issue 212), p.22

**BI Answer the following questions based on the above passage.**

1. How do the environmental education processes enhance students' understanding of environmental issues?

---

---

(3 x 1m = 3marks)

2. Why is it important to engage students in real world issues on our environment?

---

---

(2marks)

3. Why does the current awareness effort in school not able to increase awareness on environmental education?

---

---

(2marks)

4. What does the phrase "teaching and protecting the environment should start from home" mean?

---

---

(2marks)

5. What are the factors that prevent the implementation of EE at school?

---

---

(1mark)

**BII Circle the option that explains the meaning of each word in bold taken from the passage.**

1. It's no laughing matter as the depletion of the ozone and increasing levels of emission of greenhouse gas are **prime** global examples of how humans are affecting the world.  
A. most suitable  
B. most important
  
2. With the rampant logging of Malaysian rainforests, water pollution and land erosion, the need to raise environmental awareness among Malaysians via more environmental education is **critical**.  
A. crucial  
B. serious
  
3. Environmental advocate and President of the Protection of Natural Heritage of Malaysia (PEKA), Puan Sri Shariffa Sabrina Syed Akil, says the Ministry of Education plays a crucial role in incorporating eco-friendly habits in their learning institutions.  
A. part in a play  
B. function or position in organisation
  
4. Schools should also organise more events related to promoting environmental awareness where students can learn good eco-friendly habits and be more **conscious** towards the environment.  
A. aware of something  
B. particularly interested in something
  
5. Environmental awareness is crucial at every **level** for Malaysian to become a green nation.  
A. position  
B. rank in a scale

(5 x 1m = 5marks)



**SECTION C (10 marks) : Grammar**

Fill in the blanks with the correct answers from the choices in A, B, C and D.

Feeling stressed? You're not alone. A 2013 survey by the APA found that stress (1) \_\_\_\_\_ extremely common among teenagers. Teenagers (2) \_\_\_\_\_ responded to the survey reported they were experiencing what they think were unhealthy levels of stress, especially during the school year. In fact, school is (3) \_\_\_\_\_ top source of stress for teens. Getting into a good college or deciding what to do after high school is the biggest source of tension.

The mind and body are closely connected, and stress can (4) \_\_\_\_\_ the body from head to toe. And in fact, the survey found teens experience both emotional and physical symptoms of stress. Common symptoms (5) \_\_\_\_\_ feeling nervous or anxious, feeling tired, procrastinating or neglecting responsibilities, feeling overwhelmed, having negative thoughts and experiencing changes in sleeping habits. (6) \_\_\_\_\_, problems with concentrating and changes in eating habits (eating too much or too little) are also linked to stress.

It's normal to (7) \_\_\_\_\_ some stress in life. But if stress persists at high levels for a long time, it can have (8) \_\_\_\_\_ negative effects on health. Chronic (long-term) stress can cause anxiety, high blood pressure and a weakened immune system, and can contribute to diseases such as depression, obesity and heart disease.

Everyone is affected (9) \_\_\_\_\_ stress at one time or another, and it can be overwhelming. With the right tools, though, you can learn to manage stress before it takes a toll on (10) \_\_\_\_\_ health. Managing daily stress can also lead to a more overall positive outlook on your life and well-being.

Adapted from <https://www.apa.org/helpcenter/stress-teens.aspx>, Teens and stress: How to Keep Stress in Check, retrieved on 13-12-17

- |               |                 |                |                |       |
|---------------|-----------------|----------------|----------------|-------|
| 1. A. is      | B. are          | C. was         | D. were        | _____ |
| 2. A. who     | B. what         | C. whose       | D. where       | _____ |
| 3. A. a       | B. an           | C. the         | D. -           | _____ |
| 4. A. effect  | B. affect       | C. effects     | D. affects     | _____ |
| 5. A. include | B. includes     | C. included    | D. including   | _____ |
| 6. A. But     | B. Consequently | C. In contrast | D. In addition | _____ |
| 7. A. has     | B. had          | C. have        | D. having      | _____ |
| 8. A. last    | B. lasts        | C. lasted      | D. lasting     | _____ |
| 9. A. on      | B. by           | C. in          | D. of          | _____ |
| 10. A. my     | B. her          | C. his         | D. your        | _____ |

**END OF QUESTION PAPER**

(10 x 1m = 10marks)

**Mukasurat ini sengaja dibiarkan kosong**  
*[ This page is purposely left blank ]*