



FINAL
Examination Paper

(COVER PAGE)

Session : April 2016

Programme : Certificate in Business Studies (CBSI)

Course : ENL1002: English

Date of Examination : 27 July 2016, Wednesday

Time : 8.00am – 10.00am

Duration : 2 Hours Reading Time : Nil

Special Instructions :

This paper consists of FIVE (4) sections. Answers ALL the questions in the answer booklet provided.

IMPORTANT NOTE : THIS PAPER SHOULD NOT BE TAKEN OUT OF THE EXAMINATION HALL

Materials Permitted : Nil

Materials Provided : Answer Booklet

Examiner(s) : Ms. Charlote Nalina Jothy

Moderator : Dr. Ting Su Hie

This paper consists of 10 printed pages, including the cover page.

INTI INTERNATIONAL COLLEGE

CERTIFICATE IN BUSINESS STUDIES (CBSI)

ENL1002: ENGLISH

FINAL EXAMINATION: APRIL 2016 SESSION

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SECTION A**(20 marks)**

Read the passage carefully and answer the questions that follow. Write the correct answer on the exam sheet provided.

1 Helen Keller was born on a large farm in Alabama, on June 27, 1880. When she was 19 months old, she had a mysterious illness which left her blind and deaf. Her parents loved her very much and always did their best to help her. They let her do anything she wanted to. At meal times, she felt her way round the table, feeling the food on people's plates and taking anything she liked. Sometimes she behaved very badly but her parents tolerated this bad behaviour because they loved her and felt sorry for her.

2 When Helen was nearly seven, her parents hired a teacher for her. The teacher was Miss Anne Sullivan, aged 21, who had been trained at the Perkins Institute in Boston. At first, Anne had a lot of trouble with Helen because the young girl wanted to do anything she liked. Anne soon discovered that Helen had been spoilt. She was also very self-willed and undisciplined. At the first meal with her new teacher, Helen tried to take food from Anne's plate but Anne would not allow this. Helen had never been stopped before. She threw herself on the floor and kicked wildly in a temper. Then she went back to the table and again tried to take food from her teacher's plate. When Anne stopped her, Helen pinched her arm as hard as she could, so Anne slapped her hand.

3 Anne saw that Helen ate her food with her fingers, so she pressed a spoon into her hand and showed her how to use it. Helen threw the spoon across the room angrily. Anne pulled her from her chair, dragged her to the spoon and pressed Helen's hand around it. She carried Helen back to her seat at the table. Once again, Helen threw the spoon across the room, and once again Anne dragged her to it, put her hand round the spoon and took her back to the table. After more than an hour of this struggle, Helen started to eat her food with a spoon.

4 The struggle between the new teacher and Helen lasted several days. Mr. Keller wanted to interfere to help Helen but his wife stopped him.

5 "I like the new teacher", she told her husband, "and trust her. She knows what is best for Helen, so we must leave them alone."

6 Anne's first attempt to teach Helen to communicate was by spelling words into her hand, beginning with "d-o-l-l" for the doll that she had bought Helen as a present. Helen's big

breakthrough in communication came in April the same year, when she realised that the motions her teacher was making in the palm of her hand, while running water over her other hand, symbolised the idea of “water”. She then nearly made Anne exhausted demanding the names of all the other familiar objects around her.

7 Anne taught Helen to speak using the Tadoma method of touching the lips and throat of others as they speak, combined with fingerspelling letters on the palm of the child’s hand. Later, Helen learned Braille and used it to read not only English but also French, German, Greek, and Latin.

8 Starting in May, 1888, Helen attended the Perkins Institute for the Blind. Some other institutions that she attended were Wright-Humason School for the Deaf and Horace Mann School for the Deaf in New York and the Cambridge School for Young Ladies. When Helen was 19, she became the first blind and deaf student to enter Radcliffe College, a university, to study for a degree. While she was still at Radcliffe, she wrote a book called *The Story of My Life*. Helen was only 22 then. Her main purpose for writing the book is to encourage other handicapped people to be strong. She also wanted to show them through her book how to avoid the mistakes which she had made in her early life. Thousands of people bought the book. Helen became famous and was invited to meet many important people. She also worked for the American Foundation for the Blind and visited many parts of the United States of America.

1. Where was Helen Keller born? (2 marks)

2. How old was Helen when she became blind and deaf? (2 marks)

3. Why did Helen’s parent just let her do anything she wanted as a child? (2 marks)

4. Why did Mrs. Keller stop her husband from interfering with the struggle between Helen and her teacher? (2 marks)

5. How did Anne start to teach Helen to communicate? (2 marks)

6. How did Helen benefit from learning Braille? (2 marks)

7. What did Helen achieve at the age of 19? (2 marks)

8. What were the reasons for Helen to write her book, *The Story of My Life*? (2 marks)

9. Based on the passage, do you think Anne Sullivan was a good teacher? Give two reasons for your answer. (4 marks)

SECTION B**(20 marks)****Instruction: Choose the correct verb form.**

1. The causes of this horrible disease (are / is) poor diet and lack of exercise.
2. The noise of the fan's screams (is/ are) a problem at some football stadiums.
3. The legacy of Larry Bird and Magic Johnson (influences / influence) the NBA today.
4. The theory of physics (state / states) that all things are made of energy.
5. The malware on all the office computers (is / are) a danger to our security.
6. There (is / are) five broken chairs in the office.
7. Neither my mom nor my sisters (know / knows) proper grammar.
8. The members of the committee (is / are) very esteemed in their respective fields.
9. The committee (meet / meets) in the fancy office building.
10. Scissors (is / are) too dangerous to give to small children.
11. The pair of scissors (is / are) in the drawer.
12. Every single one of your sweaters (is / are) too small for me to wear.
13. Your sweaters (is/ are) too small for me to wear.
14. The couch and the recliner I bought at Goodwill (looks / look) a lot more expensive than they actually are.
15. There (is / are) only one way I can answer your question: Yes,I will marry you.
16. A seer, so my friends tell me, (predict, predicts) events or developments.
17. The seer, together with three other psychics, (plans, plan) to make a number of startling predictions.
18. These predictions, including one about how well you will do on this practice, (is, are) not to be believed.
19. My sister, along with her husband and my parents, (is, are) driving to a wedding this weekend.
20. Inside my refrigerator (is, are) a can of Diet Pepsi and an old English muffin.

SECTION C**(20 marks)****I. Choose the correct pronoun.**

1. If she borrows your / yours coat, then you should be able to borrow hers.
2. Each pot and pan in her kitchen has it / its own place on the shelf.
3. Mary and Mike invited their / theirs parents to see their / theirs new apartment.
4. When my roommate paid her / hers half of the rent, I paid my / mine.
5. All students need to bring their / theirs own pencils and answer sheets to the exam.
6. All of her / hers secretaries are working late tonight to finish her / hers report.
7. The horse trotting around the track won it's / its race a few minutes ago.

II. Fill in the blank(s) with *it / them / one / some / any / none*

1. A: Were any cars parked outside our house today?
B: Yes, _____ was parked there all morning.
2. A: Was that car parked outside our house today?
B: Yes, _____ was parked there all morning.
3. A: Did any letters come for me this morning?
B: No, _____ came for you.
4. A: Have the spare parts arrived yet?
B: Yes, _____ of them has just arrived.
5. A: Do you like this dish?
B: Yes, I like _____ very much.
6. A: Did you enjoy the strawberries?
B: Yes, I enjoyed _____ very much.
7. A: Would you like _____ strawberries?
B: No, I don't want _____.
8. A: Would you like some cherries?
B: No, I don't want _____.
9. A: Have you got a spare bulb?
B: No, I haven't got _____.

SECTION D

(20 marks)

I. Fill in the blanks with the Simple Past, Present Perfect the Past Perfect form of the verbs in the brackets. Your answers can be more than one word.

1. Last week, I (run) _____ into an ex-girlfriend of mine. We (see, not) _____ each other in years, and both of us (change) _____ a great deal. I (enjoy) _____ talking to her so much that I (ask) _____ her out on a date. We are getting together tonight for dinner.

2. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) _____ by the time Europeans first (arrive) _____ in the New World.

3. I (visit) _____ so many beautiful places since I (come) _____ to Utah. Before moving here, I (hear, never) _____ of Bryce Canyon, Zion, Arches, or Canyonlands.

II. Complete each sentence using the correct coordinating conjunction from the parenthesis:

but	or	and	nor	yet	so	for
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1. My house has a trophy _____ medals display cabinet.
2. Cathy refuses to have any plants in her home, _____ will she tolerate any animals.
3. Sharon wanted to take the train to Kuala Lumpur, _____ Amin insisted that they fly.
4. Dia is afraid of spiders, _____ she understands her fiancé's fascination with them.
5. I must complete this assignment by today, _____ my lecturer will be annoyed if I'm late with my submission.
6. Would you prefer the coffee flavoured drink _____ the vanilla flavoured one?
7. I need to be there by seven, _____ I'm waking up at five.
8. Sandra was ecstatic with the results, _____ everyone else was disappointed.
9. Nabilah enjoys the freedom driving gives her, _____ she drives herself everywhere.
10. Their visit to the local batik factory was interesting, _____ they were able to paint their own batik patterns and take them home.

SECTION E

(20 marks)

Write the outline for ONE of the three topics given below.

1. Describe your favourite pastime.
2. Explain how you could help reduce water usage in your daily life.
3. Provide ways to become better at giving presentations.

I. Use the following format to write your outline:

Topic Sentence:

(2 marks)

Supporting Sentence 1:

(3 marks)

Supporting Sentence 2:

(3 marks)

Concluding Sentence:

(2 marks)

II. Develop the outline in SECTION E (I) into a paragraph of about 150 words. (10 marks)

~ The End ~
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