



PENINSULA
COLLEGE
GEORGETOWN DK266-03(P)

FINAL EXAMINATION

Semester	:	SEPTEMBER 2025 SEMESTER
Programme Name	:	DIPLOMA IN LOGISTICS MANAGEMENT DIPLOMA IN BUSINESS STUDIES DIPLOMA IN COMPUTER SCIENCE DIPLOMA OF ACCOUNTANCY
Course Code & Name	:	DLEN3013 DCS1323 ENGLISH LANGUAGE PROFICIENCY
Duration	:	3 HOURS

INSTRUCTIONS TO CANDIDATES:

1. Please read the instructions given in the question paper **CAREFULLY**.
2. The question paper consists of **FOUR (4)** questions.
3. Answer **ALL** questions in the question paper.
4. Answers to the questions are to be written into the examination booklet.
5. Electronic dictionaries, lecture notes, files or any unauthorised materials except writing equipment are strictly prohibited.

This question paper must be submitted along with all used and/or unused rough papers and/ or graph papers (if any). Candidates are **NOT ALLOWED** to take any examination paper(s) used or unused out of the examination hall.

WARNING:

The Examination Board of Peninsula College Georgetown regards cheating as a very 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 Peninsula College Georgetown.

(This booklet contains 7 printed pages including this page)

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

Answer **ALL** questions on the separate sheet provided.

[100 marks]

1. a) Complete the sentences with past simple and past continuous of the verbs in the brackets.
- i) Antonio _____ (walk) to campus when it began to rain. (1 mark)
 - ii) I _____ (not hear) you because I was wearing my headphones. (1 mark)
 - iii) Bao _____ (read) a novel when his boyfriend called him. (1 mark)
 - iv) Joseph _____ (have) his favourite cold egg sandwich for breakfast this morning. (1 mark)
 - v) While the children _____ (sleep), the nanny made a cup of tea for herself. (1 mark)
- b) Complete the sentences with present perfect simple and present perfect continuous of the verbs in the brackets.
- i) My eyes are sore because I _____ (look) at the screen since 9:00 am. (1 mark)
 - ii) We _____ (work) on the prototype since Monday. (1 mark)
 - iii) Sarah _____ (never try) durian before. (1 mark)
 - iv) Lucas _____ (break) his glasses this morning, so he can't see much now. (1 mark)
 - v) Sean is not here. He _____ (go) to his favourite cafe. (1 mark)
 - vi) She looks exhausted. She _____ (dance) for hours. (1 mark)
- c) Complete the sentences with comparative or superlative form of the adjectives in the bracket.
- i) Of all the options, this plan is the _____ (good). (1 mark)
 - ii) Today's traffic is _____ (bad) than yesterday's. (1 mark)
 - iii) She speaks _____ (fluently) than her brother. (1 mark)
 - iv) January is usually the _____ (wet) month here. (1 mark)
 - v) This puzzle is _____ (easy) than the last one. (1 mark)
 - vi) This is the _____ (cheap) choice if you are on a budget. (1 mark)

- d) Read the text below and think of the word which best fits each gap. Use only **ONE (1)** word in each gap.

Wolves and Human

Wolves have something in common with dogs that may come (i) _____ a surprise to you. A recent study carried (ii) _____ by Dr Dorottya Ujfalussy and her colleagues at the Eötvös Loránd University in Budapest has shown that wolves, like dogs, can become fond (iii) _____ humans. For three months, ten researchers each raised one wolf cub at home as (iv) _____ it was a normal puppy; they cuddled the cubs, fed them from bottles and (v) _____ them for walks. The first discovery they made (vi) _____ that young wolves are difficult to control and make terrible pets. It seems there is (vii) _____ safe place for your cup of coffee with a wolf cub in the home. It also became clear, though, that they are able to form lasting relationships with humans. Aged two to four months, the cubs were relocated to the animal park where they (viii) _____ been born. Here, they were visited regularly by their caregivers, who found that even after two years, the wolves greeted them more warmly than they did a human stranger.

(8 marks)

Total: [25 marks]

2. a) Read the text and decide which answer (**A, B, C** or **D**) best fits each gap.

Bird Brains

The word 'bird-brain' is sometimes used to (i) _____ to someone who is considered stupid. But the behaviour of New Caledonian crows (ii) _____ that birds can be extremely intelligent creatures. It is (iii) _____ known that they use sticks to extract food from holes in trees, (iv) _____ creating hooks at one end to make the task easier. Experiments conducted at the University of Auckland and recorded on film also show that they have a good (v) _____ of the principles of water displacement. The crows work (vi) _____ that the best way to reach a piece of food floating in a half-filled tube of water is to drop objects into the tube to (vii) _____ the water level. What's more, they are capable of distinguishing between objects that will (viii) _____ and those that will float; faced with a choice, the birds select the heavier ones, ignoring those that will be too light, and they reject hollow objects in (ix) _____ of solid ones.

- | | | | | |
|-------|------------------------|--------------------|--------------------|--------------------|
| i) | A describe | B refer | C apply | D signify |
| ii) | A assures | B proves | C concludes | D results |
| iii) | A strongly | B hugely | C deeply | D widely |
| iv) | A until | B yet | C even | D still |
| v) | A understanding | B learning | C knowing | D informing |
| vi) | A up | B towards | C on | D out |
| vii) | A expand | B grow | C raise | D enlarge |
| viii) | A drown | B sink | C plunge | D dive |
| ix) | A favour | B advantage | C request | D wish |

(9 marks)

- b) Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Most people think of snakes as solitary, aggressive creatures. The idea that they have a caring, family-loving side might seem (i) _____, but that is exactly what a new study of rattlesnakes in the USA has revealed. (ii) _____ have discovered that female rattlesnakes choose to build their nests close to those of their sisters, even if the animals weren't raised together. These (iii) _____, recently published in the journal *Biology Letters*, suggest that it is (iv) _____ for the snakes to stay together in family groups.

LIKELY
SCIENCE

FIND
BENEFIT

However, this tendency to group together also has some disadvantages; for example, there is more (v) _____ for food. Also, predators can return again and again to attack group members. On the other hand, being in a group improves the snakes' (vi) _____ to defend themselves.

COMPETE

ABLE

Although other reptiles have long been known to show sociable (vii) _____, this is the first time that the (viii) _____ has been made about snakes. With new research being done all the time, the snake's reputation may eventually be proved wrong.

BEHAVE
OBSERVE

(16 marks)
Total: [25 marks]

3. a) Read the following article. Choose the answer (A, B, C or D) which you think fits best according to the text.

My Digital Detox

According to a recent survey by Ofcom, people in the UK spend an average of two and a half hours each day on their smartphones, which they check every twelve minutes. Journalist Steven Rice reveals the steps he took to combat his own obsession. Some weeks ago, I downloaded a screen time tracking app onto my phone, just one of a series of measures I adopted to tackle my growing, and potentially unhealthy addiction to the device. Looking back, I had been in obvious denial about how it was affecting my ability to concentrate, and the impact this was having on my work. But I could not ignore my wife's increasingly loud tutting at my frequent scrolling, nor the fact that even my digitally native, generation-Z daughters were rolling their eyes whenever they caught me chuckling at memes or watching cat videos on YouTube. It was clearly time for a change; time for a detox.

My newly installed app told me that I was picking up my phone over forty times each day and spending more than four hours online; not as much as some people, perhaps, but this was no consolation. It was still above the national average and no less cause for concern. We shouldn't, of course, go all out to demonise phones; they have become indispensable items, and our online life is often closely intertwined with our offline one. My phone enables me to deal with work-related issues, arrange to meet up with friends, book concert tickets and holidays, and yes, even buy books to read.

But as we all know, there is another, darker side to it all. Our phone addiction, we are told, is making us more anxious and depressed. Social media can cause young people, in particular, to feel less confident, as they continually compare themselves

to their peers; so-and-so looks better, wears trendier clothes, has more expensive holidays, leads a more interesting life. And we are constantly bombarded with information, challenging our ability to focus, causing us to skim briefly rather than pause to reflect on what we read. Our minds have become like butterflies flitting from one subject to another, hindering our ability to apply ourselves for any length of time to one task.

In planning my detox, I took what I considered to be the most useful ideas from a number of books and websites I consulted, with names like *How to break up with your phone* and *Time to Log Off*. Despite the titles, none advocated anything as final as a permanent break-up or logging-off. The phone itself is not the problem, but how you use it, so the route to a healthier relationship with technology is to learn moderation and good habits. And since this can be quite daunting, it's better to ease yourself into it with a step-by-step rather than an all-at-once approach. My first step was to switch off notifications for all social media apps on my phone.

The result was disappointing. Having my phone on my desk when I worked at home was still a distraction; I kept looking at it, wondering if I was missing out on anything, and sometimes, I'm afraid to say, secretly giving in to temptation. 'Out of sight, out of mind', I thought, and promptly moved it to the kitchen. If I wanted to check for messages, I'd have to get up and go to the other end of my flat. As predicted, I soon stopped thinking about the phone and was able to give all my attention to my work. Likewise, I banned the device from my bedroom; no more late-night screen time before I turn the light out, or early-morning scrolling as soon as I wake up. I sometimes take a book to bed instead – though I often nod off after just a page or two.

By the end of the first week, I began switching off my phone completely for a whole morning or afternoon, and now I occasionally leave it at home if I go out in the evening. And what are the benefits? For one thing, I can concentrate on living my own life rather than worrying about what others are doing with theirs. The less time I spend on my phone, the more time I have to myself. My imagination wanders more freely, ideas for articles come more easily and assignments are completed more quickly. Oh, and yesterday, only nine pick-ups and forty-three minutes online. Can't be bad.

- i) What encouraged the writer to begin a digital detox? (2 marks)
- A The negative effect his phone use was having on his work.
 - B The disapproving gestures of his family at his phone use.
 - C The realisation that his phone use was harming his health
 - D The results of an app he installed to help limit his phone use.
- ii) What feeling does the writer express in the second paragraph? (2 marks)
- A He is annoyed at the influence internet has on our daily lives.
 - B He is pleased that others have worse phone habits than him.
 - C He is convinced of the fact that the phone is a useful tool.
 - D He is worried about how other people might judge him.
- iii) The writer compares our minds to butterflies in the third paragraph in order to highlight ... (2 marks)
- A the speed with which we are able to process information.
 - B the attractiveness of our ability to multitask.
 - C the delicate and fragile nature of our brains.
 - D the difficulty we have in concentrating.

- iv) What advice does the writer give for reducing phone use in the fourth paragraph? (2 marks)
- A Obtain help from a variety of sources.
 - B Switch off the phone regularly.
 - C Introduce changes gradually.
 - D Stop using social media.
- v) The writer uses the expression 'out of sight, out of mind' to indicate that ... (2 marks)
- A he could not see enough progress, so he considered giving up the detox.
 - B he could check his messages because he knew nobody could see him.
 - C he felt frustrated at not being able to see the messages on his phone.
 - D he believed he would forget about his phone if he could not see it.
- vi) What improvement to his life does the writer mention? (2 marks)
- A He has become more creative.
 - B He socialises more than before.
 - C He sleeps more deeply at night.
 - D He reads much more than he used to.
- vii) Would you like a digital detox? Why or why not? (1 mark)
- b) Read the following article. Choose from the sentences **A – G** the one which fit each gap (**i – vi**). There is one extra sentence which you do not need to use.

The art of storytelling

A report in *The Times* recently quoted a secondary school teacher who complained that their Year 7 intake no longer knew how to tell a story. 'They knew what a fronted adverbial was, and how to spot an internal clause, and even what a preposition was – but when I set them a task to write a story, they broke down and cried,' reported the teacher.

The fact that no importance is placed on storytelling makes me very frustrated not only because it puts so little value or emphasis on children's creativity, but also because storytelling is more than simply an art. (i) _____. Politicians should know this better than anyone. What is "Vote for us and the country will be strong and stable" if not a story? Everything made of words is a story – from the stories we tell ourselves to the ones we watch on TV to the ones we relate to work colleagues at the water cooler.

(ii) _____. Contrary to the widely-held belief, creative writing is not just 'making stuff up'. Certainly, there are those who can do it instinctively. But what everyone on both sides of the debate seems to be missing is that storytelling can be taught and tested. I know that, because I teach it, albeit at an adult level.

People say children are natural storytellers, but this is not at all true, any more than it is of adults. Or rather, they are not naturally good storytellers. Most stories by children, although they may be charming, are boring because they are just one unconnected event after another. (iii) _____.

For stories to work, a whole array of measurable principles can be applied. We shouldn't be asking children about fronted adverbials, but about act structures,

character arcs and the qualities of protagonists. What is the difference between real speech and fictional dialogue? What constitutes a dramatic event? (iv) _____ . And all these features of the craft of storytelling can be taught and tested in the same way as grammar. This would be so much more valuable than parroting parts of speech.

(v) _____. Let's instead tell them what they want to hear, and say, 'Yes, you can teach storytelling and you can test it and measure it and it's an immensely valuable tool, for commerce (if you're so obsessed with that) as much as anything else.'

Storytelling in its way can have just as much complexity as music or mathematics. That we don't really understand this craft – or that this is a craft – is partly because of the romantic myth of 'inspiration' put about by authors as much as anyone. It is taught in creative writing degrees. (vi) _____. Why, for instance, is the popular children's book *We're Going on a Bear Hunt* such a compelling story? And what has it got to do with stories like *Macbeth*? (And yes, it does have something in common – all stories do.)

This is a fascinating, fruitful subject, and to a large extent, quantifiable. We should incorporate it into the classroom in a way that will satisfy both sides of the debate. In this way, there can be a happy ending to what has so far been a very sad story.

- A The list goes on and on.
- B But it can be simplified enough to appear on the school curriculum as well.
- C The reluctance to include story-writing on the school curriculum is because of a fundamental misunderstanding.
- D It should be no more difficult than teaching grammar.
- E In other words, they make no sense and have no direction or point.
- F It is a crucial skill for life and commerce.
- G So we should not be wasting our time accusing the government of wanting us all to be joyless grammar robots.

(12 mark)
Total: [25 marks]

4. Write an essay expressing your opinion on **ONE (1)** of the following questions. Write at least 250 words.

a)

Would a four-day workweek with no pay cut improve productivity and well-being?
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b)

Is facial recognition in public places acceptable if it reduces crime?
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Total: [25 marks]

- END OF QUESTIONS -