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**KOLEJ YAYASAN PELAJARAN JOHOR  
ONLINE FINAL EXAMINATION**

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<b>COURSE NAME</b>	<b>:</b>	<b>ENGLISH 2</b>
<b>COURSE CODE</b>	<b>:</b>	<b>ENL 1022</b>
<b>EXAMINATION</b>	<b>:</b>	<b>DECEMBER 2021</b>
<b>DURATION</b>	<b>:</b>	<b>2 HOURS</b>

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**INSTRUCTION TO CANDIDATES**

1. This question paper consists of **TWO (2)** parts :  

PART A (50 Marks)  
PART B (30 Marks)
2. Please refer to the detailed instructions in this question paper.
3. Answer ALL questions in the answer sheet which is A4 size paper (or other paper with the consent of the relevant lecturer).
4. Write your details as follows in the upper left corner for each answer sheet:
  - i. Student Full Name
  - ii. Identification Card (I/C) No.
  - iii. Class Section
  - iv. Course Code
  - v. Course Name
  - vi. Lecturer Name
5. Each answer sheet must have a page number written at the bottom right corner.
6. Answers should be **neat and clear in handwritten form**.

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**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO**

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*This examination paper consists of **13** printed pages including front page*

**PART A – READING COMPREHENSION****SECTION 1**

This section consists of **FIVE (5)** questions.

Instruction: Read the passage below carefully and answer the questions that follow.

***Kuda Kepang***

- I The *kuda kepang* or *kuda lumping*, an intricate dance, is an exciting sight to behold. *Kuda* is the Malay word for horse, while *kepeng* means braid. Therefore, *kuda kepang* means ‘the braided horse’. The horse, a flat horse that the dancer *straddles*, is made from braided strips of rattan or leather. The dance is performed only in the district of Batu Pahat, the southern part of the peninsula. **It** was brought to Malaysia by immigrants from Banjarmasin in South Borneo and also from various parts of Java. There are several active organizations in Malaysia, including ‘Persatuan Kuda Kepang Pt Kemang Muar’. 5
- II The dance has been passed down through generations and is performed in much the same way by the Javanese today. It does have many ritualistic elements, although some insist that *kuda kepang* is purely entertainment. The dancers enter a trance and apparently get possessed by spirits of horses. The dancers move and behave like horses. At times, **they** strut, or trot. This is not a dance that is performed on stage, but in open spaces. The dance is usually performed to *enliven* a wedding ceremony and other auspicious occasions. Before one begins the performance, several preparations are needed. There are several certain taboos observed. There is an assortment of gifts including coconuts, rice, bananas, and raw eggs, among other things. Special *jampi* (spells) have to be said before and after the performance. 10 15 20
- III To make the horses, the skins of freshly slaughtered cows are prepared. The leader waits for a particular moment when, required by supernatural powers, he shapes, decorates and paints the skins. **These processes** are painstaking and observe many taboos. Sometimes, a horse which has already been painted black is supposed to change, under the influence of 25

- mystical* forces, into a red horse. When this happens, that particular horse must be a male and all the rest, female. Another important tool needed is the 30-metre rope used to form a fence so the dancers will not roam and harm spectators. 30
- IV The nine horses are kept in a special stable, a hut specially constructed far from any human houses. The horses are not to be taken into a house. If repairs are needed, it must be done outside the house. As the horses are supposed to possess supernatural powers, they are not to be mishandled. The rituals involved in the use of the horses must be followed at all times. 35
- V The performance begins with the consent by the 'Head' who will prepare the 'ring' for the *kuda kepang*. The performers are mainly male, although some *kuda kepang* troupes have female performers. There are up to 25 people- nine dancers, five musicians, 15 yard keepers and two *Bomoh Pemulih* (mystical guides who 'heal' the possessed dancers with holy water, incense or incantations). Usually, the organization consists of 40 people. The musical instruments used for the *kuda kepang* are the drum, the gong, the hand-drums and the *angklung* (a bamboo instrument from Indonesia). **These tools** are stored in a sacred place to avoid the spirits from being angry and to keep them helping the players during the performance. The performers wear colourful clothes and sometimes dress as soldiers. The costumes are *adorned* with beads and small bells. 45
- VI The horses move around in a circular motion until one of the riders fall into a trance. Then, he is moved to the centre of the circle while the others continue dancing around him. The rider in a trance would appear to be possessed by the 'spirit of the horse', imitating the actions of a horse. He may kick, rear, charge, gnash his teeth and even bite someone if he feels provoked. The tempo of the music will speed up, as the dancers become more in trance. The faster the music, the more aggressive the dancers get. In some performances, dancers may walk on coals or eat glass or fire, which can cause various injuries. The dancers also interact with the audience; they may ask for money. It is said that the dancers will feel distressed if the tempo of the music starts slowing down. The performances usually take place from nine to 12 at night. 55

1. From paragraph 2, name **TWO (2)** gifts needed for the dance. (2marks)
  
2. From paragraph 3, what is the 30-metre rope used for? (2marks)
  
3. From paragraph 4, why must the repairs for the horse done outside the house? (2marks)
  
4. From line 44, what does the phrase **these tools** refer to? (2marks)
  
5. As time goes by, are there any changes to the *kuda kepang*? Give a reason for your answer. (2marks)

(10MARKS)

**SECTION 2**

This section consists of **FIVE (5)** questions.

**INFORMATION TRANSFER**

Instruction: Complete the table with information from the passage and write all your answers in the answer booklet provided.

Have you ever wondered about the things you should do during a flood? First, you need to be alert. You need to know what areas are affected, which roads are safe and where to go. The best thing is to listen to the radio or watch the television to get all the updates. Moreover, if you are in a car, do not drive through flood waters. The water may be deeper than it looks and your car could get stuck, or swept away by strong currents. Apart from that, you need to keep an emergency kit close at hand – perhaps put it in a backpack or suitcase. This kit is important as flood water carries infectious diseases. Next, transport your vehicles, food, valuable items and important documents to a safe place. You never know if the conditions will become worse. If you are still at home, you may also use sandbags and flood boards to prevent water from entering through doors and windows.

**What to do during a flood?**

1	Be _____. Listen to _____ to get information.  (2 marks)
2	Do not _____ through flood to avoid _____.  (2 marks)
3	Since flood water is _____, keep the _____ near you. Put it in a backpack or suitcase.  (2 marks)
4	_____ your cars, food, valuables and documents to _____.  (2 marks)
5	Prevent water from entering the doors and windows using _____ and _____.  (2 marks)

(10 MARKS)

**SECTION 3**

This section consists of **EIGHT (8)** questions.

Instruction: Read the passage below carefully and answer the questions that follow.

***Sweet Charity***

- I Being kind can help to maintain a family to live in harmony, it starts at home with parents showing good examples to their children by respecting their neighbours and lending a helping hand whenever their neighbours are in need of help. Working mothers, sometimes, could be under pressure if they are expected to do all the household chores as well. Fathers can help with the dishes or dinner preparations during weekdays. Elder children in the family can also pitch in by helping with disposing rubbish and watering the plants. Younger children in the family can help with simple tasks, such as collecting their own toys, putting them in a box and placing it at **its** proper storage area. When each family member takes part in doing the household chores, the relationship is also strengthened. 5 10
- II Being kind towards people in the society can also ensure the community to live in harmony. The local old folks' home and orphanage accept volunteers with open arms. University students can organize a programme to be carried out at these places. For example, the students can help the gardeners to clean the compound of the old folks' home. These senior citizens usually miss their children *dearly*. Students can also spend a few hours chatting with the residents and listening to their stories. At the orphanage, students can organize a reading programme. Students can set up booth where university staff can drop off old and used magazines, novels or books. **These** can be given to the children a few weeks *prior* to the reading programme. Students can conduct reading activities where children are encouraged to talk about the novels or books that they have read. Students can also help children with reading *disabilities* by helping **them** to read. 15 20 25
- III Being kind to animals is also important to ensure a good relationship between animals and humans. People who treat animals well are kind-

hearted. Animal shelters are always in need of volunteers to care for animals, as well as maintaining the cleanliness of the shelters. The shelters also welcome visits from members of the public. Schools can organize a 30 visit to the local animal shelter. Students can be exposed to the kinds of work involved in animal care at the shelter. They can help the volunteers at the shelter to clean animal cages and the animals, to treat unwell animals and to feed the animals. **These acts** can also foster the importance of being kind to animals in children. 35

From paragraph 1,

1. How can parents show good examples to their children?

(2marks)

2. What kind of household chores can younger children help with?

(1mark)

From paragraph 2,

3. What are the things university students can help with in an old folks' home?

(2marks)

4. How can students help children with reading disabilities?

(1mark)

From paragraph 3,

5. Why is it important to be kind towards animals?

(1marks)

6. Name ONE (1) kind of work that volunteers at the animal shelters need to do.

(1marks)

7. Read the following statements. Write (T) if the statement is True or (F) if the statement is False.

	Statement	T / F
a)	Career women, who are also mothers, are always stressed as they are expected to do all the household chores.	
b)	When household chores are distributed among each family member, the relationship among the family members can also become stronger.	
c)	Reading activities can encourage children at the orphanage to voice out their opinions on the novels or books they have read.	
d)	Activities such as caring for animals and cleaning the cages at animal shelters can help cultivate in children the importance of being kind to animals.	

(2marks)

8. What do the following phrase and word refer to?

- (a) *its* (line 9)
- (b) *These* (line 21)
- (c) *them* (line 25)
- (d) *These acts* (line 34)

(4marks)

(14MARKS)



**SECTION 4**

This section consists of **EIGHT (8)** questions.

Instruction: Read the passage below carefully and answer the questions that follow.

***Snakes***

- I **Snakes** are elongated, legless, carnivorous reptiles that can be distinguished from legless lizards by their lack of eyelids and external ears. Many species of snakes have skulls with several more joints than their lizard ancestors, enabling them to swallow prey much larger than their heads with their highly mobile jaws. To accommodate their narrow bodies, snakes' paired organs (such as kidneys) appear one in front of the other instead of side by side, and most have only one functional lung. 5
- II Living snakes are found on every continent except Antarctica, and on most smaller land masses; exceptions include some large islands, such as Ireland, Iceland, Greenland, the Hawaiian archipelago, and the islands of New Zealand, and many small islands of the Atlantic and central Pacific oceans. Additionally, sea snakes are widespread throughout the Indian and Pacific Oceans. More than 20 families are currently recognized. They range in size from the tiny, 10.4 cm (4.1 in)-long thread snake to the reticulated python of 6.95 meters (22.8 ft) in length. The fossil species *Titanoboa* 10  
*cerrejonensis* was 12.8 meters (42 ft) long. Snakes are thought to have evolved from either burrowing or aquatic lizards, perhaps during the Jurassic period. 15
- III Most species are nonvenomous and those that have venom use it primarily to kill and subdue prey rather than for self-defense. Some possess 20  
venom potent enough to cause painful injury or death to humans. The colloquial term "poisonous snake" is generally an incorrect label for snakes. A poison is inhaled or ingested, whereas venom produced by snakes is injected into its victim via fangs. It is worthwhile noting that certain birds, mammals, and other snakes (such as kingsnakes) that prey on venomous 25  
snakes have developed resistance and even immunity to certain venoms. Nonvenomous snakes either swallow prey alive or kill by constriction.

IV All snakes are strictly carnivorous, eating small animals including lizards, frogs, other snakes, small mammals, birds, eggs, fish, snails or insects. Because snakes cannot bite or tear their food to pieces, they must swallow prey whole. The body size of a snake has a major influence on its eating habits. Smaller snakes eat smaller prey. Juvenile pythons might start out feeding on lizards or mice and graduate to small deer or antelope as an adult, for example. After eating, snakes become dormant while the process of digestion takes place. 30 35

1. What enable snakes to swallow prey much larger than their heads?  
(1mark)
2. How are snakes different from legless lizards?  
(2marks)
3. What are snakes thought to evolve from?  
(1mark)
4. What can snake with potent enough venom cause to humans?  
(2marks)
5. Why must snakes swallow their prey whole?  
(2mark)
6. What happen after snakes eat?  
(2mark)

7. Fill in the table with an appropriate word or phrase form the passage.

	<b>Statement</b>	<b>Word</b>
a)	Able to move or be moved freely or easily.	
b)	Found or distributed over a large area.	
c)	The ability not to be affected by something, especially adversely.	
d)	Having normal physical functions suspended or slowed down for a period of time.	

(4marks)

8. What do the following phrase and word refer to?

(a) *it* (line 19)

(b) *an incorrect label* (line 22)

(2marks)

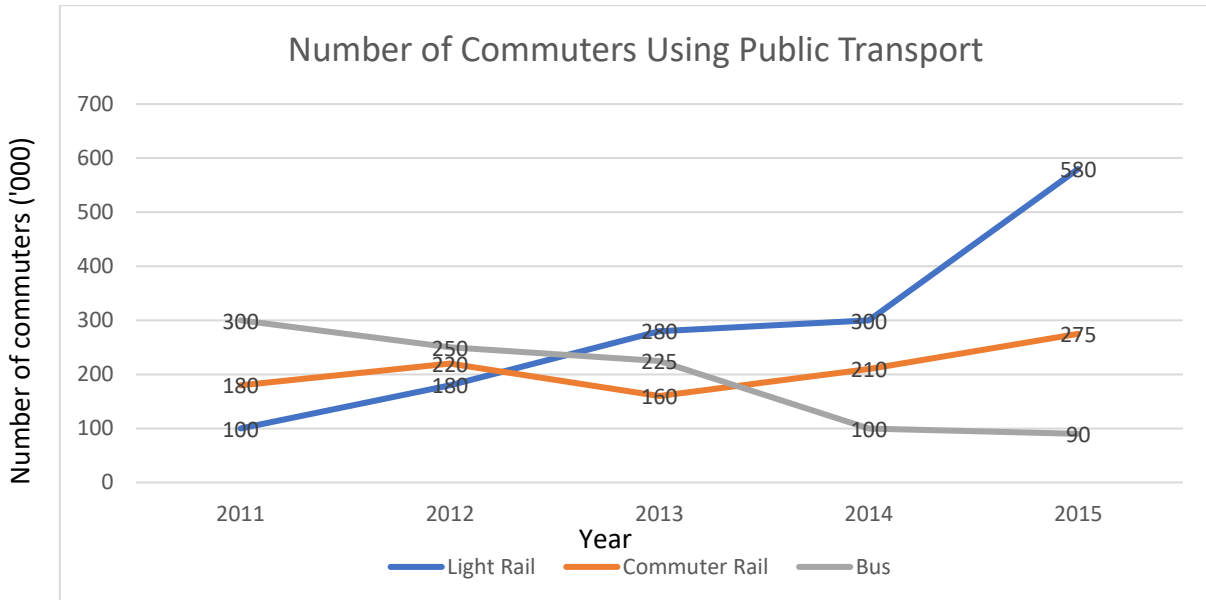
(16 MARKS)

**[50 MARKS]**

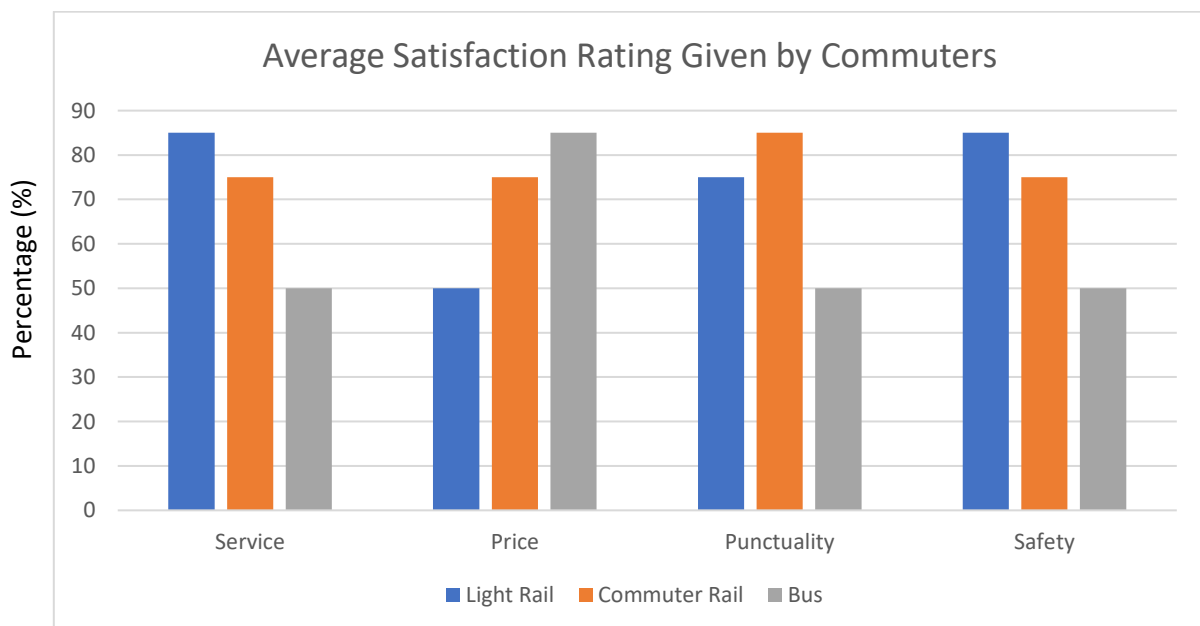
**PART B – DATA ANALYSIS**

This section consists of **EIGHT (8)** questions.

Instruction: Based on the figures given, answer all questions that follow. Write your answers in the answer booklet provided.



**Figure 1 Number of Commuters Using Public Transport**



**Figure 2 Average Satisfaction Rating Given by Commuters**

## Findings

**The following are the analyses of the data in Figure 1 and 2:**

1. General Trend of Number of Commuters Using Light Rail from 2011 to 2015.  
(3marks)
2. General Trend of Number of Commuters Using Commuter Rail from 2011 to 2015.  
(3marks)
3. General Trend of Number of Commuters Using Bus from 2011 to 2015.  
(3marks)
4. Analysis of Number of Commuters Using Light Rail from 2011 to 2015.  
(6marks)
5. General Trend of the Average Service Satisfaction Rating Given by Light Rail Commuters.  
(3marks)
6. General Trend of the Average Price Satisfaction Rating Given by Commuter Rail Commuters.  
(3marks)
7. General Trend of the Average Punctuality Satisfaction Rating Given by Bus Commuters.  
(3marks)
8. Analysis of the Average Safety Satisfaction Rating Given by Commuters.  
(6marks)

**[30 MARKS]**

**END OF QUESTION PAPER**