



**FINAL EXAMINATION**  
**JULY 2022**

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<b>COURSE TITLE</b>	<b>ENGLISH 2</b>
<b>COURSE CODE</b>	<b>FENG0124</b>
<b>DATE/DAY</b>	<b>18 OCTOBER 2022 / TUESDAY</b>
<b>TIME/DURATION</b>	<b>09:00 AM - 12:00 PM / 03 Hour(s) 00 Minute(s)</b>

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**INSTRUCTIONS TO CANDIDATES:**

1. Please read the instruction under each section carefully.
2. Candidates are reminded not to bring into examination hall/room any form of written materials or electronic gadget except for stationery that is permitted by the invigilator.
3. Students who are caught breaching the Examination Rules and Regulation will be charged with an academic dishonesty and if found guilty of the offence, the maximum penalty is expulsion from the University.

(This Question Paper consists of 15 Printed Pages including front page)

This paper has **FOUR (4) Sections**. Answer **ALL** questions in the answer booklet.  
**(100 MARKS)**

**SECTION I** **(50 marks)**

This section has **THREE (3) reading passages**. Answer **ALL** questions in the answer booklet.

**Reading Passage 1** **(20 marks)**

- I Sometimes, by sheer good fortune, promise and opportunity collide. If there were ever an individual who personified the concept of genius in every aspect, from its ingredients to its far-reaching impact, it would be Leonardo da Vinci. Born in 1452 to unmarried parents, Leonardo began life in Italy's Tuscan hills, where olive trees and dusky blue clouds blanket the Arno Valley. From these simple beginnings, Leonardo's intellect and artistry soared like a comet. The breadth of his abilities — his artistic insights, his expertise in human anatomy, his engineering beyond his time — is unparalleled. 1  
5
- II Leonardo's pathway to genius began with an apprenticeship with master artist Andrea del Verrocchio in Florence when he was a teenager. Leonardo's creativity was so robust, that in his lifetime, he filled thousands of pages in his notebooks, which brimmed with studies and designs, from the science of optics to his famed inventions, including a revolving bridge and a flying machine. He persisted no matter the challenge. "Obstacles cannot crush me," he wrote. "He who is fixed to a star does not change his mind." Leonardo also lived in a place (Florence) and at a time (the Italian Renaissance) when the arts were cultivated by wealthy patrons and inventiveness coursed through the streets, where great minds, including Michelangelo and Raphael, fought for fame. 10  
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- III Leonardo delighted in envisioning the impossible. Today an international group of scholars and scientists has taken on a similar mission, and its subject is just as elusive: Leonardo himself. The Leonardo Project is tracing the artist's genealogy and hunting down his DNA to learn more about his ancestry and physical characteristics, to verify paintings that have been attributed to him—and, most remarkably, to search for clues to his extraordinary talent. 25
- IV Team member David Caramelli's high-tech molecular anthropology lab at the University of Florence sits in a 16th-century building with a glorious view of the Florentine skyline. Jutting out majestically is the dome of the city's prominent cathedral, Santa Maria del Fiore, whose original crowning copper-gilt ball was made by Verrocchio and raised to the top of the cupola with Leonardo's help in 1471. This juxtaposition of past and present is a fitting 30

- setting for Caramelli's expertise in ancient DNA. Two years ago he published preliminary genetic analyses of a Neanderthal skeleton. Now he is poised to apply similar techniques to Leonardo's DNA, which the team is hoping to extract from some form of biological relic—the artist's bones, a strand of hair, skin cells left behind on his paintings or notebooks, or perhaps even saliva, which Leonardo may have used to prepare canvases for his silverpoint drawings. 35  
40
- V** It is an ambitious plan, but team members are optimistically laying the groundwork. Genealogists are tracking down Leonardo's living relatives on his father's side for cheek swabs, which Caramelli will use to identify a genetic marker to confirm the authenticity of Leonardo's DNA if it is found. Physical anthropologists are seeking access to remains that are believed to be Leonardo's at Amboise castle in France's Loire Valley, where he was buried in 1519. Art historians and geneticists, including specialists at the institute of genomics pioneer J. Craig Venter, are experimenting with techniques to obtain DNA from fragile Renaissance-era paintings and paper. 45
- VI** "The wheels are starting to turn," says Jesse Ausubel, vice chairman of the Richard Lounsbery Foundation and an environmental scientist at Rockefeller University in New York City, who is coordinating the project. 50
- VII** One of the group's early goals is to explore the possibility that Leonardo's genius stemmed not only from his intellect, creativity, and cultured environment but also from his exemplary powers of perception. "In the same way that Mozart may have had extraordinary hearing," says Ausubel, "Leonardo appears to have had extraordinary visual acuity." Some of the genetic components of vision are well identified, including the red and green color-vision pigment genes, located on the X chromosome. Thomas Sakmar, a specialist in sensory neuroscience at Rockefeller, says it's conceivable that scientists could explore those regions of the genome to see if Leonardo had any unique variations that changed his color palette, allowing him to see more hues of red or green than most people are able to perceive. 55  
60
- VIII** The Leonardo Project team doesn't yet know where to look for answers to other questions, such as how to explain Leonardo's remarkable ability to visualize birds in flight. "It's as if he was creating stroboscopic photographs of stop-action," says Sakmar. "It's not far-fetched that there would be genes related to that ability." He and his colleagues view their work as the beginning of an expedition that will lead them down new pathways as DNA gives up its secrets. 65  
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*(Adapted from "What Makes a Genius?", National Geographic)*

Complete the summary below. Choose **NO MORE THAN THREE (3) WORDS AND/OR A NUMBER** from the passage to fill in each blank in the summary.

The creation of a genius is sometimes the result of potential and opportunity, as it was in the case of Leonardo da Vinci. Until today, the man is considered one of humanity's greatest geniuses in all aspects, from art to engineering. Part of his genius was in persisting against all challenges, filling all his notebooks with a variety of     (1)     which included visions of     (2)     and a flying machine.

In the present day, a group of researchers and scientists aim to trace     (3)     as well as his DNA to learn more about Leonardo's ancestry and physical characteristics.     (4)     further aims to look for clues to his extraordinary talent.

For example, David Caramelli, a member of the team, applies techniques he used to analyse the genetics of a Neanderthal skeleton to Leonardo's DNA. The team hopes to extract some from any form of biological relic, be it bones, hair,     (5)     on paintings and notebooks or even saliva which the artist could have used to prepare     (6)    . The team is also searching for living relatives on Leonardo's father's side, trying to gain cheek swabs that can be used to confirm     (7)     of any DNA found. Others wish to access remains believed to be at Amboise castle in the Loire Valley where he was buried in 1519. Specialists like art historians and geneticists are even experimenting with methods to extract DNA from     (8)     paintings and paper.

The Leonardo Project team is not ruling out Leonardo's powers of perception as part of an answer to his genius. According to Thomas Sakmar, specialist in sensory neuroscience at Rockefeller, it is possible for scientists to explore a genome to see if Leonardo was able to see more hues of     (9)     than the average human. Sakmar goes on to say that there could be genes related to Leonardo's ability to visualize     (10)    . These experiments are only the beginning to discovering the secrets of DNA and genetics in humans, so that we may understand what makes a genius.

**Reading Passage 2**

**(10 marks)**

- I Why do we have favourite colours? More importantly, what drives those preferences? 1
- II Put simply, we have favourite colours because we have favourite things.
- III At least that's the gist of ecological valence theory, an idea put forward by Karen Schloss, an assistant professor of psychology at the University of Wisconsin-Madison in the US, and her colleagues. Her experiments showed that colours – yes, even beige – are far from neutral. Rather, humans layer meaning onto them, mostly drawn from our subjective histories, and so create high personal reasons to find one shade repellent or appealing in the process. 5
- IV "This accounts for why different people have different preferences for the same colour, and why your preference for a given colour can change over time," she says. As new associations accrete – whether through everyday exposure in the world around us or artificially by deliberate conditioning – this can cause what we love to change over time. 10
- V Schloss finessed this theory via several experiments, including one at the University of California-Berkeley. She and her collaborators showed volunteers squares of colour on a screen while prompts asked them to rate how much they liked them. Then the researchers stepped away, as if to suggest a new experiment was starting. 15
- VI They returned to show those same volunteers coloured images again, except this time, instead of plain squares, they saw objects. Each image was dominated by one of four shades. Yellow and blue-heavy images were used as the control: these depicted neutral objects, like staplers or a screwdriver. Red and green photographs, however, were deliberately skewed. Half the participants saw red images that should have evoked positive memories, such as juicy strawberries or roses on Valentine's Day, while the green images they were shown were designed to disgust, such as slime or pond scum. The other half saw a set that reversed these associations: think red raw wounds versus green rolling hills or kiwi fruit. 20 25
- VII Running the colour preference test again, Schloss and her team saw a change in preference. Volunteers' choices had shifted towards whatever colour had been positively emphasised while there was little decrease for the negative shade. The next day, she brought them back and ran the tests again, to see whether that preference endured overnight – it didn't. The shift induced by the experiment appears to have been over-ridden by the colours participants experienced out in the real world, according to Schloss. 30 35
- VIII "It tells us that our experiences with the world are constantly influencing the way we view and interpret it," Schloss says. "Think of colour preferences as

- a summary of your experiences with that colour: your regular daily experiences in the world influence that judgement." 40
- IX** Schloss's work on colour preferences may also inadvertently go some way to explain blue's position as such a widespread favourite. Blue's reign has continued uninterrupted since the earliest recorded colour studies, which took place in the 1800s. And most of our experiences with the colour are likely to be positive, like idyllic oceans or clear skies ("having the blues" is an idiom restricted to English). In the same vein, her work also offers a clue for why that muddy brown colour is so reviled, associated as it is with biological waste or rotting foods. For a brief period each year, though, this shade finds favour, largely thanks to changes that occur in the natural world. 45
- X** In an experiment intended, at least in part, to unpack whether favourite colours were a static component of someone's identity, Schloss and her team asked volunteers in New England to track their colour likes and dislikes weekly during the course of the four seasons of the year. Their opinions seemed directly influenced by nature, with likes or dislikes rising and falling in sync with nature's palette. "As the colours of the environment were changing, their preferences were increasing," she says. The greatest uptick came in autumn, when warm colours – think dark red and orange – earned heightened plaudits, before tumbling at the same time as the leaves. 50
- XI** Asked to speculate as to why autumn saw such a surge, she suggests two explanations. First, the area where she conducted that research is famed for its autumnal displays – leaf-peeping is a tourism staple in New England – so volunteers might have been primed for that preference. More intriguingly, though, she also believes that there's an evolutionary aspect in play – the sharpness of contrast. "It's fascinating to speculate, perhaps it's because it's kind of quick, this rapid, dramatic change to the environment – so fast, and then it's gone. Winter is a lot of white and brown, but we're not outside as much to see it." 55
- XII** The environment we live in nudges our colour preference in other ways too. Another study Schloss conducted looked at students at University of California-Berkeley and Stanford, showing that the varsity colours of a college influenced the hues they picked as favourites. The more a student said they endorsed and embraced the values and spirit of the school, the higher that preference rose. 60

*(Adapted from 'Why your favourite colour is probably blue', BBC)*

Questions 13 to 22 are based on Reading Passage 2.

Answer the questions in NO MORE THAN FOUR (4) WORDS AND/OR A NUMBER.

13. What is the theory that suggests our favourite colours are associated with what we love?
14. How do humans place meaning onto colours and create personal reasons to either like or dislike them?
15. How do we make new associations with certain colours and thus change them over time?
16. In Schloss' experiment at the University of California-Berkeley, what were used as control images?
17. What were red images associated with?
18. According to Schloss, what are colour preferences a summary of?
19. Which colour has been a constant favourite ever since the earliest recorded colour studies?

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20. In the experiment in New England, how were volunteers' opinions connected with nature?
21. Apart from New England being famous for its beautiful display of leaves, what else does Schloss suggest contributes to autumn colours being favourites during the same time of year?
22. If a student said they connected very much with their college's values, what would be the colours they'd most likely prefer?

**Reading Passage 3**

**(20 marks)**

- I In New York City, Sarah was a freelance typewriter and searched for odd jobs. The most brilliant feat of her battle with the world was the deal she made with Schulenberg's Home Restaurant. The restaurant was next door to the old red brick in which she lived. One evening after dining at Schulenberg's, Sarah took the menu away with her. It was written in almost unreadable handwriting, neither English nor German, and so arranged that if you were not careful, you began with a toothpick and custard pudding, and ended with soup and the day of the week. 1 5
- II The next day Sarah showed Schulenberg a neat card on which the menu was beautifully typewritten with its various foods temptingly collected under their right and proper heads from "hors d'oeuvre" to "not responsible for overcoats and umbrellas." 10
- III Schulenberg swore loyalty on the spot. Sarah was to produce typewritten menus for the twenty-one tables in the restaurant – a new one for each day's dinner, and new ones for breakfast and lunch as often as changes occurred in the food or as neatness required. In return for this Schulenberg was to send three meals per day to Sarah's room by a waiter and each afternoon, give her a pencil draft of what awaited Schulenberg's customers the next day. 15
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- IV Mutual satisfaction resulted from the agreement. Schulenberg's patrons now knew what the food they ate was called even if its nature sometimes puzzled them. And Sarah had food during a cold, dull winter, which was the main thing with her. 20
- V Then the almanac said that spring had come. The calendar on the wall kept crying to her: "Springtime is here, Sarah – springtime is here, I tell you. Look at me, Sarah, my figures show it. You've got a neat figure yourself, Sarah — a nice springtime figure – why do you look out the window so sadly?" An answer to the calendar's cruel question would have started thus: 25
- VI In the previous summer Sarah had gone into the country and loved a farmer. She had stayed two weeks at Sunnybrook Farm. There she learned to love old Farmer Franklin's son. Young Walter Franklin was a modern agriculturist. He had a telephone in his cow house, and he could figure out exactly what effect next year's Canada wheat crop would have on potatoes planted in the dark of the moon. 30
- VII It was in a shaded and raspberried lane that Walter had wooed and won her. And together they had sat and woven a crown of dandelions for her hair. He had immoderately praised the effect of the yellow blossoms against her brown tresses; and she had left the chaplet there, and walked back to the house swinging her straw sailor hat in her hands. 35



- VIII They were to marry in the spring – at the very first signs of spring, Walter had said. And Sarah came back to the city to pound her typewriter. 40
- IX A knock at the door dispelled Sarah's visions of that happy day. A waiter had brought the rough pencil draft of the Home Restaurant's next day fare in old Schulenberg's angular hand.
- X Sarah sat down to her typewriter and slipped a card between the rollers. She was a nimble worker. Generally, in an hour and a half, the twenty-one menu cards were written and ready. 45
- XI Today there were more changes on the bill of fare than usual. The gracious spirit of spring filled the entire menu. Sarah's fingers danced like light above a summer stream. Down through the courses she worked, giving each item its position according to its length with an accurate eye. Just above the desserts came the list of vegetables. Carrots and peas, asparagus on toast, the perennial tomatoes and corn and succotash, lima beans, cabbage – and then— 50
- XII Sarah was crying over her bill of fare. Tears from the depths of some divine despair rose in her heart and gathered to her eyes. Down went her head on the little typewriter stand; and the keyboard rattled a dry accompaniment to her moist sobs. 55
- XIII For she had received no letter from Walter in two weeks, and the next item on the bill of fare was dandelions; dandelions with some kind of egg – but bother the egg! Dandelions, with whose golden blooms Walter had crowned her his queen of love -- dandelions, the harbingers of spring, her sorrow's crown of sorrow – a reminder of her happiest days. 60

(Adapted from 'Springtime a la Carte', by O. Henry)

Questions 23 to 32 are based on Reading Passage 3.

Complete each sentence with the correct ending, **A-J**, as given in the box below.

(10 marks)

23. Sarah was to type 21 copies
24. Sarah's fiancé worked as a farmer
25. Walter said they would be married
26. The latest menu Sarah was to type featured

27. Walter had not contacted Sarah

- A. if she could get a job
- B. in two weeks
- C. at the very start of spring
- D. only vegetarian dishes
- E. of the Schulenberg's Home Restaurant menu every day
- F. in Canada
- G. from the beginning of spring
- H. at Sunnybrook Farm
- I. of only the Schulenberg's Home Restaurant dinner menu
- J. all the seasonal foods of spring

In your own words, explain the following sentences in the context of the passage.

28. *...so arranged that if you were not careful, you began with a toothpick and custard pudding, and ended with soup and the day of the week.* (para I) (3 marks)
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29. *Schulenberg swore loyalty on the spot.* (para III) (2 marks)
30. *Sarah's fingers danced like light above a summer stream.* (para XI) (2 marks)
31. *Dandelions, with whose golden blooms Walter had crowned her his queen of love -- dandelions, the harbingers of spring, her sorrow's crown of sorrow -- a reminder of her happiest days.* (para XIII) (3 marks)

**SECTION II**

**(20 marks)**

1. Create an in-text citation according to the APA format using either a direct quote or a paraphrase. (Asian names have already been adapted to the First Name, Last Name format).

(10 marks)

- a. Authors: Cheng Ling Tan and Sook Fern Yeo  
Publication date: 2020  
Journal Title: British Food Journal  
Article Title: Tourist experience on traditional pastries in UNESCO heritage city  
Volume Number: 122  
Issue Number: 12  
Quote: "Store design and background music had significant impact on tourists who visited the traditional pastry shops. About 30% of the reviews from TripAdvisor mentioned these aspects specifically when describing their experiences at various stores."  
Page number: 3893

- b. Author: Isadora Baum  
Publication date: 2022  
Article Title: Here's How To Use the HALT Method To Figure Out Why You're So Grumpy  
Quote: "The HALT method addresses how states of being and human needs might be linked to making hasty decisions—with words, actions, and thoughts. People are less likely to think clearly or practically when in distress."  
Website URL: <https://www.wellandgood.com/halt-method/>

2. The following reference list contains errors. Rewrite the list to follow the standard APA format.

(10 marks)

REFERENCES

Anne Hart. [1990] *The life and times of Miss Jane Marple*. (Sphere Books Limited).

AGASSI, J. (1982). The detective novel and scientific method. *Poetics Today*, 3(1), 99-108. <http://www.jstor.org/stable/1772208>.

*Keating, P.* (no date). Jane Marple and Amelia Butterworth.

<http://pjkeating.co.uk/janeamelia.php>

  
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**SECTION III**

**(15 marks)**

Extract information from the journal article abstracts below to answer the following questions.

1. **Title:** Tourist experience on traditional pastries in UNESCO heritage city

**Abstract:**

In recent years, the traditional pastries' industry has gained popularity among tourists due to the advantage of the pastries' location in the UNESCO Heritage city, Penang. However, little research has focused on this particular industry. Therefore, this study investigates tourists' experience with traditional pastries and how these attributes affect their decisions to revisit particular shops. A qualitative research design was utilized to gain in-depth understanding on tourists' thoughts and their repurchasing decisions. Secondary data were collected via TripAdvisor from 68 tourists who visited the three most popular pastries shops in Penang: Him Heang, Ghee Hiang and Min Xiang Tai. These data were later analysed using qualitative content analysis. The findings revealed that tourists are generally concerned about the service quality, value, brand image and atmospherics, which affect their repurchasing decisions. In particular, the quality of service provided by staff was viewed as the most important attribute. Therefore, the pastry shops should ensure that front-facing staff who directly serve tourists are well-trained in customer service e.g. answering inquiries about the pastries' origins, ingredients, and addressing allergy concerns. This study provides valuable information for pastries shops and researchers interested in this area.

- a. What is the study about? (1 mark)
- b. What methods were used? (2 marks)
- c. What were the results? (2 marks)
- d. What conclusion or recommendations did the author(s) make? (2 marks)

2. **Title:** Psychological and financial impacts of COVID-19-related travel measures: An international cross-sectional study

**Abstract:**

The impact of COVID-19 international travel restrictions has, to date, not been fully explored, and with the ongoing threat that new variants could potentially restrict movement further, it is important to consider the impacts that travel restrictions have

on community members. This study aimed to evaluate the psychological and financial impact of COVID-19 travel restrictions on those separated from their partners or immediate families, as well as temporary visa holders who were unable to migrate. Between 4 November 2021 to 1 December 2021, we executed a cross-sectional online survey targeting three specific groups; (1) those stranded from their partners; (2) those stranded from immediate families; and (3) temporary visa holders unable to migrate or cross international borders. We collected data on respondents' demographic profile; the nature of COVID-19-related travel impacts; depression, anxiety, and stress levels (using the validated DASS-21); and finally, data on respondents' financial, employment and accommodation situation. 71.2% reported financial stress, 76.8% reported moderate-to-extremely severe depression, 51.6% moderate-to-extremely severe anxiety, and 62.6% moderate-to-extremely severe stress levels. Statistically significant factors associated with moderate-to-extremely severe depression, anxiety, and stress included being female, chronic illness, and experiencing financial stress. Employment during COVID-19 – specifically essential services workers or unemployed—was associated with higher levels of anxiety and stress, with only essential workers being a predictor of higher stress severity. Factors that provided psychological protection included being older and having children. This study is one of the first to explore the impact COVID-19-related international travel restrictions have had on the financial status and psychological health of affected individuals. It highlights the significant human cost associated with the restrictions and identifies psychologically vulnerable populations. These results will help the design of targeted health and social policy responses.

- a. What is the study about? (1 mark)
- b. What methods were used? (3 marks)
- c. What were the results? (3 marks)
- d. What conclusion or recommendations did the author(s) make? (1 mark)

**SECTION IV**

**(15 marks)**

**Answer TWO (2) questions ONLY in the answer booklet. Each paragraph should be at least 150 words long.**

1. Write a descriptive paragraph about something that scared you in your childhood. Provide suitable illustrations. (7.5 marks)
  
2. Write an example paragraph about the characteristics of a good employer. Give appropriate examples. (7.5 marks)
  
3. Write an example paragraph on how to get a good night's rest. Give appropriate examples. (7.5 marks)
  
4. Write an opinion paragraph on whether it is necessary to attend university or not. Give reasons to support your opinion. (7.5 marks)
  
5. Write an opinion paragraph on whether it is better to be an only child or to have siblings. Give reasons to support your opinion. (7.5 marks)

\*\*\* END OF QUESTION PAPER \*\*\*