

ANGKA GILIRAN \_\_\_\_\_ NO TEMPAT DUDUK: \_\_\_\_\_

**UNIVERSITI SAINS MALAYSIA**

**Peperiksaan Semester Pertama**

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**Ogos/September 1998**

**HEA 101 - Pengantar Pengajian Bahasa Inggeris**

**Masa: [3 jam ]**

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**THIS EXAMINATION PAPER CONTAINS NINE (9) QUESTIONS IN NINETEEN (19) PAGES.**

**SECTION A**

Answer **ALL** the questions in this Section

There are **FOUR** [4] questions in Section A. **ALL** writing for Section A must be done in this booklet.

**QUESTION 1: [10 marks]**

[a] Describe the following English consonants according to the following articulatory criteria: *place of articulation and manner of articulation.*

/g, r, j, ʃ, ŋ, f, ð, dʒ, p, l/

- i. / / \_\_\_\_\_
- ii. / / \_\_\_\_\_
- iii. / / \_\_\_\_\_
- iv. / / \_\_\_\_\_
- v. / / \_\_\_\_\_

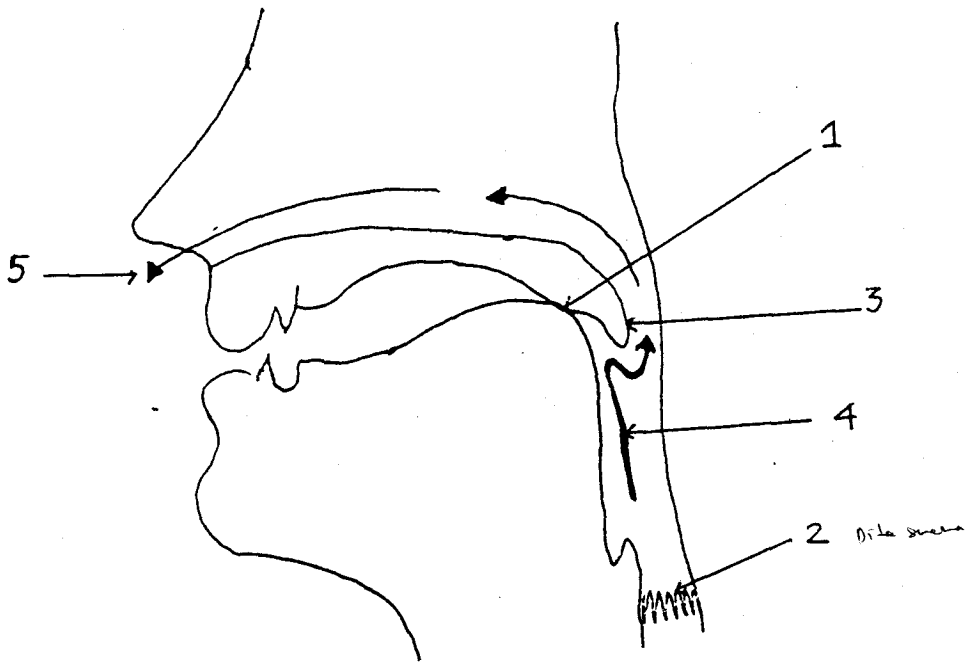
- vi. / / \_\_\_\_\_
- vii. / / \_\_\_\_\_
- viii. / / \_\_\_\_\_
- ix. / / \_\_\_\_\_
- x. / / \_\_\_\_\_

[b] The diagram below illustrates the sequence of events involved in the production of;

- [i] Voiced velar nasal
- [ii] Voiceless bilabial plosive

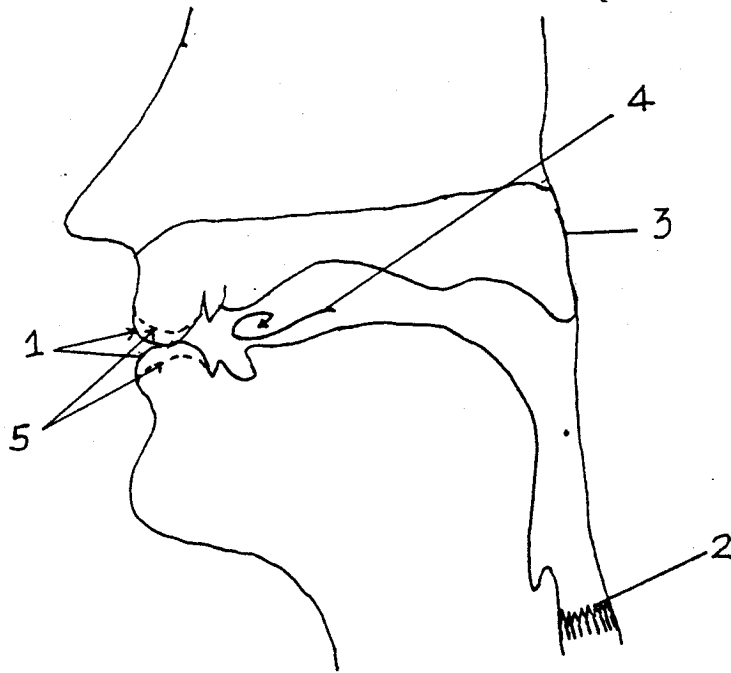
Fill in the blanks.

- [i] Voiced velar nasal



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

[ii] Voiced bilabial plosive



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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**QUESTION 2 - [10 marks]**

[a] Write the phonetic transcriptions for the following words.

- i. thigh [ \_\_\_\_\_ ]
- ii. hazardous [ \_\_\_\_\_ ]
- iii. conscience\* [ \_\_\_\_\_ ]
- iv. dessert [ \_\_\_\_\_ ]
- v. plague [ \_\_\_\_\_ ]
- vi. salon [ \_\_\_\_\_ ]
- vii. canal [ \_\_\_\_\_ ]
- viii. scythe [ \_\_\_\_\_ ]
- ix. bouquet [ \_\_\_\_\_ ]
- x. buoy [ \_\_\_\_\_ ]

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[b] Write the following phonetic transcriptions using ordinary English spelling.

- |       |               |       |
|-------|---------------|-------|
| i.    | [ ɒstɪə ]     | _____ |
| ii.   | [ juθəneɪzə ] | _____ |
| iii.  | [ kɜ:nəl ]    | _____ |
| iv.   | [ əʊdə ]      | _____ |
| v.    | [ sɑ:kɪ ]     | _____ |
| vi.   | [ li:z ]      | _____ |
| vii.  | [ brɔ:fə ]    | _____ |
| viii. | [ ɒbsəli:t ]  | _____ |
| ix.   | [ θɪətən ]    | _____ |
| x.    | [ əbnɒkʃəs ]  | _____ |

[c] Transcribe the following paragraph using ordinary English spelling.

dʒʌst əz wɪntə əpɪəʊtʃɪz θə peɪpəz ə ful əv ædvɜ:tɪsmənts fə nekst  
sʌməz hɒlɪdɪz. ðeɪ ʃəʊ pɪkʃəz əv bju:tɪfʊl ətɛlz, ətrɛktɪv gɜ:lz ən dɪzətɪd  
bɪ:tʃɪz. ðeɪ fəget tə mɛnʃən ðə kɪəʊdɪd tɪmz, ðə ðə dɜ:tɪ bedz ɔ: ðɪ əpɔ:lɪŋ  
sɜ:vɪs wɪtʃ əɔ:ɪl tu: kɒmən. bʌt wɪ: fəget ðə trʌblz əv lɑ:st jɜ:, ən ɪaɪt əv fə  
ðə lɪtɪntʃə, kɒnvɪnst ðət nekst jɜ: wɪl bɪ dɪfɪrɛnt.



**QUESTION 3 - [ 20 marks]**

**[a]** The word 'close' can have two completely different meaning according to the way it is pronounced. Explain the different ways of pronouncing the word and say what difference the pronunciation makes to the meaning.

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**[b]** One of your classmates in HEA 101 class is having difficulty pronouncing the word 'bacon' and 'beacon'. Write below the phonetic transcription of the words and then explain the difference between the two pronunciation.

[i] bacon [ \_\_\_\_\_ ]

[ii] beacon [ \_\_\_\_\_ ]

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[c] The word 'rich' is often mispronounced by Malaysian speakers of English. It is commonly pronounced as [ ɹi:tʃ ].

Explain the right pronunciation of the word.

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[d] During one of your HEA 101 classes, you are asked to read the following sentence:

"It was one of those days"

One of your friends reads it in this way:

[It wɒz wʌn ɒv ðəʊz deɪz]

with equal stress on all the syllables. Explain how she should say it.



[ii] Underline the word in the following sentence according to the different emphasis of the words or sentence in the brackets.

**'I'm not a member of this club'**

[i] [contrastive: 'Someone else is']

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[ii] [Denial]

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[iii] [I may be associated with the club in other way]

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[iv] [Contrastive: 'I'm a member of a club but not the one being discussed']

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[c] Intonation plays a role in carrying the meaning of an English sentence. Explain this by using the following sentence;

**'She's going'**

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## **SECTION B Reading And Writing**

This section has **FIVE** (5) questions in two parts. Answer all the questions in Part I in this booklet.

### **Part I (Reading)**

Read the following passage titled "A Fable for Tomorrow" by Rachel Carson.

The astronauts who first landed on the moon sent back some famous photographs of Earth. The pictures showed a beautiful blue-and-white world hanging like a bright jewel against the empty blackness of space. The more we discover about the universe around us, the more we realize what a precious, fragile world Earth really is --a world of water, air, and light in a solar system of freezing, burning, barren planets. In the following selection, author Rachel Carson writes vividly and movingly about the possible destruction of our unique and beautiful Earth.

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of colour that flamed and flickered across a backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the fall mornings.

Along the roads, laurel, viburnum and alder, great ferns and wildflowers delighted the traveller's eye through much of the year. Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow. The countryside was, in fact, famous for the abundance and variety of its bird life, and when the flood of migrants was pouring through in spring and fall people travelled from great distances to observe them. Others came to fish the streams, which flowed clear and cold out of the hills and contained shady pools where trout lay. So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

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There was a strange stillness. The birds, for example\_\_ where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.

On the farms the hens brooded, but no chicks hatched. The farmers complained that they were unable to raise any pigs\_\_the litters were small and the young survived only a few days. The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit.

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams.

No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

This town does not actually exist, but it might easily have a thousand counterparts in America or elsewhere in the world. I know of no community that has experienced all the misfortunes I describe. Yet every one of these disasters has actually happened somewhere, and many real communities have already suffered a substantial number of them. A grim spectre has crept upon us almost unnoticed, and this imagined tragedy may easily become a stark reality we all shall know.

5. Reading Comprehension Questions

Read the following questions and choose your answers carefully. Underline the answer you have chosen.

- A. Which of the following would be a good alternative title for this selection?
- a) No More Birds.
  - b) A True Story.
  - c) Bleak Farming.
  - d) Paradise Lost.
- B. Which sentence best expresses the main idea of the selection?
- a) Humans are destroying their environment.
  - b) Farmers depend on the weather for their livelihood.
  - c) Everything must die.
  - d) Disasters can happen without due cause.
- C. After the white powder fell, all the animals died.
- a) True
  - b) False
- D. The author states that
- a) some of the disasters never occurred in real life.
  - b) all of the disasters occurred in one town.
  - c) all of the disasters occurred in one place or another.
  - d) the town has a real name.
- E. The people in the town expected the disaster to happen.
- a) True
  - b) False
- F. The author implies that
- a) farmers are more destructive than city dwellers.
  - b) establishing communities leads to disaster.
  - c) a town like this could never exist.
  - d) all nature will be destroyed.

G. The author implies that

- a) Americans are more destructive than other peoples.
- b) children in disasters die more quickly than adults.
- c) such disasters result from pollution.
- d) a drought had destroyed the town.

H. From the article we can conclude that

- a) people are often unaware that they destroy nature.
- b) a forest fire had swept through the area.
- c) birds are the weakest creatures.
- d) people are learning to preserve their surroundings.

I. The word *moribund* in "the few birds seen anywhere were moribund" (paragraph 4) means

- a) hiding.
- b) numerous.
- c) dying.
- d) fat.

J. The word *counterparts* in "it might easily have a thousand counterparts"

- a) equivalents.
- b) opposites.
- c) myths.
- d) differences.

[5 marks]

6. Provide a word or short phrase which has the same meaning as the meaning of each of the following expressions in the passage.

- a) Blight (Para. 3)
- b) Maladies (Para. 3)
- c) Withered (Para. 6)
- d) Spectre (Para. 9)
- e) Stark (Para. 9)

[5 marks]

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7. In the following questions, each sentence has a word or phrase underlined. From the answers given, choose one which could keep the meaning of the original sentence if it were substituted for the underlined expression. Underline the correct answer.
- A. For all their protestations, they heeded the judge's ruling.
- a) In spite of
  - b) On behalf of
  - c) Because of
  - d) Without
- B. She was an unlikely candidate for the position
- a) unpopular
  - b) risky
  - c) improbable
  - d) unqualified
- C. The upheaval caused by the Cabinet resignations made it difficult for the government to function efficiently.
- a) slow-down
  - b) resentment
  - c) disruption
  - d) uprising
- D. With costs threatening to get out of hand, a ceiling was placed on expenditures in all departments.
- a) minimum limit
  - b) cover
  - c) maximum limit
  - d) roof
- E. The doctor preferred to resign rather than be accused publicly of infamous conduct.
- a) unknown
  - b) extraordinary
  - c) mysterious
  - d) disgraceful

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F. Meteorologists are at odds over the workings of tornadoes.

- a) mystified
- b) in disagreement
- c) up in arms
- d) in disarray

G. Stock-market analysts monitor a great variety of financial indicators

- a) come up with
- b) look into
- c) keep track of
- d) take charge of

H. It was in 1665 that the concept of the earth's gravity dawned on Isaac Newton.

- a) interested
- b) appeared to
- c) caught the attention of
- d) occurred to

t for th

[5 marks]

8. Grammar

Every sentence below contains an error. Identify the error by underlining it.  
Write the sentence with the correct form in the space provided.

a) John Glenn has been a pilot, an astronaut, and in the Senate.

\_\_\_\_\_

b) Women whom study engineering find jobs easily.

\_\_\_\_\_

famous

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c) Mathematics, according to many students, are difficult.

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d) Although some people are rich, but they not happy.

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e) Simultaneously, everyone stood at the same time.

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f) Promoters were surprised at the amount of tickets sold.

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g) Tickets for the frightened movie are sold out.

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h) Neither of the boys have arrived.

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i) Everyone but the janitors have their own parking space.

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- j) The Arabian horse was so sick that died before the veterinarian's arrival.
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- k) That dealer sells cars to many people made in Japan.
- 

[10 marks]

**Part II. Writing**

Write a 500-word essay describing three ways you, your family or your neighbours may be responsible for the pollution problems we are facing in Malaysia. Provide a suitable title for your essay.

[25 marks]

- ooo000ooo -



[b] Many short phrases take a distinctive stress pattern in English determined by the syntactic (grammatical) or semantic relationship of the words in the phrase. Explain the different stress pattern in the following phrase and the difference the stress pattern makes to the meaning.

- [i] Long Island
- [ii] long island

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[c] Sentence stress can be used for contrastive purposes.

- [i] Explain the term 'contrastive stress'.

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