

Tempat Duduk: \_\_\_\_\_

Angka Giliran: \_\_\_\_\_

No. Makmal Bahasa: \_\_\_\_\_

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua  
Sidang 1993/94

April 1994

HEA 101 - Pengantar Pengajian Bahasa Inggeris

(Bahagian 1)

Masa: [2 jam]

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INSTRUCTIONS

- There are EIGHT [8] questions on TEN [10] sheets in this paper. You should attempt ALL parts of all questions.
- For Question 1, the tape will be played only ONCE.
- For Question 2, the tape will be played TWICE.
- 5 marks are allocated to each question except for Questions 2 and 6.
- All writing (including notes) must be done in this booklet and handed in at the end of the examination.
- Make sure that you write your index number, booth number and lab number on the front of the cassette you use.
- If there is anything wrong with your cassette or with your tape recorder, inform the invigilator immediately.
- Take care that you do not erase any of your recordings accidentally and check at the end of each recording that you have not done so.
- If you have left out a section or recorded it in the wrong place, please indicate that you have done so by writing in this answer booklet.
- Answer Questions 3 and 4 on Tape No. 1. Questions 5, 6, 7 and 8 are to be recorded on Tape No. 2.
- Questions 1 and 2 are to be answered in the Answer Booklet.



**QUESTION 1 - [5 marks]**

Write down the 20 words you hear in the recording, in the left hand space provided in your question booklet. Make a phonetic transcription of each word on the right column. You are given 10 minutes to complete this exercise.

- |     |       |           |
|-----|-------|-----------|
| 1.  | _____ | [ _____ ] |
| 2.  | _____ | [ _____ ] |
| 3.  | _____ | [ _____ ] |
| 4.  | _____ | [ _____ ] |
| 5.  | _____ | [ _____ ] |
| 6.  | _____ | [ _____ ] |
| 7.  | _____ | [ _____ ] |
| 8.  | _____ | [ _____ ] |
| 9.  | _____ | [ _____ ] |
| 10. | _____ | [ _____ ] |
| 11. | _____ | [ _____ ] |
| 12. | _____ | [ _____ ] |
| 13. | _____ | [ _____ ] |
| 14. | _____ | [ _____ ] |
| 15. | _____ | [ _____ ] |
| 16. | _____ | [ _____ ] |
| 17. | _____ | [ _____ ] |
| 18. | _____ | [ _____ ] |
| 19. | _____ | [ _____ ] |
| 20. | _____ | [ _____ ] |



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**QUESTION 2 - [10 marks]**

From the recorded interview you have just heard, answer the following questions.

- (a) Why was it that Charlene Hunter waited for so long - 25 years -- to write about her experiences of being the first black woman to be admitted to the all-white University of Georgia?

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- (b) What was the instrument of law in 1954 that allowed blacks to be admitted into Public Schools in U.S.A.?

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- (c) Why did Charlene and Hamilton insist on getting a place at the University of Georgia and not at Georgia State?

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(d) What was the reaction of the white students during the first few days of Charlene's admittance to the University of Georgia?

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\_\_\_\_\_  
\_\_\_\_\_

(e) How did she overcome her fear during the first few days on campus at the University of Georgia.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**QUESTION 3 - [10 marks]**

Make a recording of the following two passages. After passage one, allow for an interval of 10 seconds before commencing the recording of passage two.

(a) **Passage One** - [5 marks]

It was a cold afternoon at the Oxford track on May 6th, 1954, when Bannister knew he had a real chance. It was important that there should not be too much wind, for this could make running difficult. For an athlete to run such a race as this, his mind must be as ready as his body. Bannister had been training hard and was very fit, but the weather conditions were a real worry to him. He alone had to decide whether to try for the record. Describing the event later, Bannister said: "Spectators fail to understand the mental agony through which an athlete must pass before he can give his

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maximum effort. I spent the afternoon watching the swaying of the leaves. On the way to the track, the wind blew strongly but now came in gusts, as if uncertain. The decision was mine alone and the moment was getting closer. As we lined up for the start, I glanced at the flag. It fluttered gently now. This was the moment when I made my decision. The attempt was on.

'There was complete silence on the ground...a false start...I felt angry that precious moments during the lull in the wind might be slipping by. The gun fired a second time. Brasher went into the lead and slipped in effortlessly behind him, feeling tremendously full of running. My legs seemed to meet no resistance, as if I was propelled by some unknown force. We seemed to be going so slowly. Impatiently I shouted, **Faster!** But Brasher kept his head and did not change the pace. I went on worrying until I heard the first lap time -- 57.5 seconds. In my excitement, my knowledge of pace had deserted me. Brasher could have run the first quarter of the race in 55 seconds without my realising it, but I should have had to pay for it later. Instead, he had made success possible.

(b) Passage Two - [5 marks]

When I arrived, Dr. Bosman met me in the corridor with a big smile. That was a report in itself. Bossie does not smile unless it is a major event. I looked over the top of the sterile curtain before the entrance to the room. Coert Venter, in mask and gown, looked back.

"How's the patient?"

"Nee, goed," he said, meaning he was well.

Hurriedly I scrubbed, putting on mask, gloves, cap, and sterile boots to enter the room. Washkansky looked at me -- brown eyes with flecks of green. His face seemed to have been softened by drugs and the trauma of surgery.

"Hello, Louis -- they say you're doing fine."

He nodded, and made a feeble motion to indicate he would like the tube removed so that he could say something about it himself.

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"All right, just hold on. We'll see what we can do about it."

He blinked sleepily and dozed off. Dr. Ozinsky came at 9 a.m., and we decided to put the patient under an oxygen tent, then disconnect the respirator -- but not remove the tube into his windpipe until certain that he could breathe for himself. He managed well, and after an hour and a half, Ozzie withdrew the tube as well as the gastric line to his stomach. Washkansky -- under the oxygen tent -- was able to speak for the first time.

"How are you, Louis?"

"Fine...I'm feeling okay."

"Do you know what we have done?"

"You promised me a new heart...I suppose you gave it to me."

"Yes, we did."

He nodded and looked at me without saying any more. Did he wonder whose heart now lay in his chest -- who had died and so made it possible for him to live? He did not ask me -- at least not then. He only smiled and weakly lifted up his fist, thumb upright, to indicate he was still in there giving all he could.

"We're going to move you every two hours, so that you will lie first on one side, then on the other -- to help clear your lungs and assist your breathing."

"Okay," he said.

"They'll also have to waken you every so often for blood samples and give various medicines -- so try and sleep as much as possible in between."

He nodded but did not close his eyes. After checking his record, the monitor and intravenous drips, I left the room.

In the corridor I found an American television team arguing with some nurses and Bossie -- the first of a flood to descend upon us. We had blocked off the ward in an effort to keep them out, but throughout that day and all that followed, they were to infiltrate in every way possible -- masquerading as doctors and orderlies, and even climbing trees outside the hospital window.

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**QUESTION 4 - [5 marks]**

Make a recording of this passage.

/ət la:st ði:z gru: peil, /  
 ənd ðɔ:n bi:ʒən tu brai:tən in ði list, / ənd a:ftər it / keim ðə  
 fə:st reiz əv sənlaɪt. / bət nau ai kʊd nɒt si: fifti jɑ:dz əraʊnd  
 mi, / bi:kɔ:z əv ə θik mist ðət spred ən ðə feis əv ðə kwaiət  
 wɔ:tə, / ənd hʌʒ ðə fər ən auər ə mɔ: / wən ðə sən wəz wɛl ʌp /  
 ənd ðə mist kliəd əwei, / ai sɔ: ðət ai həd bin kærɪd frəm ðə  
 fi:p, / əv wɪtʃ ai kʊd əʊnli si: ðə ma:sts ðət gru: evəfeɪntə / tɪl ðəi  
 pɑ:st frəm saɪt. / nau ðə sɜ:fis əv ðə si: wəz kliəd əv mist /  
 iksept in wən dɪrɛkʃn, / wɛər it hʌʒ in ə θik bæŋk, / ðəu wai it  
 ju:d rest ðə / ənd nau wɛər els / ai kʊd nɒt ʌndəstænd.

**QUESTION 5 - [5 marks]**

(a) Record the following phonetic transcriptions on tape no. 2.

- |                |                     |
|----------------|---------------------|
| i. kəmpetətɪv  | vi. mi:tjərɒlədʒɪst |
| ii. prəvə:bjəl | vii. i:kəndmɪkl     |
| iii. ɪvækju:i  | viii. dnərəri       |
| iv. pə:tʃɪs    | ix. hɪretɪkl        |
| v. æmətjvə     | x. a:tɪfɪʃl         |

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(b) Mark the stressed syllables for each of the words underlined in the following sentences. Then record the sentences on the tape after the recording of Question 5(a).

- i. The politician gave his group his expert advice.
- ii. He was a determined character and this showed in his business dealings.
- iii. The corrupt diplomat was ordered by the court to declare his assets.
- iv. We must ascertain the problem and then seek alternative ways to address it.
- v. The competition was opened to all individuals.

**QUESTION 6 - [5 marks]**

In the following passage:

- (a) Mark the stresses;
- (b) Mark the link-ups;
- (c) Identify (by underlining) the words/sounds which will be reduced to weak forms and those which will undergo elision and assimilation.
- (d) Record the passage after your recording of Question 5 on tape no. 2.

**Exercising for fun and health**

We all know the value of exercise, but does everyone do it? We should -- and not one day a week, but at least three days a week. And not for ten minutes each time, but for at least thirty minutes. And steady exercise is

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much better than doing it in bits and pieces. It's also a good idea to do different activities on different days. Swim one day, ride a bike another. Walk one time, jog the next time.

And what about walking? It's the best exercise of all. However a fast walk is better than a slow one, but any walk is better than no walk... But is walking as good as jogging or running? Experts say it is. Jogging and running sometimes cause injury to the knee; walking seldom causes difficulty.

**QUESTION 7 [ [5 marks]**

- (a) Record an explanation of what you mean by correct English rhythm and demonstrate it by using the above passage.
- (b) You are trying to explain intonation to a friend and to show him how a change in intonation can indicate a different attitude on the part of the speaker. Demonstrate this (on tape) by using:
  - i. a question - word question (i.e. a question beginning with a word such as how, what, why, who and when).
  - ii. tag questions.

**QUESTION 8 - [5 marks]**

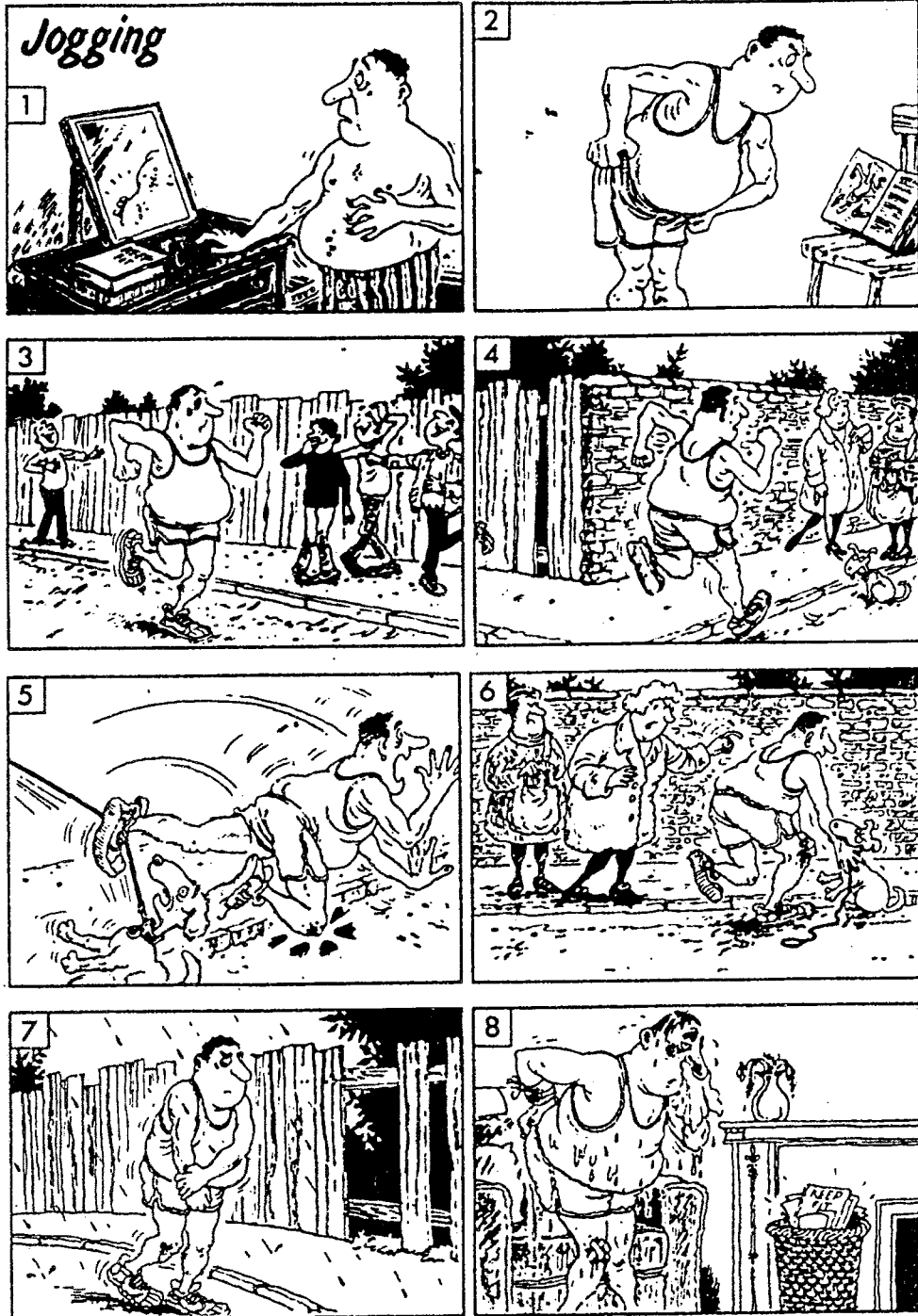
Study the sequence of pictures in the Appendix. Narrate the story as described in the illustrations. Record your version after the recording for Question 7 on tape no. 2.

.../APPENDIX  
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APPENDIX



(from Storylines)

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Tempat Duduk: \_\_\_\_\_

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UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua  
Sidang 1993/94

April 1994

HEA 101 - Pengantar Pengajian Bahasa Inggeris

(Bahagian 2)

Masa: [2 jam]

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INSTRUCTIONS

- There are TWO [2] parts with EIGHT [8] questions in SIX [6] sheets in this paper.
- DO NOT spend more than 80 minutes on Part I and more than 40 minutes on Part II.
- Answer scripts to Part I and Part II must be handed in separately. All writing must be done in the Answer Booklet.

Instructions for Part I - Grammar [35 marks]

- Part I contains SIX [6] questions. There are three Sections A, B and C.
- Answer FOUR [4] questions in all.
- QUESTION 9 in Section A is COMPULSORY. Then answer TWO [2] questions from Section B and ONE [1] question from Section C.

Instructions for Part II - [15 marks]

- There are two [2] questions.
- Answer BOTH questions.

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PART 1 - Grammar [35 marks]

SECTION A

QUESTION 9 - [10 marks] is COMPULSORY

Compose a one-paragraph passage/narrative/story, where the following grammatical concepts are incorporated (about 80-100 words).

- (a) Interogative
- (b) Subject complement
- (c) Gerund
- (d) Direct and Indirect Object
- (e) A non-finite VP
- (f) Object complement
- (g) Noun clause that is object of the verb
- (h) A finite VP
- (i) Adverbial clause
- (j) Stative verb

SECTION B [15 marks] Answer TWO [2] questions

Question 10 [7.5 marks]

In English, the participle must have a proper subject of reference whereas a gerund has the force of a noun/verb. Explain briefly these two grammatical concepts and how you would go about differentiating a gerund from a participle.





Question 11 [7.5 marks]

The imperative mood in English expresses a command, an exhortation and an entreaty or prayer. What do you understand by the term Mood in English. Your answer should also touch on terms like indicative and subjunctive moods.

Question 12 [7.5 marks]

The clause plays an important role in the embedding process of sentences. Write briefly on the clause in English paying particular attention to the different types of clauses found in the English language.

SECTION C [10 marks] Answer ONE [1] question

Question 13 [10 marks]

Analyse the following sentences into their main and subordinate clauses showing the relationship each clause bears to the principal or Main clause.

- (a) Everyone who knows you, acknowledges, when he considers the case calmly, that you have been wronged.
- (b) Should you be so unfortunate as to suppose that you are a genius, and that things will come to you, it would be well to undeceive yourself as soon as it is possible.
- (c) I knew a man who believed that, if a man were permitted to make the ballads, he need not care who made the laws of a nation.
- (d) He told us that he had read Shakespeare, in a prose translation, when he was fourteen.

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**Question 14 [10 marks]**

Read the following passage and pick out as many grammatical errors you can find in it. For each error explain the grammatical rule that has been breached.

He was a man of considerable charm and humour. But he had the unerring ability to freeze out those who disagreed with him. This included his staff as well as his wife. His wife's mother experienced his ruthless streak and obdurate nature. When he complained that her daughter had delivered a boy instead of a girl, she told him that he should have been thankful his first-born was healthy. The mother-in-law was feeling hurt. From that moment on Shan decided he would rather he go his own way and Sheila followed her own life's style.

Neither of these two strong personalities have given in to each other. Sheila thought that when they appointed her Vice-President of the corporation, it was going to be a bed of roses. Sitting on her laurels she was happy as days passed by. The divide between the two of them was irreparable. To please her, the corporation gave Sheila a fashionable condominium in the heart of Kuala Lumpur. As far as practicable they lead separate life's, joining forces only to maintain a facade of unity. Sheila, whose good looks has made the covers of numerous magazines in Malaysia is content to live her life with her two children.

**PART II Answer BOTH questions.**

**Question 15 [10 marks]**

Read the following dialogue carefully. Then answer the following questions.

- (a) Mark the stressed syllables.
- (b) Mark the intonation lines.

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- George: Mary! I'll be off now then. What time did you say we'd go to the Robinson's?
- Mary: Well, I told them seven, but I thought you'd be at home for the day when I said that. I'll make it later if you like.
- George: Oh, it doesn't matter. I can get away by five, I should think. Is anyone else I know going?
- Mary: Only John Murray. You've met him before.
- George: Who? Murray? Oh yes, he was at that party that Susan gave, wasn't he?
- Mary: That's right. It was only last Friday, you know. You ought to remember him.
- George: Oh, I remember the man, now you mention it. It's names I forget nowadays. Must be getting old!
- Mary: Yes, you are! But don't worry! You're not as old as you look. Just don't forget to be home before seven though.
- George: I won't. But I'll have to go now, or I'll miss my train. Goodbye!

Question 16 [5 marks]

Identify the consonants and vowels that answer to the following definitions and write down the appropriate phonetic symbol.

- (a) voiceless dental fricative [            ]
- (b) low high front vowel [            ]
- (c) voiceless affricate [            ]
- (d) mid-central vowel [            ]
- (e) voiced-palato alveolar fricative [            ]
- (f) low central vowel [            ]
- (g) voiced velar nasal [            ]
- (h) short high back vowel [            ]

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(i) voiced alveolar lateral

[       ]

(j) low front vowel

[       ]

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