

Tempat Duduk: \_\_\_\_\_ Angka Giliran: \_\_\_\_\_

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

UNIVERSITI SAINS MALAYSIA  
Peperiksaan Semester Pertama  
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HEA 101 Pengantar Pengajian Bahasa Inggeris

(Bahagian 1)

Masa: [2 jam]

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INSTRUCTIONS

- There are EIGHT [8] questions on NINE [9] sheets in this paper. You should attempt ALL parts of all questions.
- For Questions 1, the tape will be played only ONCE.
- 5 marks are allocated to each question except for Questions 1 and 8.
- All writing (including notes) must done in this booklet and handed in at the end of the examination.
- 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.

QUESTION 1 [10 marks]

The recording of this question will be played to you only ONCE.

Before Listening

1. You will be listening to an interview with Renee Wyndham, a journalist, singer and song-writer who works as a radio and current affairs presenter.
2. Find out what she has to say about travel.
3. Read the instructions and questions very carefully before listening to the recording.

After Listening

ANSWER THE FOLLOWING QUESTIONS

1. After saying how many countries she has visited and mentioning two places she would like to go back to, the rest of the interview can be divided into three main sections each dealing with a different topic. What are these three topics?
2. What are some of the ways the cost of the travelling can be reduced?
3. Which of Renee Wyndham's dangerous experiences seemed most frightening to you and why?

RECORD your answer.

QUESTION 2 [5 marks]

RECORD the following words, of which some are English and some are nonsense words.

Record your answer after the recording of Question 1.

- |                   |                      |
|-------------------|----------------------|
| 1. <u>bæf</u>     | 11. <u>kɒmpli:ʃn</u> |
| 2. <u>tæv</u>     | 12. <u>tʃæk</u>      |
| 3. <u>piŋ</u>     | 13. <u>bɜ:stiŋ</u>   |
| 4. <u>gɒn</u>     | 14. <u>ənli:pɪŋ</u>  |
| 5. <u>elɪfænt</u> | 15. <u>θɔ:t</u>      |

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- 6. bravn
- 7. vaɪbreɪʃn
- 8. ŋhliq
- 9. tʌvər
- 10. zɪt

- 16. ʃʌg
- 17. lɪʃi:ə
- 18. ʃɒt
- 19. ʃɒɪl
- 20. hʌtʃ

QUESTION 3 [5 marks]

Underline the stressed syllable in each of the following words. RECORD each word after your recording for Question 2, being careful to stress the syllable you have underlined.

- |                |                   |
|----------------|-------------------|
| 1. peculiarity | 11. sacrosanct    |
| 2. fairy-tale  | 12. profane       |
| 3. hydraulic   | 13. procrastinate |
| 4. birthday    | 14. prohibitive   |
| 5. throughout  | 15. privateer     |
| 6. shuttle     | 16. haphazard     |
| 7. filthy      | 17. harangue      |
| 8. tie-break   | 18. quadrilateral |
| 9. tidbit      | 19. axiomatic     |
| 10. squeamish  | 20. meticulous    |

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QUESTION 4 [5 marks]

For each of the following words:

- (a) give a phonetic description for each of the final consonant sounds by indicating
  - i. voicing
  - ii. position of articulation
  - iii. manner of articulation
- (b) write the phonetic description transcription for each word.

Example:

mother	<u>Voice Dental Fricative</u>	_____
--------	-------------------------------	-------

- |            |       |
|------------|-------|
| 1. wreathe | _____ |
| 2. first   | _____ |
| 3. carve   | _____ |
| 4. race    | _____ |
| 5. locks   | _____ |
| 6. match   | _____ |
| 7. yacht   | _____ |
| 8. leaf    | _____ |
| 9. pierce  | _____ |
| 10. judge  | _____ |

RECORD each word after your recording for Question 3.

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QUESTION 5 [5 marks]

For each of the sounds given below, give examples of words in conventional spelling.

Underline the letter/s that correspond/s to the sound.

Example: [ f ]     tough

- |                     |                      |
|---------------------|----------------------|
| 1. [    ]     _____ | 6. [    ]     _____  |
| 2. [    ]     _____ | 7. [    ]     _____  |
| 3. [    ]     _____ | 8. [    ]     _____  |
| 4. [    ]     _____ | 9. [    ]     _____  |
| 5. [    ]     _____ | 10. [    ]     _____ |

RECORD each word after your recording for Question 4.

QUESTION 6 [5 marks]

RECORD the following phrases/sentences, taking into account the elements of elision, assimilation, weak forms and contractions.

1. The minister is coming here tonight.
2. Can you help me?
3. Don't try to take it away from them.
4. I am late for work.
5. It's for me but I am not too happy about taking it.
6. You should tell him before the postman arrives.
7. Who was that? You should not have to listen to some one like him.
8. We must ask for directions before we really lose our way.
9. As big as that? I do not believe his story.
10. As soon as I could speak, I was told to listen.

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QUESTION 7 [5 marks]

- (a) RECORD each of the following sentences, firstly as a request, secondly as a command and thirdly as a query.
- i. Wash the car before five today.
  - ii. Take the baby to the doctor.
  - iii. Buy a kilo of potatoes.
  - iv. Call when you get home.
  - v. Type the instructions again.
- (b) RECORD each of the following sentences, firstly as a statement, secondly as a question and thirdly as a reassurance.
- i. Dinner won't be ready till seven.
  - ii. Jim was not pleased with his grades.
  - iii. The weather will be fine for your picnic.
  - iv. Ann prefers the black skirt to the green.
  - v. The train will be late today.

QUESTION 8 [10 marks]

Read both passages into the tape after your recording for Question 7.

PASSAGE A - Extract from The Truth About Little Miss Muffet  
by Russell Baker

- (a) You are a radio presenter and you have been given the task of reading this passage for a programme on "Adults and Nursery Rhymes".
- (b) Observe the tone of this passage which is humorous.
- (c) In reading the parts of the seven 'participants', try to convey the writer's caricature of each of their characteristics and style. Take heed of the pauses marked.

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Extract from The Truth About Little Miss Muffet

by Russell Baker

In an article "The Truth About Little Miss Muffet", Russell Baker asks us to suppose that a conference has been held to analyse the significance of the Little Miss Muffet story.

Little Miss Muffet  
Sat on her tuffet,  
Eating her curds and whey.  
There came a big spider  
Who sat down beside her,  
And frightened Miss Muffet away.

He then offers excerpts from the transcripts of the discussion. Here are excerpts from his excerpts.

SOCIOLOGIST: Miss Muffet is nutritionally underprivileged, as evidenced by the subminimal diet of curds and whey upon which she is forced to subsist, while the spider's cultural disadvantage is evidenced by such phenomena as legs exceeding standard norms, odd mating habits and so forth.

In this instance, spider expectations lead the culturally disadvantaged to assert demands to share the tuffet with the nutritionally underprivileged. Due to a communications failure, Miss Muffet assumes without evidence that the spider will not be satisfied to share her tuffet, but will also insist on eating her curds and whey.

MILITARIST: Second-strike capability, sir, that's what was lacking. If Miss Muffet had developed a second strike capability instead of squandering her resources on curds and whey, no spider on earth would have dared launch a first strike capable of carrying him right to the heart of her tuffet.

BOOK REVIEWER: Written on several levels, this searing, sensitive exploration of the arachnid heart illuminates that agony and splendour of Jewish family life with a candour that is at once breath-taking in its simplicity and soul-shattering in its implied ambiguity.

EDITORIAL WRITER: Why has the Government not seen fit to tell the public all it knows about the so-called curds-and-whey affair? It is not enough to suggest that this was merely a random incident involving a lonely spider and a young diner. In today's world, poised as it is on the knife edge of ...

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PSYCHIATRIST: Little Miss Muffet is, of course, neither little, nor a miss. These are obviously the self she has created in her own fantasies to escape the reality that she is a gross divorcee whose superego makes it impossible for her to sustain a normal relationship with any man, symbolised by the spider, who, of course, has no existence outside her fantasies.

FLOWER CHILD: This beautiful kid is on a bad trip. Like...

CHILD: This is about a little girl who gets scared by a spider.

PASSAGE B

The narrator (writer), Jonathan Raban, is talking to an Arab from Abu Dhabi who is describing his experiences as a student in the United States.

In your reading, take note that this student does not have the native-speaker's fluency (as evidenced in the grammar and sentence structure) and ensure that you transmit his sense of frustration and dismay in trying to fraternize with the Americans.

Given below are the phonetic transcriptions for some unfamiliar words.

- (a) Baton Rouge [bætən 'ru:z]
- (b) Puerto Rico [pwɜ:təv'ri:kəv]
- (c) Revere [rɪ'vɪə]
- (d) Charlemagne ['ʃɑ:ləmeɪn]
- (e) Moshe Dayan [məʊʃeɪ 'da:ɪən]



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A year ago he had gone to Baton Rouge University in Louisiana on a government scholarship and had studied English there for four months. He had been frightened by America.

'I was not white. I was not black. I was between the two. They think I am from Puerto Rico. Some of my friends get thieved and beaten.'

He had made no close American friends. At Baton Rouge, the few Arabs had kept together in a beleaguered group, terrified of going out on to the streets after dark. ('I didn't went.') He had wanted to take his wife with him, but the government had not allowed that. Nor did he have much money to live on. His grant, of four hundred dollars a month, must have made him a pauper compared with many of his American fellow-stuents.

'When they know I am Arab, they think I must have aeroplane. But it is a treat for me to go to Howard Johnsons. I find this very hard to explain. But in USA, nobody knows anything about you if you are Arab. I come from Abu Dhabi. "Where is Abu Dhabi? We never heard of Abu Dhabi." In the school I go to here, I learn the Boston Tea Party, General Custer, The Gilded Age, The New Deal, Paul Revere... I learn the history of America, the history of Europe. I know of Queen Victoria and the Great War and Charlemagne. But in America, they know nothing of the Arabs, Israel, yes, they know everything about Israel. They want to live on the kibbutz and they read the book of Moshe Dayan. I wish that they know a little bit of my history; all they know is sand and camels and what they see in Lawrence of Arabia. So, you see, is hard to make friends.'

(Johathan Raban (1979), Arabia Through The Looking Glass, p. 143.)

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