

Angka Giliran: \_\_\_\_\_ No. Tempat Duduk: \_\_\_\_\_

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama  
Sidang Akademik 2003/2004

September/Oktober 2003

**HEA 101 - Introduction to English Language Studies**

Masa : 3 jam

THIS EXAMINATION PAPER COMPRISES **NINETEEN** PAGES.

INSTRUCTIONS

1. This examination paper contains SIX questions.
2. This paper is divided into TWO sections: **Section A** and **Section B**. Answer ALL the questions in both sections.
3. There are FOUR questions in **Section A** and TWO questions in **Section B**.
4. Writing for both sections must be done in the booklet.

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**Section A**

Question 1 – 10 marks

Question 2 – 10 marks

Question 3 – 10 marks

Question 4 – 20 marks

Answer ALL the questions in this Section.

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

1. Circle the right answer.

[a] Circle the word which begins with a plosive consonant

[i] crescent            [ii] knit            [iii] pharaoh            [iv] church

[b] Circle the word which begins with a bilabial consonant.

[i] psychotic            [ii] fan            [iii] phenomenon            [iv] mouth

[c] Circle the word which ends with a vowel

[i] thigh            [ii] lane            [iii] large            [iv] gnome

[d] Circle the word which begins with a consonant

[i] honour            [ii] X-ray            [iii] once            [iv] hour

[e] Circle the word which begins with a voiceless dental fricative consonant

[i] Thomas            [ii] tough            [iii] thorough            [iv] though

[f] Circle the word which ends with a lateral consonant

[i] almond            [ii] kill            [iii] lane            [iv] lit

[g] Circle the word which has a long vowel

[i] thin            [ii] spark            [iii] good            [iv] done

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- [h] Circle the word in which has a thripthong  
 [i] through            [ii] arrow            [iii] fire            [iv] sclerosis
- [i] Circle the word which begins with a voiceless alveolar plosive  
 [i] Thomas            [ii] thigh            [iii] thin            [iv] though
- [j] Circle the word which begins with a vowel  
 [i] heir            [ii] once            [iii] euphoria            [iv] hand

2. [a] Write a phonetic symbol for the following phonetic descriptions of English sounds:

- [i] Voiceless alveolar plosive [     ]
- [ii] Voiced labio-velar approximant [     ]
- [iii] Voiceless Glottal fricative [     ]
- [iv] Voiced post-alveolar approximant [     ]
- [v] Voiceless labio-dental fricative [     ]
- [vi] Voiced velar nasal [     ]
- [vii] Voiced palato-alveolar Affricate [     ]
- [viii] Voiceless dental fricative [     ]
- [ix] Voiceless velar plosive [     ]
- [x] Voiced lateral approximant [     ]

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

- [i] [ bEτ ] \_\_\_\_\_
- [ii] [ β♦↔YΣ↔ ] \_\_\_\_\_
- [iii] [ βαY ] \_\_\_\_\_



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

[i] belief [ \_\_\_\_\_ ]

[ii] believe [ \_\_\_\_\_ ]

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[c] 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] hotdog

[ii] hot dog

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[d] Underline the syllable that has the main stress.

- [i] develop
- [ii] politician
- [iii] Manchester
- [iv] photography

4. [a] Fill in the blanks with the correct word.

- [i] Rules in English are based on \_\_\_\_\_ and \_\_\_\_\_ of educated corpus of the language.
- [ii] The three sources that we go for confirmation of grammatical choices are \_\_\_\_\_, someone who knows instinctively and the grammar book.
- [iii] Linguistic \_\_\_\_\_ and meaning are related.
- [iv] A traditional grammar book will deal with phonetics, \_\_\_\_\_ and grammar.
- [v] A dictionary deals with the \_\_\_\_\_ of the language, as well as the meaning of words.

[b] Read the passage below. Fill in each blank with ONE (1) suitable word.

Money is generally accepted right across the world as payment for goods in shops or as wages paid by employers to employees. People use money to buy food, clothes and hundreds of other things that they might want.

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In the past many different things \_\_\_\_\_ used as money. Shells were one of the first things that \_\_\_\_\_ used. People who lived on islands in \_\_\_\_\_ Pacific Ocean used these shells for ornaments and if somebody \_\_\_\_\_ more food than they needed, they \_\_\_\_\_ happy to exchange the extra food for these shells. The Chinese \_\_\_\_\_ cloth and knives. In the Phillipines, rice \_\_\_\_\_ used for money. In Africa, elephant tusks or salt were \_\_\_\_\_. In some parts \_\_\_\_\_ Africa, some people are still paid in salt today.

In some parts of the world, a wealthy man \_\_\_\_\_ a man who owned a lot of animals. \_\_\_\_\_ East Africa, a man showed how rich he \_\_\_\_\_ by the number of cows he owned. Sometimes, wives were \_\_\_\_\_ with cows. Using animals as money \_\_\_\_\_ difficult however because it was not easy \_\_\_\_\_ give change. If your animals died, it also meant that you \_\_\_\_\_ lost all your wealth.



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[v] One of the investor predicts a rise at the end of the first term.

\_\_\_\_\_

[vi] I ran in an old friend yesterday.

\_\_\_\_\_

[vii] Unless I study very hard, I will pass all my exams.

\_\_\_\_\_

[viii] If I don't call my mother, she'll start worry about me.

\_\_\_\_\_

[ix] Despite I prefer to be a history teacher, I am studying in the Business School in order to get a job in the industry.

\_\_\_\_\_

[x] Someone make this antique table in 1734.

\_\_\_\_\_

[xi] While the thief was chase by the police, he jumped over a fence into someone's yard where he encountered a ferocious dog.

\_\_\_\_\_

[xii] Forty percent of the world's oxygen is production in the Amazon Valley.

\_\_\_\_\_

[xiii] Children are forbidden to play in the street because there's too many traffic.

\_\_\_\_\_

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[xiv] I don't recall ever hear you mention his name before.

\_\_\_\_\_

[xv] Master a second language takes time and patience.

\_\_\_\_\_

[xvi] There are more stars in the universe than there are grain of sand on all the beaches on earth.

\_\_\_\_\_

[xvii] It's important for every students to have a book.

\_\_\_\_\_

[xviii] The results of Dr. Smith's experiment was published in a scientific journal.

\_\_\_\_\_

[xix] Each of the students have a notebook.

\_\_\_\_\_

[xx] Upon seeing his wife and child got off the plane, Tom broke into a big smile.

\_\_\_\_\_

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**Section B**

Question 5 – 25 marks

Question 6 – 25 marks

5. Reading comprehension

Read the following passage and answer the questions that follow:

Only recently is women's contribution to economic development acknowledged. In spite of that, the calculations of national productivity still does not include women's contribution to the well-being of the country. Nevertheless, there is an increasing awareness that the improvement of women's living conditions usually brings out a parallel rise in the overall living standards of the country.

Women's yet-to-be-officially-recognised contributions to a country's development is enormous. For example, women's contributions to the household are taking care of the children, doing the laundry and preparing meals. If a maid were hired to do the same work, she would have to be paid at least RM 600. That means that the work done by a housewife is worth at least that amount of money. Yet, the work done by her is never computed in monetary terms but is, instead, regarded as part of her wifely duties. Though a woman may be actively involved in her husband's business, she and her contributions are non-existent as far as those who calculate the national productivity of a country are concerned. In some countries, they may be largely responsible for the growing of food and the rearing of livestock but still they are not regarded as meaningful contributors to the productivity of a country. They may work as much as 60% of the world's working hours but earn only 10% of a man's income. Moreover, the possessions of men are ten times more than what women have.

The conditions for women can only be improved through education. This will not only create more employment opportunities for them but will also equip them with the knowledge to improve the well-being of their families. Education and greater employment opportunities for women will lead to the reduction in family size. There are many reasons for this. The

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cost of bringing up children is very high, and is rising. The tertiary education of just one of them may totally wipe out the parents' life savings. Therefore, the trend is towards smaller but healthier families. Improved education can free women of the shackles of age-old beliefs and customs that curtail the freedom and activities of women. Only then can they bring about health, population growth and economic performance. Even in places where equal opportunities are supposed to be given to women, much still needs to be done. They are often not paid or paid too little for the work they do. Not only that, they are also very much curtailed in what they can do. They also have limited access to information, technology and credit because of traditional constraints. The result is their potential is not fully utilized and the development of the country suffers as a result.

CIRCLE THE CORRECT ANSWER:

- [a] According to the passage, women's contribution to a nation's economy
- [A] has been recognised only lately
  - [B] has been recognised a long time ago
  - [C] has never been recognised at all
  - [D] is only negligible
- [b] A grave injustice has been done to women because
- [A] they are not allowed to work
  - [B] their contribution to the country's economy is unrecognised
  - [C] they are not allowed to contribute
  - [D] they are often given the most work to do
- [c] What far-reaching repercussions would there be if women stopped doing the work they are doing now?
- [A] The country's economy will collapse.
  - [B] There will be no change.
  - [C] The standard of living will suffer.
  - [D] It will make no difference.

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- [d] Why would it make so much difference if women did not work?
  - [A] In many areas, their contributions are greater than men's.
  - [B] Men cannot do most of the work women do.
  - [C] They are doing all the work.
  - [D] Women outnumber men.
  
- [e] Which of the following statements is NOT true?
  - [A] Women work more hours than men.
  - [B] Men do more work than women.
  - [C] Men have more property than women.
  - [D] Men are often better paid than women.
  
- [f] The liberation of women will only come with
  - [A] higher studies
  - [B] changed laws
  - [C] inclusion of women's contributions in national productivity
  - [D] exclusion of women from the workforce

**Vocabulary**

Use sentence clues from the article to define, in your own words, the words in italics.

- [g] Nevertheless, there is an increasing awareness that the improvement of women's living conditions usually brings about a *parallel* rise in the overall living standards of the country.

***Parallel*** means

.....

.....

[h] For example, women's contributions to the household are taking care of the children, doing the **laundry** and preparing meals.

**Laundry** means

.....  
.....

[i] Education and greater employment opportunities for women will lead to the **reduction** in family size.

**Reduction** means

.....  
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[j] The **tertiary** education of just one of them may totally wipe out the parents' life savings.

**Tertiary** means

.....  
.....









