

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

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama  
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**HBT 104 – Contemporary English**

Masa : 3 jam

THIS EXAMINATION PAPER COMPRISES **FIFTEEN** PAGES.

1. Answer FIVE questions only.
2. Question 1 and Question 2 from **PART A** are compulsory.
3. Choose THREE other questions from **PART B**.
4. Write all your answers on the question paper.

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**PART A**

1. Read each of the following sentences. Determine whether the word in bold in each sentence is a NOUN, a VERB, an ADJECTIVE or an ADVERB. Write your answer in the space provided.

[a] Winter weather can leave you feeling **fatigued**. \_\_\_\_\_

[b] **Gambling** is a form of entertainment to many people. \_\_\_\_\_

[c] They spent their holidays at a popular resort with beaches **galore** and a large marina. \_\_\_\_\_

[d] She looked **ready** to cry. \_\_\_\_\_

[e] People often look different after **embalming**. \_\_\_\_\_

[f] You had to listen **hard** to hear the old man breathe. \_\_\_\_\_

[g] He has done enough to pull the party **together**. \_\_\_\_\_

[h] His laughter seemed rather **strained**. \_\_\_\_\_

[i] Drivers are urged to make sure that car engines are properly **tuned**. \_\_\_\_\_

[j] Turn right and just walk **straight**, right over the river. \_\_\_\_\_

[k] Was his life sentence **just** or was it too severe? \_\_\_\_\_

[l] Their relationship **flowered**. \_\_\_\_\_

[m] Felicity seemed **pleased** at the suggestion. \_\_\_\_\_

[n] He is trying **real** hard. \_\_\_\_\_

[o] Despite the violence, reports say that polling was **orderly**. \_\_\_\_\_

[p] I could **hardly** see the house from here. \_\_\_\_\_

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[q] It is **pleasing** to listen to Mozart. \_\_\_\_\_

[r] I think the historical factor is **overplayed**. \_\_\_\_\_

[s] He had a libel action against the magazine **pending**. \_\_\_\_\_

[t] She became **involved** with political causes after the Chernobyl nuclear disaster. \_\_\_\_\_

[20 marks]

2. Answer [a] and [b].

[a] The following sentences are ambiguous. **UNDERLINE** the word which makes the sentences ambiguous. Then, explain the ambiguity of the sentences by providing the two meanings of the ambiguous word. For example:

That's a nice bat.

[a] an animal

[b] an item which is used to hit a ball in a game

[i] The drill is rather useful.

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[ii] The woman gave the man a punch.

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[iii] Have you seen the cell?

[a] \_\_\_\_\_

[b] \_\_\_\_\_

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[iv] Don't go near the bank.

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[v] We all like a good ruler.

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[vi] Did you like the ball?

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[12 marks]

[b] Construct sentences for each of the homographs below **OR** give the meanings of each of the homographs to illustrate its different meanings and sounds. For example:

sow

[a] to plant in the ground **OR** Sow the seeds.

[b] a female pig

[i] tear

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[ii] desert

[a] \_\_\_\_\_

[b] \_\_\_\_\_

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[iii] bow

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[iv] refuse

[a] \_\_\_\_\_

[b] \_\_\_\_\_

[8 marks]

**PART B**

3. Answer [a] and [b].

[a] Fill in the blanks with a suitable preposition to complete the phrasal verb in each of the sentences below.

[i] They agreed to establish a working party to draw \_\_\_\_\_ a formal agreement.

[ii] No other organization was willing to take \_\_\_\_\_ the job.

[iii] Some people had to cling to trees as the flash flood bowled them \_\_\_\_\_.

[iv] Angry Russians have torn \_\_\_\_\_ the statue of Dzerzhinsky.

[v] He tried to frighten people \_\_\_\_\_ doing what he wanted.

[vi] There are also indications that a major battle may be shaping \_\_\_\_\_ for tonight.

[vii] It would be useful if we could nail \_\_\_\_\_ the source of this tension.

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- [viii] Losing a game would cause him to fly \_\_\_\_\_ a rage.
- [ix] The case had set neighbour \_\_\_\_\_ neighbour in the village.
- [x] The taxi was decked \_\_\_\_\_ multi-coloured lights.
- [xi] Most film locations broadly fit \_\_\_\_\_ two categories – those on private property and those in a public place.
- [xii] They provided a far better news service and therefore were able to pull \_\_\_\_\_ many more viewers.
- [xiii] Directors and shareholders are preparing to shake things \_\_\_\_\_ in the corporate boardrooms of America.
- [xiv] The course had been geared \_\_\_\_\_ the specific needs of its members.
- [xv] The driver failed to negotiate a bend and ran \_\_\_\_\_ a tree.

[15 marks]

[b] Study the cartoon strip below.

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Explain the humour in the cartoon strip, taking into account the aspect(s) of English grammar involved.

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[5 marks]

4. Answer [a], [b] and [c].

[a] Read the sentences below. Indicate the syntactic function of the constituent in bold in each of the clauses below. For example:

Curiosity killed **the cat**.  
(Proverb)

direct object  
\_\_\_\_\_

[i] The cat is the offspring of a cat and the dog of a dog, but **butlers and lady's maids** do not reproduce their kind. They have other duties.  
(H.G. Wells, Bealby)  
  
\_\_\_\_\_

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[ii] One should never trust a woman who tells one her real age. A woman who would tell **one** that, would tell one anything.  
(Oscar Wilde, A Woman of No Importance)

\_\_\_\_\_

[iii] **The proper time to influence the character of a child** is about a hundred years before he is born.  
(William Ralph Inge, The Observer, 21 June 1929)

\_\_\_\_\_

[6 marks]

[b] Read the sentences below. Identify the appropriate term for the sentence pattern in bold. For example:

**It's never too late to have a fling**  
For autumn is just as nice as spring  
And it's never too late to fall in love  
(Sandy Wilson, The Boy Friend)

canonical (=typical / normal)

\_\_\_\_\_

[i] I've always been fond of dogs. Cats have much too high an opinion of themselves and generally make for poor company. **Are on the whole, utterly humourless and always wrapped up in their own thoughts.** Some days I reckon all cats are spies.  
(Mick Jackson, The Underground Man)

\_\_\_\_\_

[ii] **In a hole in the ground there lived a hobbit.** Not a nasty, dirty, wet hole, filled with the end of worms and oozy smell, nor a dry, bare, sandy hole with nothing to sit down on or to eat, it was a hobbit hole, and that means comfort.  
(J.R.R. Tolkien, The Hobbit)

\_\_\_\_\_



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- [iii] The past is a foreign country: **they do things differently there.**  
(L.P. Hartley, The Go-Between)

\_\_\_\_\_

[6 marks]

- [c] Classify the following sentences as SIMPLE, COMPOUND, COMPLEX **OR** COMPOUND-COMPLEX. For example:

It was a bright cold day in April, and the clocks were striking thirteen.  
(George Orwell, Nineteen Eighty-Four)

compound

- [i] You shall judge of a man by his foes as well as by his friends.  
(Joseph Conrad, Lord Jim)

\_\_\_\_\_

- [ii] All animals are equal, but some animals are more equal than others.  
(George Orwell, Animal Farm)

\_\_\_\_\_

- [iii] The woods are lovely, dark and deep  
But I have promises to keep,  
And miles to go before I sleep.  
(Robert Frost, Stopping by Woods on a Snowy Evening)

\_\_\_\_\_

- [iv] Immature poets imitate; mature poets steal.  
(T.S. Eliot, The Sacred Wood, 'Philip Masinger')

\_\_\_\_\_

[8 marks]

...10/-

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5. Answer [a], [b] and [c].

[a] Read the sentences below. Identify the type of clause printed in bold. For example:

He respects Owl, because you can't help respecting anybody who can spell TUESDAY, even **if he doesn't spell it right.**

(A.A. Milne, House at Pooh Corner)

dependent clause (introduced by a subordinator)

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[i] I am the only person **I should like to know thoroughly.**  
(Oscar Wilde, Lady Windermere's Fan)

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[ii] He gives the kids free samples  
**Because he knows full well**  
**That today's young innocent faces**  
**Are tomorrow's clientele.**  
(Tom Lehrer, The Old Dope Pedlar)

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[iii] **Canada should have enjoyed:**  
**English government,**  
**French culture,**  
**And American know-how.**

Instead it ended up with:  
English know-how,  
French government,  
And American culture.  
(John Robert Colombo, 'O Canada')

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[iv] The Art of Biography  
 Is different from Geography  
 Geography is about Maps  
 But **Biography is about Chaps.**  
 (Edmund Clerihew Bentley, Biography for Beginners)

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[8 marks]

[b] Read the sentences below. Name the function and realization of the clause printed in bold (within the clause that it functions). For example:

Contrary to general belief, I do not believe that friends are necessarily the people you like best, they are merely the people **who got there first.**  
 (Peter Ustinov, Dear Me)

Function : restrictive postmodifier

Realization : finite clause

[i] In university they don't tell you **that the greater part of the law is learning to tolerate fools.**  
 (Doris Lessing, Martha Quest)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[ii] The conquest of the earth, **which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves,** is not a pretty thing when you look into it.  
 (Joseph Conrad, Heart of Darkness)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

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[iii] I intended to give you some advice, but now I remember **how much is left over from last year unused**.  
(George Harris, quoted in J. Braude's Second Encyclopedia)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[6 marks]

[c] Read the sentences below. Decide whether the constituent in bold is a CLAUSE or a PHRASE. Then identify the type of each clause or phrase printed in bold.

[i] Being constantly with children was like wearing a pair of shoes that were **expensive but too small**. She couldn't bear to throw them out, but they gave her blisters.  
(Beryl Bainbridge, Injury Time)

\_\_\_\_\_ Type: \_\_\_\_\_

[ii] So if Sunday you're free  
**Why don't you come with me**  
And we'll poison the pigeons in the park  
And maybe we'll do  
In a squirrel or two  
While we're poisoning pigeons in the park.  
(Tom Lehrer, 'Poisoning Pigeons in the Park')

\_\_\_\_\_ Type: \_\_\_\_\_

[iii] **All moanday, tearsday, wailsday, thumpsday, frightday, shatterday** till the fear of the Law.  
(James Joyce, Finnegans Wake)

\_\_\_\_\_ Type: \_\_\_\_\_

[6 marks]

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6. Identify the function and realization of the constituent in bold at the PHRASE LEVEL. For example:

The classical beauty of clover honey, smooth, pale, translucent, freely flowing from the spoon and soaking **my love's bread** in liquid brass.  
(Vladimir Nabokov, Ada)

Function : my love's (determiner), bread (head)

Realization : my love's (specifying genitive), bread (noun)

[a] A society made up of individuals who were all **capable of original thought** would probably be unendurable. The pressure of ideas would simply drive it frantic.  
(H.L. Mencken, Notebooks, 'Minority Report')

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[b] When I see a spade, I call it **a spade**.  
(Oscar Wilde, The Importance of Being Ernest)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[c] What a commonplace genius he has; or a genius for the commonplace. I don't know which. He doesn't rank **so terribly high**, really. But better than Bernard Shaw, even then.  
(D.H. Lawrence, about Thomas Hardy in a letter to Martin Secker, 24 July 1928)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

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[d] I can't quite explain it, but I don't believe one can ever be unhappy for long provided one does **just exactly** what one wants to and when one wants to.  
(Evelyn Waugh, Decline and Fall)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[e] It is **a truth universally acknowledged**, that a single man in possession of a good fortune must be in want of a wife.  
(Jane Austen, Pride and Prejudice)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[f] He that has no children brings them up **well**.  
(Proverb)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[g] It takes **a great deal of history** to produce a little literature.  
(Henry James, Hawthorne)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[h] Facts **do not cease to exist** because they are ignored.  
(Aldous Huxley, Proper Studies)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

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- [i] Pride comes **before a fall**.  
(Proverb)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

- [j] History gets thicker as it approaches **recent times**.  
(A.J.P. Taylor, English History)

Function : \_\_\_\_\_

Realization : \_\_\_\_\_

[10 marks]