

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua

Sidang Akademik 1998/99

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HEK 121 - Kemahiran Dalam Pembacaan dan Penulisan Bahasa Inggeris

Masa: [ 3 jam ]

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THIS EXAMINATION PAPER CONTAINS FOUR [4] QUESTIONS IN THREE [3] PAGES.

Answer ALL FOUR [4] questions.

Equal marks are allocated for all questions.

1. "An outline is usually written in one or two forms, depending on its purpose and its subject"

Explain with examples.

2. EITHER

It has been claimed that careless errors in writing hinder communication as much as any kind of static hinders conversation.

What kind of evidence would you consider to be relevant to confirming or disconfirming such a claim.

**OR**

McCuen and Winkler (1992) claim that the art of writing an essay, or for that matter of writing anything, is a process. What kind of evidence would you consider to be relevant to confirming or disconfirming such a claim?

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3. Analyse the following article in terms of organization, tone, audience, attitude and purpose.

### **I Blame the Teachers**

Not a day goes by without the usual media headlines informing us of yet more disquieting facts and figures on football hooliganism, drug abuse, child sexual abuse, muggings, rapings and murder. But whenever I hear of a criminal brought to justice I always feel the real criminals go free. Who do I mean? I mean the teaching profession. They know that hidden in their well protected ranks are the people who regularly criminalise the next generation. Not many people will agree with this philosophy but personal experience has reinforced it for me time and time again.

If a child comes into school at the tender age of five or less, from a deprived home with socially inadequate parents schooling will do nothing for him. Indeed it will often exacerbate his problems. Very soon a psychologically unsound teacher will use that child as a scapegoat - the means of keeping the rest of the class in order despite their boredom.

I know this because I've been a scapegoat (although my home wasn't deprived and my parents were socially adequate). I know this because my three children were always in classes where it happened. I know this because my husband was a schoolteacher until utter disillusionment made him throw in the towel. Ask any individual and they can all name a scapegoat, from their schooldays. Ask any individual teacher and they will admit it privately: 'of course it goes on' they say, 'but what can I do about it?' they plead.

I also have written evidence in my postbag every day of the week. Working for an educational organisation is heartrending work. The stories of scapegoating and humiliation in our schools make dreadful daily reading.

... Now, years later, the children that my children saw beaten, humiliated, ridiculed and generally demoralised make news in the local newspapers as thieves, drunks and general hellraisers. They are, of course, punished but the real criminals are still highly respected members of the community and no doubt continue to criminalise their present disadvantaged pupils as do so many members of the highly protected teaching profession. As I said, the real criminals go free. And I say it on behalf of all those who aren't free to do so.

(Janet Everdell, Guardian, 30 September 1986, p. 11, column 1)

.../3

4. It has been said that the SQ3R reading technique can be a useful way of approaching a text in a systematic and enquiring manner.

Explain how you as a reader might apply the SQ3R to a variety of reading tasks at different levels of complexity.