

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua

Sidang 1987/88

HEK 202 - Kemahiran Lanjutan dalam Pembacaan dan
Penulisan Bahasa Inggeris

Tarikh: 8 April 1988

Masa: 2.45 petang - 5.45 petang
(3 jam)

Answer **FOUR(4)** questions. **QUESTION NO 1** and **QUESTION NO. 2** from Section A **MUST** be answered and **ONE(1)** question each from Section B and Section C.

SECTION A

1. Read the following short essay and answer the questions that follow it briefly.

Why Do They Do What They Do?

by Eugene J. Walter, Jr.

Do animals really "play"? Yes, and sometimes it's 1
nothing more than fun and games, as when a monkey
swings from a vine and tosses a stick, or when polar
bears amuse themselves with stones, which they
sometimes balance on their heads. Often, though,
the seemingly frivolous antics we interpret as
"play" are serious.

Play can be viewed as a pleasurable way of 2
developing survival skills. The next time you're at
a zoo, watch how the lion cubs frolic. One will
crouch low against the ground, stalk slowly toward
its littermate and then pounce on the surprised
"victim." That usually touches off a knockabout
wrestling match, with the cubs cuffing each other
harmlessly. Such rough-house sessions occur
frequently among most carnivores such as wolves,
tigers, cheetahs, raccoons, and coyotes. As they
play, these young develop the abilities they need to
become efficient predators.

Among monkeys and apes, playing helps lay the foundation for social order--a requirement for the survival of primate communities. Through play-fighting, a young monkey learns--in a harmless way--where it stands among its peers. The individuals that are most often victorious in the "matches" of infancy are most likely to assume a dominant role when they mature. Others that are lower on the social ladder learn their places early in life. This reduces more violent clashes among the monkeys as adults. 3

Many hoofed mammals engage in play, too. In herds of Mongolian wild horses, the breeding stallion will play-fight with his offspring, thereby helping the youngsters develop the agility they will need when confronted by predators or other stallions. 4

It appears that even whales play. A calf will perform all sorts of acrobatic gyrations on and around its mother, sliding over her tail, standing on its head or slapping its tail or flipper against the water's surface. It's possible that such play helps cement the bond between mother and offspring. 5

And what of birds--do they play? Some ornithologists are convinced that a few of the brainier ones do. The subject needs further inquiry. At this point, it's the mammals who appear to dominate the animal playground. 6

- (a) What is the controlling idea of this piece? Paraphrase it in 3 - 4 sentences.
- (b) Underline the topic sentence for each paragraph after the introduction (Paragraphs 2 through 6). If, in your opinion, there is no clear topic sentence for a paragraph, summarize it in your own words.
- (c) How would you describe the structure of the piece in terms of organization, support and development?
- (d) How does the introduction prepare the reader for the body of the paper?
- (e) What is your opinion about the effectiveness of the piece? Support your answer with evidence from the passage.

(30 marks)

2. Below is a list of readings we have done for this class. Choose two(2) of these readings and compare/contrast them in terms of: (a) method(s) of organization; (b) method(s) of support; and (c) method(s) of development.

Readings

"On Travel by Train", Priestley
"War Games", Black Elk
"Salvation", Hughes
"I Remember..My Little *White* Schoolhouse", Carter
"Anglo vs. Chicano: Why?"
"Letter to a Young Surgeon", Selzer
"Deliverance", Murphy
"Were Dinosaurs Dumb?", Gould
"The Rewards of Living a Solitary Life", Sarton
"Three Workers", Terkels

(30 marks)

SECTION B - Answer either question 3 or question 4

3. Choose one of the readings (from the list above) which you would consider persuasive writing. Discuss this piece in terms of: (a) the type of evidence or "proof" that is provided by the author, and (b) its effect on or appeal to the reader.

(20 marks)

4. In the editing and evaluation of your own or students' writing, one approach is to look at three basic "skill areas": content, organization, and style. What are some of the critical questions related to each of these areas that you would ask about a piece of writing?

(20 marks)

SECTION C -- Answer either question 5 or question 6

5. Define the term "brainstorming". Describe how it is used and why it is useful in the writing process.

(20 marks)

6. When instructing students in paragraph development and/or writing paragraphs, what concepts or terms would you introduce and which of these would you stress?

(20 marks)