# PEPERIKSAAN AKHIR
## SEMESTER KEDUA SESI 2000/2001

<table>
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<th>KOD/NAMA KURSUS</th>
<th>BB2112 ENGLISH FOR ACADEMIC PURPOSES</th>
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<td>TARIKH</td>
<td>28 FEBRUARI 2001 ( RABU )</td>
</tr>
<tr>
<td>MASA</td>
<td>9.00 - 11.00 PAGI ( 2 JAM)</td>
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<td>TEMPAT</td>
<td>DP 1/7 DAN 2/1</td>
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### ARAHAN

1. Kertas soalan ini mengandungi EMPAT (4) bahagian di dalam SEBELAS (11) halaman ber cetak.
2. Anda dikehendaki menjawab SEMUA soalan.
3. Jawapan hendaklah ditulis dalam kertas soalan dengan menggunakan PEN.

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### NO. MATRIK:

(dengan perkataan) (dengan angka)

### NO. KAD PENGENALAN:

### NAMA PENSYARAH:

KUMPULAN:

**JANGAN BUKA SOALAN INI SEHINGGA DIBERI ARAHAN**

SULIT
SECTION 1 (25 marks)

Read the passage below and answer the questions.

1. The educational system encompasses the individual, the society and the nation. Its importance has grown tremendously in this technological and industrial age. Skills acquired in school and knowledge as proven by a student's paper qualifications, are necessary qualifications required for a job. Yet the aims of education are not restricted to merely attaining the necessary qualifications for employment. Education is also a social force, geared to the development of the individual mentally, physically and morally, and eventually towards the attainment of a higher standard of living. But the educational system is not without its defects for education itself may be instrumental in alienating individuals from their own society, from their traditional culture. It is always a pity when one's education alienates one from one's own people.

2. The self-image of an individual is created through membership of a group, either occupational, class dictated, ethnic or religious. The group instills a sense of individual identity. Socialization through education can affect individuals, separating, or alienating them from their social structure. Education is the basis for the intellectual revolution of individuals, prodding them to a gradual awareness of their identity and their relationship with the society. It may open their minds to new ideas and ideals. Social and political systems different from the systems of their own country may cause them to question the value of the latter. For in the process of educating themselves they may question the cultural, traditional or moral beliefs of their family and society at large. The radical change in the individuals' beliefs could lead to an identity crisis. The individuals at this stage may feel alienated from their own people. Their education has taught them to
question values and beliefs that had been their social prop. It may
inculcate in them new and strange ideals and beliefs antagonistic to
those of their family, friends and society. In short they become social
outcasts — the non-conformists.

During the intellectual drive in Africa, many young scholars found
themselves regarded as enemies by their own people. In trying to
teach the knowledge they had gained to their own people, and to
eradicate the superstitious beliefs and practices, they became, to their
own people, "traitors" for they had, because of their western
education, relinquished the traditional and cultural beliefs and
practices. These new intellectuals were further estranged by the new
language they now spoke, the English language. The new language
had brought in itself a new set of values. Although the educated
Africans would have been well received in other parts of the world, in
their own land, among their own people, they were not welcome.
Hence whatever useful technological and scientific knowledge or new
ideas acquired which can be utilized to improve the industrial and
agricultural systems in that country could not be passed on to ignorant
and superstitious masses.

Such alienation occurs even in a developed nation like Singapore with
its modern outlook and way of life. With its varied ethnic structure,
Singapore is unique in that it faces the problem of harmonizing the
different cultures existing in her society. Although culture is learnt
through a language, individuals can still either lose their cultural
identity or exist in a vacuum with no cultural identity at all. In time,
the educated individuals will be pseudo-English, ignorant of their own
ethnic and religious beliefs. "I am a Chinese, I look Chinese. But I
speak English." This line, taken from a local poem, portrays the
dilemma faced by young Singaporeans.
There is not much to be gained by such alienation of educated individuals from their people. The individuals will not be able to survive if their beliefs and values do not reflect those of their society. The education system must introduce changes that will remove the undesirable effects of alienating individuals from their own people, welcoming and accepting innovations without losing their own identity.

Source: Lancaster Student Union Magazine, 2000

Part A (5 marks)

Find words in the passage which are similar in meaning to the phrases given below.

1. Faults or imperfections (para 1)

2. People who behave in an unusual or rebellious way (para 2)

3. To end or wipe off completely (para 3)

4. Lacking knowledge or not well informed (para 3)

5. Represents or shows (para 4)
Part B (5 marks)

What do the following words refer to in the passage?

1. Its (para 1; line 2 )

2. them (para 2; line 17 )

3. It (para 2; line 20 )

4. latter (para 2; line 23 )

5. traitors ( para 3; line 35 )

Part C (15 marks)

1. How is one’s self-image created?

(2 marks)

2. According to the writer, how do individuals become alienated by their society?

(2 marks)

3. Why were the scholars in Africa called ‘traitors’ by their own people?

(2 marks)
4. In your own words explain what the writer means by “it is always a pity when one’s education alienates one from one’s own people”.

(2 marks)

5. In your opinion, is education a threat to the society? Give a reason for your answer.

(3 marks)

6. What is the main idea of the passage?

(2 marks)

7. What is a suitable title for this passage?

(2 marks)

TOTAL /25
SECTION II (25 marks)

Summarize the passage below in about 110 words.

New Uses for Fly Ash

1. In an age when waste today means a lack tomorrow, making use of every available resource becomes more and more important. As coal is being used in greater and greater amounts to produce electricity, larger amounts of ash, a by-product of coal, are produced.

2. When coal is burned in a boiler, two kinds of ash by-product are produced: a heavy bottom ash and a fine-as-powder fly ash that is filtered and captured by precipitators. About 10 to 15 percent of the coal by-product is bottom ash, which is used like sand on icy streets and highways and also on highways as paving material.

3. It is the fly ash, however, that is receiving the greater amount of attention. Once considered a waste, fly ash is now classified as a natural resource in the United states, by the state of Maryland. In accordance with state and federal environmental restrictions, fly ash is placed in controlled landfills, where it is compacted and covered with soil. The seeds of various grasses and plants are then placed in the soil to make the land productive and to provide permanent storage.

4. Fly ash may be used as an additive to concrete in the construction of dams, bricks, and roads, and can replace up to 20 percent of the cement used in concrete. As a by-product of burned coal, fly ash requires no additional expenditure of energy to be produced, where cement production requires greater amounts of energy.

5. Using fly ash in building materials is not a new idea. The Romans used a natural form of fly ash from volcanoes to build their roads and aqueducts, many of which are still standing.

6. In addition to using fly ash as a concrete additive, the technology is available to extract the main mineral components, -alumina, silica and magnetics. Today, extracting these components is a very expensive process, but the time may come when it is cheaper to extract these products from ash than to mine new supplies.

(330 words)

Source: Lines, a publication of Potomac Electric Power Company (PEPCO)
SECTION III (10 marks)

Read the following passage and complete the diagram below.

There are three practical alternatives to oil and gas as the sources of power. The first one is hydro-electric power. Where there are rivers, reservoirs with huge waterfalls can be constructed to operate turbines to produce electricity. Water can be hoisted and recirculated from the spare power produced so that a continuous supply of electricity is guaranteed.

Apart from hydro-electric power, nuclear reactor can also be used to produce consumer electricity. The benefit lies in the small quantity of fuel consumed. Only 250 tonnes of uranium per year are required for a 1000 mega watt station. The drawback is the possible dangers resulting from the escape of radio-active material. Hence, nuclear power stations are built well away from population centres.

Another source of energy is the sun. Heat engines are constructed to produce steam by means of mirrors. A mirror 8 feet in diameter should generate about 200 watts of power. In temperate or cold zones, this method of obtaining power is useless.

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<td>MODES OF PRODUCTION</td>
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<td>DRAWBACKS</td>
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TOTAL /10
SECTION IV (20 marks)

PART A (10 marks)

There are 11 (eleven) grammatical errors in the text below. Underline each error and write the correct form/word above it. The first one has been done for you.

(1) are
Malaysians is polite almost to a fault. We never like to refuse a person or utter the dreaded “no” to a request. Instead, we preferred the dubious “see first” or the ubiquitous “can, can.”

I suppose we are such genial beings— who haven’t heard of the warmth of Malaysians— intent on keeping the peace that we sometimes go out of the way to pretend everything are okay when it really wasn’t. It’s so much easier to tell a white lie, we figure, than disappoint a friend by telling the truth.

It used to bother me a lot when I first return from the US only because I am used to the Yankee habit of talking straight from the hip i.e. direct and frank. Why couldn’t people say what they mean and mean what they said? Why does they have to be so nice only to disappoint you in the end? Take the case of a dinner party where you go to the trouble of preparing all the food only to end up with a lot of wastage because of the many guests who mysteriously developed a headache or cold on the very night itself and call at the eleventh hour to say they aren’t coming.

(10 marks)

Source: Sojourn, December 1992
PART B (10 marks)

Complete the text below by filling in the blanks with appropriate link words/ cohesive devices from the table. The words may be used only once. Number (0) has been done for you.

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Change is a much feared word in today's working environment. It is the reason behind our frustrations and lack of fulfilment. "(0) Yet we wish for change, ______ we find it nearly impossible to live with," noted Dr Scheele, a career strategist and change management consultant. According to her, there are two types of people: Sustainers and Achievers.

Sustainers are those who do well, ______ wait for their bosses to praise and promote them; ______ achievers are those who do well but don't wait for their bosses to acknowledge them. ______, they tell their bosses what they have done and surge ahead.
Dr Scheele talked about a secretary, who after her promotion to executive secretary in a large company, admitted she didn’t know how to conduct herself when she was included in luncheons with the executives.

Dr. Scheele noted that the secretary’s success depends on learning to be like the bosses. _________ she encouraged the secretary to first, listen to her colleagues and bosses’ stories _________ she can comment positively on their wisdom, humour or courage. And _________, ask follow-up questions about the origin or the result of any problem, _________ “What gave you the idea for the project?” or “What did you hope would happen? And “How can I help you get that?”

The important thing to remember said Dr Scheele, is that the secretaries must learn to take control of their careers. She said, “__________ we learn how to control our own careers better, we can contribute more, earn more recognition and rewards, and feel more appreciative of efforts – our own _________ others. We become greater contributors in the fullest sense.”

(10 marks)

Source: Woman at Work, June 1993