

# What's the Remedy?

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The following examples of written work produced by some Malay-medium Form VI students are given so that we can discuss what the teacher might do to help them. Many of the mistakes made are due to previous poor teaching and it is possible that most of them could be eliminated by some better teaching now. The suggestions

for remedial work will be made in the next issue. At the same time we invite all those interested to send in their comments.

The students were asked to continue this composition.

Last week a terrible accident happened five miles from

our town. A bus with thirty children .....

Student No. 1

crashed the lorry. The bus fell in the stream and the fell down beside the road. It happened at Jalan Bakri. Two of thirty children were broke their heard dass two less their hand. Those children was sending to the hospital. The ambulance came to searching bus accident. Many men and women came to see it. When the polices finished their searching the bus took out of the stream with a coine.

Before the children sended to the hospital, they stayed a big house in Jalan Bakri. They was too in. The accident happened infront the shop. When the shopkeeper saw that accident happened he called the other man to help him. Then they telephone to the police station.

Student No. 2

crashed into the river beside the road. Four of them were killed in that accident and about twenty children were in bad injured. The driver and the other who saved in the accident. were sending to their house. Most of them didn't know how to swim especially girls. Those who saved, were all boys.

The parents of the children were that killed were vary sad. They didn't belive that their children were died. The girls who in bad injured cried in pain. They all were sending to the hospital.

The bus was pulled out by the machine  
There was not much damage with the bus.

We hope in future issues to print material written by other students, at both the primary and the secondary level, and then to try and give some hints as to what the teacher, faced with 30 or 40 compositions of the same kind, can do instead of wielding a red pencil for hours.