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GP June Intensive Revision

**Comprehension Learning Skills 5 – Summary Question**

The objective of the summary question is to present the main ideas of a particular section of the passage. It is also the task of the students to answer the summary question in their own words. The question examines the students’ ability to comprehend the passage, extract the information and present them in systematic manner according to the requirement of the question without any grammatical error. To do so, students need to perform the following steps:

(for a level – it must be an independent paragraph that answers the requirements of the summary question)

1. Understanding of the questions
2. Extraction of information
3. Rephrasing of the points
4. Systematic Writing
5. **Understanding of the questions**

Students should ensure that they have a good understanding of the question in the following areas:

* 1. The nature of the summary question – it is important to take note of the nature of summary on whether it is a discussion on the causes of the issue, the effects of the issue, the comparison on the issue and the solutions on the issue as this will affect the words to be used to link the discussion and on how you can make it more coherent

(causes – contributing factors, reasons) / comparison – while, on the other hand)

* 1. The perspective of the question – the view the points to be presented – for example, the views made by the writer on the other views made by others but presented by the writer for discussion.
  2. The focus of the requirement – attend to the areas of requirement in the question – there is a possibility that the areas of requirement may be more than one.
  3. The understanding of the requirement – students must have a good understanding of subjects and implications laid out – this will determine the gist of ideas that need to be summarized.
  4. The source of your points – pay attention to the section of the passage you should extract your points from. From which paragraph?
  5. The word limit – must ensure that your number of words written does not exceed the stated limit.

1. **Extraction of information**

In the extraction of the information from the passage, the students need to follow these steps:

* 1. Mark out the relevant part of the passage
  2. Underline only the part of the sentence or only the words that are relevant to the question. In situation where the words only provide an implication, students may need to write down the implications.
  3. Exclude irrelevant information like – details, examples, elaborations, repetitions, quotations.
  4. Number the points you may have and match the marks given.

1. **Rephrasing of the points**
   1. Rephrasing can be done through **word substitution** – parts of word like adjectives, adverbs and verbs can be replaced by using antonyms or synonyms but it may be difficult to replace certain terms (nouns) which are the subjects of discussion, e.g. education.
   2. **Rephrasing c**an be done by **re-writing the meaning of the sentence – restructure the idea in the sentence** according to the context of the passage when the writer expresses in a figurative manner. (the write demonstrates the point through an analogy or illustration)
   3. Rephrase the abstract and inference meaning of certain terms in the passage based on your understanding of its implications in the passage but if you are not sure, do not rephrase it according to your understanding.
   4. Link the ideas in an orderly manner so that you can see that the various ideas are presented in an orderly manner.
2. **Systematic Writing**

It is important to ensure that the summary is written in a systematic and coherent manner that clearly present the essential points required by the question. To do so, the following steps are needed:

* 1. Ensure that connectors are used to link the various sentences. These connectors can either connect, further explain, show contradictions or compare differences. They are supposed to link all the points to create a cohesive and systematic paragraph.

Ways to connects: subsequently, nonetheless, nevertheless – link sentences

* 1. Order of the ideas – ensure that the order of ideas presented in the passage is logical and has an orderly development. (follow the flow of the passage
  2. Check for grammatical order – an error-free essay is important – be more careful in the areas of grammar, sentence structure, spelling and punctuation.
  3. Ensure that you have the exact number of words. You can increase or decrease the number of words by deleting or adding the adverbs or adjectives used. If the number of words you have written exceeds or short fall of the word limit, please review again the points you have underlined as it implies that you have not extracted the points correctly.
  4. Do use a variety of ways to construct you sentences and make sure that they can reflect the order of presentation.

## 5) Do’s and Don’t’s

* Do not hand in a passage with grid lines but it is advisable for you to draw them in pencils and rub them off if you do not have time to write another new piece.
* Do proper time management based on the allocation of marks, which should be around 25 minutes (8/35 X 90 minutes + 5 minutes).
* Write in complete sentences and use connectors to connect them.
* Write your summary in one paragraph.
* Check the number of words you have written (Use the grids). Write it down.
* Ensure that you have no spelling errors.
* Do not hand in your first draft unless you have no time to correct. Under such situation, rub off the grid lines.

**Practice Question 1**

Besides prejudice and discrimination because of ethnicity or race, there is also discrimination because of religious beliefs. Much traditional discrimination against women and perhaps most discrimination against homosexual is not necessarily based on beliefs about people’s abilities or characteristics but on religious beliefs about the proper roles of the sexes and about the proper forms of sexual behaviour. People may be becoming increasingly offended by the notion of separate roles in life for the sexes, and it has become quite common for gay rights advocates to bluntly call people who disapprove homosexuality “bigots”. However, the principle in these issues is different from those concerning ethnic stereotypes. This issue is often not one of matters of fact but of traditional moral beliefs about sex, usually based on religious moral commandments.

Homosexuality is clearly and strongly prohibited by Leviticus 18:22, which says “Do not lie with a man as one lies with a woman; that is an abomination”. The seriousness of the offence is later driven home at Leviticus 20:13, where it is ordered that the offending parties are to be put to death. Islam has also always strongly endorsed public separation for the sexes. While all these strictures may be regarded as remnants of archaic societies, there are plenty of Jews, Muslims, and Christians who take them at face value as direct and unavoidable commands from God, for which they will be called to account hereafter. For all we know, they might be right, and certainly no one accuses Jews or Muslims of being bigots because they think they are commanded by God not to eat pork.

Religious rules about diet or sexual behaviour are often interpreted purely as signs of obedience to God, or as fulfilling a purpose. For us that God has set beyond our comprehension. It is not unreasonable to abstain from homosexual or other sexual practices or to have separate spheres in life for men and women. Many aspects of such religious commands, of course, like forcing women, or anyone into certain ways of life, or like putting homosexuals to death, violate moral laws.

We therefore cannot have a general respect for all traditional or religious moral principles. Our question about these principles must be instead where we draw the line between what we must forbid as a matter of justice in public life and what we must respect as a matter of private choice. The answer is simple enough: believers can adopt their religious rules, or any rules, for themselves they wish as matters of individual liberty and voluntary association, but if they try to impose their rules by force on us or others, we have every right to stop them. However, if it is just that we don’t like the way they live life because of these rules, we simply do not have to associate with them.

The problem for us arises now where believing employers, or landlords, might not wish to employ, or rent to, those who evidently transgress their religious laws from the Civil Rights Act of 1964, women have been included in anti-discrimination legislation, and homosexuals are now commonly included as well. Many believe that the purpose of such laws is actually to assault religion, both by forcing believers to associate against the principles of their traditional sexual roles and by forcing them to accept homosexuals and associate with them as morally no different from anyone else. The idea that people have a right not to be discriminated against by private individuals in private and voluntary transactions involves a fundamental and extremely dangerous confusion about the very nature of civil rights. When it comes to employment, we may feel certain that discrimination against women or homosexuals on religious grounds is deeply irrational, even offensive to our sense of the good, but it is, after all, the employers who pay the cost of that discrimination and they may be quite willing to pay it for the sake of obedience to God. If we do not believe that somebody should be forced to work for a certain employer against their will, the same freedom of association allows that no employer should be forced to employ a certain person against their will.

Prosecuting people for practicing discrimination in friendships, dating, and marriage could not be far behind, as in politically correct Madison, Wisconsin, where a woman has already been found guilty of practicing “homophobic” discrimination by refusing to accept a lesbian woman who answered her advertisement for a roommate. Advertising for a roommate, it seems, means that, as part of business and commerce, one no longer has freedom of association in choosing the roommate.

Adapted from [www.freesian.com](http://www.freesian.com), 2005

**Using material from paragraphs 2 to 5, summarise the reasons for people abiding by religious rules and why, according to the writer, we should respect their decision to abide by the rules.**

**Use no more than 120 words not counting the opening words which are printed below. Use your own words as far as possible. [8]**

*Some people abide by religious rules because…*

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| **Material from Passage** | **Answer** |
| Homosexuality is clearly and strongly prohibited by Leviticus 18:22…The seriousness of the offense is later driven home at Leviticus 20:13…  (l.12-14) |  |
| there are plenty of Jews, Muslims and Christians who take them at face value as direct and unavoidable commands from God,  for which they will be called to account hereafter.  (l.17-19) |  |
| Religious rules…are often interpreted…as fulfilling a purpose for us  that God has set beyond our comprehension.(1.22-24) |  |
| For all we know, they might be right,  (l.19) |  |
| …if it is just that we don’t like the way they live life because of these rules, we simply do not have to associate with them. (l.36-37) | . |
| it is not unreasonable that abstention form homosexual or other sexual practices or separate spheres in life for men and women.  (l.24-26)  …and what we must respect as a matter of private choice.  (l.30-31)  believers can adopt their religious rules, or any rules, for themselves if they wish, as matters of individual liberty and voluntary association…  (l.31-33) |  |
| Many believe that the purpose of such laws is actually to assault religion, both by forcing believers to associate against the principles of their traditional sexual roles and by forcing them to accept homosexuals and associate them as morally no different from any one else.  (l.40-43) |  |

**Practice Question 2**

It certainly seems that ever-larger portions of the globe are under active reconstruction: being rebuilt by a parallel government made up of a familiar cast of for-profit consulting firms, engineering companies, mega-NGOs, government and UN aid agencies and international financial institutions. And from the people living in these reconstruction sites – Iraq to Aceh, Afghanistan to Haiti – a similar chorus of complaints can be heard. The work is far too slow, if it is happening at all. Foreign consultants live high on cost-plus expense accounts and thousand-dollar-a-day salaries, while locals are shut out of much-needed jobs, training and decision-making. The funds received for the benefit of the victims are directed to the benefit of the privileged few, not to the real victims. Expert "democracy builders" lecture governments on the importance of transparency and "good

governance," yet most contractors and NGOs refuse to open their books to those same governments, let alone give them control over how their aid money is spent.

But if the reconstruction industry is stunningly inept at rebuilding, that may be because rebuilding is not its primary purpose. According to Guttal, "It's not reconstruction at all – it's about reshaping everything." If anything, the stories of corruption and incompetence serve to mask this deeper scandal: the rise of a predatory form of disaster capitalism that uses the desperation and fear created by catastrophe to engage in radical social and economic engineering. And on this front, the reconstruction industry works so quickly and efficiently that the privatisations and land grabs are usually locked in before the local population knows what hit them.

Rapid response to wars and natural disasters has traditionally been the domain of United Nations agencies, which worked with NGOs to provide emergency aid, build temporary housing and the like. But now reconstruction work has been revealed as a tremendously lucrative industry, too important to be left to the do-gooders at the UN. So today it is the World Bank, already devoted to the principle of poverty-alleviation through profit-making, that leads the charge. And there is no doubt that there are profits to be made in the reconstruction business.

But shattered countries are attractive to the World Bank for another reason: they take orders well. After a cataclysmic event, governments will usually do whatever it takes to get aid dollars – even if it means racking up huge debts and agreeing to sweeping policy reforms. And with the local population struggling to find shelter and food, political organising against privatisation can seem like an unimaginable luxury. Even better from the bank's perspective, many war-ravaged countries are in states of "limited sovereignty": they are considered too unstable and unskilled to manage the aid money pouring in, so it is often put in a trust fund managed by the World Bank.

**Using material from paragraphs 2 to 5, summarise the various ways in which aid organizations and related agencies take advantage of disaster-hit countries and victims to benefit themselves, and the reasons why it is easy for them to do so. [8]**

**Write your summary in no more than 120 words, not counting the opening words printed below. Use your own words as far as possible.**

**Aid organizations and related agencies….**

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| **Material from Passage** | **Answer** |
| Foreign consultants live high on **cost-plus expense accounts and thousand-dollar-a-day salaries** (lines 9-10) |  |
| locals are **shut out of much-needed jobs, training and decision-making** ((line 11) |  |
| The funds received for the benefit of the victims are directed to the **benefit of the privileged** few, not the real victims ((lines 11-12) |  |
| most contractors and NGOs **refuse to open their books** to those same governments, let alone give them **control over how their aid money is spent**.( (lines 14-15) |  |
| **uses the desperation and fear created** …((lines 19-20)  **Engage in radical** social and economic **engineering** (line 20) **OR**  It’s not reconstruction at all…it’s about **reshaping everything** ((lines 17-18) |  |
| **privatisations and land grabs are usually locked in …**. (lines 20-22) |  |
| And on this front, the reconstruction industry works so **quickly and efficiently**  **…before the local population knows what hit them**. (line 22) |  |

|  |  |
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| **Material from Passage** | **Answer** |
| reconstruction work has been revealed as a tremendously **lucrative** industry… (line 25)  And there is no doubt that there are **profits to be made** in the reconstruction business. (lines 27-28)  familiar cast **of for-profit** consulting firms…((line 6) |  |
| Foreign consultants live high on **cost-plus expense accounts and thousand-dollar-a-day salaries** (lines 9-10) |  |
| locals are **shut out of much-needed jobs, training and decision-making** ((line 11) |  |
| The funds received for the benefit of the victims are directed to the **benefit of the privileged** few, not the real victims ((lines 11-12) |  |