



Polydisciplinary Faculty of Errachidia
English Studies Department
Semester 1

READING COMPREHENSION AND PRECIS 1

Groups: 1-2-3-4

Prof. HARROUDI - Prof. OUNANA

Academic Year: 2023-2024

1. DESCRIPTION SUCCINTE DU MODULE

Intitulé du module	Reading Comprehension & Précis 1
Semestre de programmation du module	Semester 1
Nature du module	DISCIPLINAIRE
Nombre de crédits	5

2. OBJECTIFS DU MODULE

In order to strengthen comprehension, students need to follow some steps and to acquire some skills. The first thing to do is to read and reread the text. Students must read slowly so as to fully engage themselves in the spirit of the text. Therefore, this module aims to enable the students to the basic skills of reading comprehension through a variety of comprehension texts.

Students can increase comprehension by paying attention to the use of the author of punctuation, his choice of words, his choice of word structures. The use of dictionaries and glossaries give the opportunity to students to understand meanings of words and to learn more synonyms, which they can use when paraphrasing or summarizing.

Students will be asked to read texts from three to five paragraphs to read and answer comprehension questions.

Students will be asked to read texts from three to five paragraphs to read and answer comprehension questions.

These questions are meant to check students' level of comprehension proportionate to the content of the text. Two categories of comprehension questions will be addressed; direct questions and multiple-choice questions.

This module also enables students to summarize short texts by focusing on the main points.

For précis, which literally refers to short forms of texts that give only the important parts, students are required to summarize certain selected paragraphs. This task is done by means of eliminating - unless important - details, examples, statistics, names, dates... To summarize is to condense the original text, highlighting only the main points necessary for the understanding of - particularly - a new reader. In length, a précis is shorter than the original paragraph, in this context.

3. PREREQUIS, CONNAISSANCES ET COMPETENCES A AQUIERIR

LES PREREQUIS

- Good command of the English language, both in written and spoken modes.
- Basic Reading Skills
- Fundamental Writing Skills
- Basic knowledge of English sentence structure and vocabulary.

COMPETENCES A ACQUERIR

At the end of the course, students would be able to:

- Identify and predict unknown words using a variety of strategies including reading, context clues, and knowledge of word structures and letter-sound relationships and inferences.
- Use /apply the skills and strategies of the reading process to comprehend, interpret, and evaluate, what they have read.
- Recognize the usage of reading to develop fluency and understanding of appropriate material.
- Evaluate and assess different texts and make inferences.

Paraphrasing, précis writing and summarizing of unfamiliar comprehension passages

4. DESCRIPTION DU CONTENU DU MODULE

This module is based more on practice. Selected texts are analyzed and studied in class. Students' collaboration and active participation is a key requirement. Exercises include comprehension questions, vocabulary exercises, paraphrasing, summarizing and selecting the main ideas of the passage. The students are supposed to read the corresponding material in either the texts that will be assigned to them or the additional readings before coming to class, so that they will be prepared to discuss it. Students are expected to read extensively outside class, be well prepared, contribute to class discussions and participate in student-centered activities in pairs and small groups. These are the main topic that will be discussed in this module:

1. Strategies to strengthen comprehension skills
2. Paraphrasing techniques
3. Summarizing strategies
4. The use of dictionaries
5. Reading strategies

What does comprehension mean?

The term comprehension means understanding. It is the act or action of grasping ideas or subjects ... and it occurs when readers derive meaning as a result of intentionally interacting with a given text.

What are the levels of comprehension?

- **Literal:** state the fact, specifics, dates, settings...
- **Inferential:** build on these facts. It is about prediction and sequence ...
- **Evaluative:** judge the text based on fact, opinion, validity, appropriateness and comparison, cause and effect.

How to read a text?

- Not in a linear manner.
- Read multiple time
- Find main ideas and connection while reading.

Types of reading

- **Skimming:** reading at a faster pace to get the gist of a text. A quick assessment of the reading material to check if the content is relevant to the purpose of reading Use the Content page to get an overview. Read the first and the last sentence of each chapter/section / paragraph/ to see where the text is going and what it's covering.
- **Scanning:** reading at a faster pace to locate the info. Reading to identify specific info, don't try to read every word.
- **Extensive:** start your own readings, based on the connections you make your coin a list of the most interesting topics or key words and read about them.
- **Intensive:** is a more accurate reading where you go beyond the text and start contemplating about the syntax or grammar It is energy consuming since it is detailed.

How can we improve comprehension skills?

- Work on vocabulary.
- Come up with questions about the text.
- Look up the context (clues).

- Try to derive the main ideas basically break the text into smaller sections.
- Summarize the text.
- Read a lot (again and again).
- Visualize the text.
- Ask questions.
- Keep track of meaning.

Different Types of questions:

- **Factual:** most straight forward question (what, when and who...)
- **Inference:** less direct (why and how)
- **Sequencing:** figuring out the order of event or fact ...
- **Vocabulary:** (in context and out of context)

The Process of Paraphrasing

To paraphrase a sentence is to rewrite the sentence using different words, different grammar, and different word order. A paraphrase has the same meaning as the original sentence and it is about the same length.

Steps in the paraphrase process

1. First, make sure you understand the source itself. Check the definitions of any keywords if you are unsure.
2. Next, put the reading aside and make some notes from memory.
3. Then compare your notes with the reading to make sure you have included all the key information. Redraft your paraphrase if necessary.
4. Place quotation marks around any unique phrases you have borrowed directly from the source. Note that it is OK not to change technical words, as there often will not be appropriate synonyms for these.
5. Make sure to note down the full details of the source so you can properly cite the material.

When paraphrasing:

- ✓ Don't copy the original sentence
- ✓ Don't use too many of the original words
- ✓ Don't change the meaning of the original sentence
- ✓ Don't leave out important information

The process of paraphrasing:

- ✓ Identify grammar structures and key words
- ✓ Change grammar structures
- ✓ Change words
- ✓ Change word order

Grammar structures:

- ✓ **independent and dependent clauses**
- ✓ **word forms:** nouns, verbs, adjectives, adverbs
- ✓ **clauses:** adjective, noun, and adverb clauses
- ✓ **phrases:** prepositional phrases, participial phrases (reduced clauses)

- ✓ **verb phrases:** active voice and passive voice, phrasal verbs
- ✓ **connecting words:** coordinating conjunctions, subordinating conjunctions, correlative conjunctions, conjunctive adverbs transitional words and phrases

Relationships between ideas:

cause/effect, purpose, manner, comparison, contrast, opposition, concession, time, place, condition, addition

Examples of some paraphrasing techniques:

- ✓ Changing positive statements to negative statements and vice versa.
- ✓ Changing the words and word order.
- ✓ Leaving out unnecessary words and information.
- ✓ Changing the sentence structure.
- ✓ Preserving technical terms that don't have appropriate synonyms.

Paraphrasing Example:

Those whose self-esteem is low do not necessarily see themselves as worthless or wicked, but they seldom say good things about themselves.

(*Psychology* by David G. Myers, page 608)

Grammar structures:

- ✓ adjective clause: whose self-esteem is low
- ✓ verb phrase: do not see themselves as worthless or wicked
- ✓ verb phrase: seldom say good things about themselves

Relationships between ideas

- ✓ There are people who have low self-esteem.
- ✓ They do not necessarily see themselves as worthless or wicked.
- ✓ They seldom say good things about themselves.
- ✓ Opposition: but

Key words:

- | | | |
|---------------|---------------|-------------|
| • self-esteem | • necessarily | • worthless |
| • low | • see | • wicked |

- but
- seldom
- say
- good

Synonyms:

- ✓ **self-esteem:** self-worth, self-respect
- ✓ **low:** poor, unfavorable, negative, bad
- ✓ **necessarily:** inevitably, automatically, inexorably, certainly, definitely
- ✓ **see:** view, perceive, describe, think of
- ✓ **worthless:** unworthy, useless, no-good, of little/no value, despicable
- ✓ **wicked:** evil, sinful, bad, immoral, corrupt, dishonourable, unethical, unholy
- ✓ **but:** however, although, though, even though, while, whereas
- ✓ **seldom:** rarely, hardly ever, infrequently
- ✓ **say:** talk, speak
- ✓ **good:** positive, nice, favorable

Possible paraphrases:

- 1) People with low self-esteem don't necessarily view themselves as evil or worthless; however, they rarely talk positively about themselves.
- 2) Although they hardly ever speak favorably about themselves, people who have poor self-esteem do not inevitably perceive themselves as useless or bad.
- 3) People with a low opinion of themselves generally describe themselves in negative terms, even though they don't think they are really bad.
- 4) People with low self-esteem may or may not think of themselves in strongly negative ways, but they rarely say anything positive about themselves.

Introducing paraphrases:

- ✓ According to him...
- ✓ He believes that ...
- ✓ As he believes...
- ✓ Her point is ...
- ✓ In her opinion...

Reporting verbs:

affirm, allege, argue, assert, assume, believe, explain, claim, complain, conclude, contend, demonstrate, describe, discover, discuss, emphasize, estimate, examine, explore, find, illustrate, imply, indicate, inform, maintain, mention, note, observe, predict, present, presume, point out, propose, recognize, recount, reveal, report, say, show, state, stress, suggest, suppose, suspect, tell, verify
Reporting nouns: argument, claim, complaint, conclusion, explanation, point, opinion

Example:

- 1) David Myers points out that people with low self-esteem don't necessarily view themselves as evil or worthless; however, they rarely talk positively about themselves.
- 2) According to Myers, although they hardly ever speak favourably about themselves, people who have poor self-esteem do not inevitably perceive themselves as useless or bad.

Paraphrasing Exercise 1

Paraphrase each part of this sentence in three different ways. It is not illegal in some cultures to be married to more than one woman, but the monogamous relationship is the most common.

(Barron's TOEFL iBT Internet-Based Test 2008 by Pamela J. Sharpe, page 96)

It is not illegal in some cultures to be married to more than one woman

- 1.....
- 2.....
- 3.....

but

- 1.....
- 2.....
- 3.....

the monogamous relationship is the most common.

- 1.....
- 2.....
- 3.....

Combine these paraphrases into three different sentences.

- 1.....

2.....

3.....

Possible Paraphrases

The following quote can be paraphrased in several ways.

It is not illegal in some cultures to be married to more than one woman, but the monogamous relationship is the most common.

(*Barron’s TOEFL iBT Internet-Based Test 2008* by Pamela J. Sharpe, page 96))

- 1) In some cultures polygamy is legal; however, monogamy is found in most cultures.
- 2) Although having more than one wife is allowed in some countries, being married to one wife is the norm.
- 3) Even though polygamy is accepted in some places, monogamy is more widely practiced.
- 4) Although having a multiple number of wives is not against the law in some cultures; most men marry only one wife.
- 5) Most people choose monogamy, even though polygamy is legal in some countries.

In explaining the grammar and vocabulary, I show that chunks of information can have similar meanings:

- **it is not illegal** = is legal, is allowed, is accepted, is not against the law
- **in some cultures** = in some countries, in some places,
- **to be married to more than one woman** = polygamy, having more than one wife, having a multiple number of wives
- **but** = however, although, even though,
- **the monogamous relationship** = monogamy, being married to one wife, marry only one wife
- **is the most common** = most cultures, is the norm, is more widely practiced, most men, most people

Paraphrasing Exercise 2

Paraphrase each part of this sentence in three different ways. Some 10 million girls a year are married off before the age of 18 across the world, according to a UNICEF report released this year.

(“What Is It Like To Be a Child Bride?” by Nel Hedayat, *BBC News Magazine*, October 4, 2011)

some 10 million girls a year

1.....

2.....

3.....

are married off before the age of 18

- 1.....
- 2.....
- 3.....

across the world

- 1.....
- 2.....
- 3.....

according to a UNICEF report released this year

- 1.....
- 2.....
- 3.....

Combine these paraphrases into three different sentences.

- 1.....
- 2.....
- 3.....

Possible Paraphrases

The following sentence can be paraphrased in different ways. Some 10 million girls a year are married off before the age of 18 across the world, according to a UNICEF report released this year. (“What Is It Like To Be a Child Bride?” by Nel Hedayat, *BBC News Magazine*, October 4, 2011)

some 10 million girls a year

1. each year about 10 million girls
2. around 10 million girls per year
3. about 10 million girls every year

are married off before the age of 18

1. are forced to get married before they turn 18 years old
2. are compelled to marry before they are 18
3. are coerced into marriage before they become 18

across the world

- 1. around the world
- 2. all over the world
- 3. throughout the world

according to a UNICEF report released this year

- 1. UNICEF published a report this year that says that
- 2. a report that was published by UNICEF this year states
- 3. a report that came out this year from UNICEF explains that

These sentences can be paraphrased in the following ways:

- 1) A report that was published by UNICEF this year states that each year all over the world about 10 million girls are forced to get married before they turn 18 years old.
- 2) UNICEF published a report this year that says that around the world about 10 million girls per year are compelled to marry before they are 18.
- 3) A report that came out this year from UNICEF explains that throughout the world about 10 million girls every year are coerced into marriage before they become 18.

Paraphrasing Exercise 3

Paraphrase each part of this sentence in three different ways.

Japan has long had deep misgivings about immigration and has tightly controlled the ability of foreigners to live and work here.

(“Strict Immigration Rules May Threaten Japan’s Future” by Chico Haralan, *The Washington Post*, July 28, 2010)

Japan has long had deep misgivings about immigration

- 1.....
- 2.....
- 3.....

has tightly controlled

- 1.....
- 2.....
- 3.....

the ability of foreigners to live and work here

- 1.....
- 2.....
- 3.....

Combine these paraphrases into three different sentences.

- 1.....
- 2.....
- 3.....

Possible Paraphrases

The following sentence can be paraphrased in different ways.

Japan has long had deep misgivings about immigration and has tightly controlled the ability of foreigners to live and work here.

(“Strict Immigration Rules May Threaten Japan’s Future” by Chico Haralan, *The Washington Post*, July 28, 2010)

Japan has long had deep misgivings about immigration

- 1. For a long time Japan has had reservations about immigration
- 2. Japan has had a lot of doubt about immigration for a long time
- 3. For many years Japan has had second thoughts about people immigrating to Japan

has tightly controlled

- 1. has severely restricted
- 2. strictly regulated
- 3. rigorously managed

the ability of foreigners to live and work here

- 1. how immigrants can live and make money in Japan
- 2. how foreigners are able to earn a living and live in Japan
- 3. the way foreign people can work and live here

This sentence can be paraphrased in the following ways:

- 1) For a long time Japan has had reservations about immigration and it has severely restricted how foreigners can earn a living and live here.

- 2) For many years Japan has had second thoughts about people immigrating to Japan and has strictly regulated how they can work and live here.
- 3) Japan has had a lot of doubt about immigration for a long time and it has rigorously managed how immigrants can live and make money in Japan.

Paraphrasing Exercise 4

Paraphrase the following quote in two different ways.

Many babies in Afghanistan die because of traditional practices, such as placing them on the floor to ward off evil spirits, which can cause infection.

(“Save the Children: No Expert Birth Help for Millions”, *BBC News*, 1 April 2011)

- 1.....
- 2.....

Possible Paraphrases

The following quote can be paraphrased in several ways. Many babies in Afghanistan die because of traditional practices, such as placing them on the floor to ward off evil spirits, which can cause infection.

(“Save the Children: No Expert Birth Help for Millions”, *BBC News*, 1 April 2011)

- 1) When a baby in Afghanistan is put on the floor as a way to protect it from bad spirits, it can cause an infection, and many babies have died from these kinds of traditional practices.
- 2) In Afghanistan traditional practices like putting a baby on the floor as a way to ward off bad spirits can cause infection, which leads to the death of many babies.
- 3) Traditional practices in Afghanistan cause many babies to die, such as when babies are placed on the floor to get rid of evil spirits and they get an infection.
- 4) According to traditional Afghani customs, babies are put on the ground to protect them from evil spirits, but many of them die because this practice can lead to infection.

Paraphrasing

Paraphrasing is restating a passage in simpler language. In order to paraphrase well, you must read the passage carefully, understand the meaning of the passage, and rewrite the passage in your own words. This process will help you improve both your reading and writing skills, for it forces you to read the passage closely and allows you to practice your writing skills.

It is important to remember two things when you are writing a paraphrase. The well-written paraphrase has the **same meaning as the original passage and is approximately the same length.**

How to Paraphrase a Written Passage

1. Preview and read. Preview and read the passage closely. You will need to read the passage three or four times for thorough understanding.
2. Underline the key words. Underlining key words will help you decide what is important in each sentence and, consequently, in the entire passage. Remember to look up any words you do not know.
3. Rewrite the passage in your own words. Go through the selection and rewrite each sentence, using different words with the same meaning.
4. Read the paraphrase aloud, correcting any mistakes. To check for a well-written paraphrase, ask yourself the following questions:
 - a. Is the paraphrase approximately the same length as the original passage?
 - b. Has any part of the passage been copied word for word? (If so, then you must rewrite this part.)
 - c. Does the paraphrase have the same meaning as the passage?

Sample: Passage and Paraphrase

The Koala Bear

The koala bear of Australia is a living “Teddy Bear.” Its thick coat of gray fur is just as soft as the beloved toy. The koala has a large head, big ears and small, dark eyes that look at you without expression. Its nose, as black as patent leather, seems too big for the rest of its face.

The koala is a gentle little animal. It is almost defenceless. Only its color protects it from enemies. The koala makes no nest. It just sits in the forked branches of a tree. Unlike a bird, it cannot balance itself with its tail—because it has no tail. It likes gum trees the best because it loves entirely on the leaves of the tree. Sometimes the supply of its special diet is used up. The koala, rather than seek food elsewhere, will stay in its own area and starve to death.

Paraphrase of The Koala Bear

- 1) The koala bear lives in Australia. It is really a “Teddy Bear” that is alive. It has thick gray fur that feels as soft as that of the toy bear. The koala has special features: big head, large ears, and little, dark eyes without expression. As black as shiny leather, the koala’s nose appears to be too large for his face.

- 2) A gentle small animal, the koala has only one way to defend itself from its enemies. Its color is its only protection. Making no nest, the koala just sits where branches fork in a tree. Without a tail, the koala cannot keep itself balanced like a bird. The koala eats only the leaves of gum trees which it likes best. If all of its special food is eaten, the koala will not look for food outside its own area. It will remain where it is and die of starvation.

Paraphrasing Exercise 5 (© E Powell 2013 www.epax.co.uk)

A- Make a different word, using the prompt in brackets.

e.g. development (change to verb) - to develop

e.g. economise (change to noun) - economy

1. To analyse (change to noun)
2. To analyse (change to adjective) :.....
3. Evaluation (change to verb) :.....
4. Theoretical (change to verb) :.....
5. Problem (change to adjective) :.....
6. To expect (change to noun) :.....
7. To agree (change to opposite verb) :.....
8. Organised (change to opposite adjective) :.....
9. To prove (change to noun) :.....
10. To prove (change to opposite verb) :.....

B Finish these paraphrased sentences by changing the word/word type and grammar.

e.g. We studied the statistics then applied for funding.

- After _____ the statistics, we made an _____ for funding.

- After studying the statistics, we made an application for funding.

1. We were concerned about her health.

We had some about her health.

2. The council cut funding so we could not provide free parking.

Because of council funding, there was no.....for free parking.

3. His proposal was a failure as it was too theoretical.

His proposal..... because it relied too much on

4. As the emphasis was only on the UK, there were weaknesses in the evidence.

Bythe UK only, the evidence was

5. As the emphasis was only on the UK, there were weaknesses in the evidence.

As the emphasis was only on the UK, the evidence was not.....

C Decide which paraphrase is better. (NB! Remember, your essay should not just be one long paraphrase, even a good paraphrase!)

1. Adverts are a major part of everyday life.

Paraphrase 1

Advertising is an important feature of daily life.

Paraphrase 2

The influence of adverts can be felt in all aspects of our lives.

2. Adverts for the soft drink, Tango, have recently been banned for possibly encouraging playground bullying.

Paraphrase 1

Advertising for the fizzy drink, Tango, have been disallowed recently for potentially leading to school bullying.

Paraphrase 2

A ban on Tango adverts has been implemented recently, as some felt the content could encourage school bullies.

3. Opinion is divided over what impact, if any, advertising has on children. What is beyond question is that many people, parents in particular are worried about its effects. 88% of Swedes supported their government's ban on children's TV adverts in 1991 (Willows, 2009) while 36% of adults in the UK thought that advertising was damaging to their children (Sidle, 2011).

Paraphrase 1

There is little agreement on the effect of advertising on children, though it is undoubtedly a concern, especially for parents. When Sweden banned children's TV adverts in 1991, 88% of the population supported the decision (Willows, 2009), while in the UK, over a third of adults thought advertising could damage their children (Sidle, 2011).

Paraphrase 2

Views vary on what possible effect advertising can have on the young. What is without doubt is that most people, especially parents, are concerned about the impact. 88% of Swedish people were in favour of their government's ban on advertising on children's television (Willows, 2009), and in the UK, 36% of adults believed adverts were harmful to their offspring (Sidle, 2011).

D Paraphrase the following.

1. For many people across Europe, the introduction of the Euro has lead to price rises in many everyday goods.

2. Women have traditionally been seen as mothers and home makers and it is only in recent years that they have been making significant inroads into the job market. There is still a long way to go before they achieve complete equality with men but the situation has definitely improved.

3. In the 1920s, an American academic, Elton Mayo, researched the effects of the physical environment on the productivity of workers. The result, known as the Hawthorne Studies, named after the electric company where it took place, showed that workers could be motivated to work harder by making small changes to the workplace, such as altering the lighting or the layout of a room.

E Summarise the following paragraphs in the number of words in brackets.

1. Research on children's advertising would not seem to support a ban. Psychology professor, Adrian Furnham, argues against any restrictions, noting "Peer influences and parenting styles are massively more influential in determining children's behaviour and achievements than advertising" (Stokes and Brown, 2011). Furthermore, a German study points out that, on average, children between three and thirteen years old spend only 1.4% of their waking time watching adverts. That said, in the UK, this translates into 18 000 adverts a year (Grissom, 2010). However until there has been definitive research linking behaviour to advertising, it would seem premature to argue for a ban, but perhaps some regulation is needed, especially given parents' concerns. (60 words)

2. One restriction would arguably be on food advertising. 95% of these during children's television programmes were for products high in fat, salt or sugar (Grissom, 2010) and many, including the World Health Organisation, believe that there is a link between such foods and increasing levels of obesity and high blood pressure. Yet for every \$1 spent by the WHO to combat these effects of a poor diet, the global food industry spends \$500, part of an annual industry worth \$25 billion (WHO, 2009). It is obviously not a fair fight and as children's health is at stake, there is a strong case for a limitation on food advertising to the young. (30 words)

3. This could well help children. However, the downside of any such regulation could be damage to business, such as to the above mentioned food industry who would obviously see profits fall. Another less direct casualty would be children's television. At present, this industry is heavily reliant on advertising revenues. Martin Bowley of the media organisation Carlton Sales, remarked "Without TV advertising in the UK, the ability of commercial TV stations to deliver high quality programmes to young people would be severely affected" (BBC, 2007). Of ITV's £39 million children's commissioning budget, £11 million came from advertising (BBC, 2007). The removal of this support could lead to jobs losses, and a flood of cheap American exports. There is also the wider implication of any ban, with many within the EU saying it would contravene the whole idea of free trade in goods and services that the EU is based on, and would in fact be illegal. (20 words)

Answers

A

1. analysis
2. analytical
3. to evaluate
4. to theorise
5. problematic
6. expectation
7. to disagree
8. disorganised
9. proof
10. to disprove

B

1. We had some **concerns** about her health.
2. Because of council funding **cuts**, there was no **provision** for free parking.
3. His proposal **failed** because it relied too much on **theory**.
4. By **emphasising** the UK only, the evidence was **weak**.
5. As the emphasis was only on the UK, the evidence was **not strong**.

C

1. Paraphrase 2 (paraphrase 1 just word substitution, not changed enough)
2. Paraphrase 2 (paraphrase 1 just word substitution, not changed enough)
3. Paraphrase 1 (paraphrase 2 just word substitution, not changed enough, even though there are references)

D

1. For the majority of the European population, the Euro resulted in higher prices for many daily items.

With the Euro came an increase in prices on a range of common goods for most people.

2. As women have moved into the job market, they have left behind their traditional roles as housewives and mothers, and seen their situation generally improve, though equality with men is still some way off.

Though not yet equal to men in the job market, women are generally in a stronger position now than in the past when they were more restricted to traditional roles in the home.

3. Almost a hundred years ago, Elton Mayo, a US academic studied how workers could be influenced by their environment, and in his report, the Hawthorne Studies, he proved that by changing minor aspects of the workplace, such as lighting, workers could be encouraged to work harder.

The Hawthorne Studies undertaken by an American academic in the early 20th century, investigated links between environment and productivity, and demonstrated that the latter could be increased by making small physical changes to the workplace, for example altering a room's layout.

E

1. There is little research to support a ban on children's advertising as it does not seem to be that influential. One expert, Professor Furnham, argues parenting style and peer pressure are more important (Stokes and Brown, 2011), while a German study (Grissom, 2010) points out that children actually spend very little of their time, only 1.4%, watching adverts. (58 words)

2. Given growing health problems in children, there is an argument for banning adverts for unhealthy food, especially as the food industry far outspends those trying to promote a more balanced diet. (31 words)

3. Any advertising ban could harm the food and children's TV industries, plus could be impossible to enforce and potentially illegal. (20 words)

Paraphrasing Exercise 6

ACTIVITY 1

*Read the original text below. Highlight the words that you think are specialised words or words that **should not be changed** when paraphrasing. Underline the words which **should be changed**.*

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information based service economies, whilst

manufacturing has been moving to low wage countries. In a knowledge and information based economy, knowledge and information are the key ingredients in creating wealth.

(Source: Laudon & Laudon 2002, *Management information systems: managing the digital firm*, Prentice Hall, New Jersey.)

ACTIVITY 2

*Read the two paraphrases of the original text below. Select the statement that describes the **most appropriate paraphrase**.*

Paraphrase 1

The United States, Germany, Japan and other economies are being dramatically changed from industrial economies to knowledge and information based service economies as manufacturing shifts to countries where the wages are low cost. In a knowledge and information based economies, knowledge and information are the focus in economic growth (Laudon & Laudon 2002).

Paraphrase 2

There has been a dramatic change in economies such as the United States, Japan and Germany from industrial to service economies involved in knowledge and information. As manufacturing shifts to countries where wages are low, economic growth and information economies must focus on knowledge and information production (Laudon & Laudon 2002).

- (a) Paraphrase 1 is acceptable because it closely follows the sentence structure of the original.
- (b) Both paraphrases are acceptable because some of the keywords have been changed.
- (c) Paraphrase 2 is not acceptable because the sentence structure has been changed.
- (d) Paraphrase 2 is acceptable because both the sentence structure and the keywords have been changed.
- (e) Paraphrase 2 is unacceptable because the subject of the first sentence is different from the original, i.e. 'dramatic change' rather than 'the United States, Germany and Japan'.

ACTIVITY 3

*Find the words in Paraphrase 2 that replace the key words in the original text **highlighted below**.*

Paraphrase 2

The United States, Germany, Japan and **other industrial powers** are being **transformed** from industrial economies to knowledge and information based service economies, **whilst** manufacturing **has been moving** to **low wage countries**. In a knowledge and information based economy, knowledge and information are the **key ingredients** in creating wealth.

other industrial powers:.....

transformed :.....

whilst :.....

has been moving :.....

low wage countries :.....

key ingredients :.....

ACTIVITY 4

Build a paraphrase. Read the original text below and build a paraphrase from the selection of phrases provided on the next page.

Information systems make it possible for business to adopt flatter, more decentralised structures and more flexible arrangements for employees and management. Organisations are trying to become more competitive and efficient by transforming themselves into digital firms where nearly all core business process and relationships with customers, suppliers and employees are digitally managed (Laudon & Laudon 2002).

How would you begin your paraphrase?

Business can develop ...

- (a) more decentralised structures,
- (b) flatter, less centralised structures
- (c) centralised arrangements

Write Your Paraphrase Here

.....

.....

.....

.....

.....
.....
.....
.....

Now ask your partner/group to peer review your paraphrase.

You can also compare your paraphrase with a sample version overleaf.

ANSWERS

ACTIVITY 1

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information based service economies, whilst manufacturing has been moving to low wage countries. In a knowledge and information based economy, knowledge and information are the key ingredients in creating wealth.

ACTIVITY 2

(d) is correct – both the sentence structure and keywords have been changed.

ACTIVITY 3

other industrial powers : economies such as
transformed : dramatic change
whilst : as
has been moving : shifts to
low wage countries : countries where wages are low
key ingredients : focus on

ACTIVITY 4

Business can develop (b) flatter, less centralised structures....

Sample Paraphrase

Business can develop flatter, less centralised structures, as well as arrangements which allow for greater flexibility, through the application of information systems. The pressures of competition and efficiency require organisations to become digital companies where core dealings with customers, suppliers and employees are facilitated electronically.

(This exercise adapted from RMIT University Study & Learning Centre 2005, Paraphrasing, RMIT, Melbourne, <
https://www.dlswb.rmit.edu.au/lsu/content/4_writingskills/writing_tuts/paraphrase_ll/activity.html>.)

How to Write a Summary

Lesson Objective

In this lesson, you will practice using your own words to explain the main idea of something you have learned. This is called *summarizing*. We summarize for a variety of reasons in both speaking and writing. In this lesson, we will focus on writing summaries of texts.

Warm-Up

A. Writing

Find an article or blog post (no more than three paragraphs) and try to find the main idea. Highlight the three most important details in the text. Discuss the following questions with a partner

1. What type of work did you choose?
2. What was the piece mainly about?
3. What were the three most important details in this piece?

B. Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing the words in context in this lesson.

1) Summarize	11) necessary, essential
2) Paraphrase	12) shortened
3) attributive tag	13) to the point, brief
4) relevant	14) to shorten someone's work into the main idea and important details
5) sparingly	15) to reword in one's own words (crediting the original source)
6) condensed	16) to mark up or add notes to a document
7) objective	17) without one's own personal ideas
8) concise	18) in a limited way
9) proofread	19) to do a final check for mistakes in a text
10) annotate	20) a phrase that indicates who the original author is

Introduction to Summarizing

A. What Is a Summary?

A summary is a condensed overview of the main idea(s) and essential details of a longer work (e.g., an article or story). A summary should be objective and concise. It should be able to stand alone as its own work. The target audience is a reader who is not familiar with the original work.

Parts of Speech summary (n): a short description in one's own words about the main idea and essential parts of a longer piece

summarize (v): to shorten a longer piece using in one's own words

B. What a Summary Is NOT

When you summarize, you use your own words but NOT your own opinions, ideas, or interpretations. You use attributive tags (e.g., *the author suggests...*) to show that the ideas are not your own.

A summary is NOT an outline. An outline is a summary in point form. You can write an outline first. Then you can use your notes to write a summary in paragraph form. A summary may be one paragraph or a few, depending on the length of the original work.

A summary does NOT include specific details such as dates, times, and statistics.

Rule of Thumb Use direct quotes sparingly in a summary. Only quote directly from the source if you cannot paraphrase an idea in your own words. If you must use exact wording within your summary, use quotation marks around it and credit the source.

Task 1

Look at the text on this page of the lesson. Identify the title. Circle the main idea. Place a star beside three relevant points that relate to the main idea. Place an X beside information that is irrelevant or unnecessary to the general idea of this page.

Task 2

Choose a topic from ESL Library's Historic Events section. Ask your teacher to provide you with the reading (page 2) from the topic you choose. You will use this reading at a later time.

<https://eslibrary.com/courses/98/lessons>

3 Reasons for Summarizing

There are many different reasons your teacher, employer, or friend may ask you to summarize something. Here are few of the main reasons why it's important to learn this skill.

	Reason	Explanation
1	to demonstrate comprehension	If you can write a summary, you know what a text is about. In an academic setting, it is important for your instructor to know that you understand the main idea of the content.
2	to find the important parts	An important reading skill is being able to easily find the most important parts and to ignore the parts that aren't essential. Summary writing requires you to practice and demonstrate this real-life skill.
3	to report to others	In the real world, you often need to summarize content to help others learn what they have missed. In a work setting, your colleagues may be unable to attend a presentation or read a report. In an academic setting, you may need to summarize a lecture that a friend missed.

Task 3

1. Read the article from the Historic Events topic you chose in Task 2. Write five Wh-Questions that relate to the main idea.

.....

.....

.....

.....

2. Write three details from the Historic Events article that are irrelevant to a summary on this topic.

.....

.....

.....

.....

.....

Formatting a Summary

A summary is formatted in paragraph form. One paragraph is long enough to summarize a short article, story, or film. A summary is usually written in the present tense. It follows the traditional format of a paragraph. It should include:

1. an introductory (topic) sentence (includes the title and author) that briefly tells the reader what the piece is about
2. three to five supporting sentences that relate to the central idea (about one sentence per section of original text, in logical order)
3. attributive tags to show that thoughts are not the writer's own (avoid direct quotes if possible)
4. a concluding sentence that rephrases the main idea

Task 4

Read the example summary to the right and annotate it.

1. Circle the introductory sentence.
2. Place a star above the title of the original source.
3. Place two stars above the author's name.
4. Cross out the sentence that introduces the summary writer's own opinion.
5. Draw a squiggly line under the concluding statement.

Example Summary

In "Research Writing with Digital Tools," ESL Library's guest blogger Shelly Terrell offers teachers tips and resources for helping English language learners improve academic writing skills through technology. Terrell claims that ELLs need extra help learning how to organize and present their thoughts in writing. She offers four main suggestions to teachers. First, she provides resources that help students improve on process writing, such as *ReadWriteThink* and *Creately*. Next, she covers the importance of developing research skills. Terrell recommends several social bookmarking tools, including *Pinterest*. Terrell also emphasizes the importance of learning how to cite sources. She mentions academic style guides and identifies apps that make citing easy, including *Easy Bib*. Citation generators should not be used unless ELLs already know how to

cite sources. Lastly, Terrell notes that feedback requires a “safe environment.” She suggests using tools such as audio and video feedback. In summary, Shelly Terrell shares several tips and tools to help ELLs with their research and academic writing. “Research Writing with Digital Tools”

<http://blog.esllibrary.com/2015/03/25/digital-tools/>

Writing a Summary

A STEP-BASED APPROACH

When summarizing in writing, use paragraph form. You can summarize a short article in a single paragraph. It may take a few paragraphs to summarize a longer work, such as a novel. Follow these steps to create a summary of a short text, such as an article.

1. Read the article once.
2. Reread the article armed with a pen and a blank piece of paper.
3. As you reread, write down the title and author of the original work.
4. Find the main idea. (*Why was this text written?*) Circle it.
5. Divide the article into its main sections. Draw boxes around them.
6. Place a star beside one important detail in each box.
7. Read the starred parts over to yourself.
8. Put the original article away.
9. Write the main idea in point form on your paper.
10. Write points for each important detail (look at the article if necessary).
11. Get a new piece of blank paper. Use your notes to write a paragraph that summarizes the article.
12. Read the original work again.
13. Reread your summary and add any key parts you missed.
14. Omit any parts in your summary that are not central to the main idea. Make sure you haven’t introduced your own personal opinions.
15. Make a final copy of your summary. (Proofread it the next day.)

Reference

SENTENCE STARTERS FOR SUMMARIZING

How you word your summary is important. You need to be concise and objective. Here are some useful words and phrases to use in your summary. Keep this page handy when you move on to the Writing Challenge.

Use	
Introductory Sentence	<ul style="list-style-type: none">• In “ (title) ,” (author) covers/writes about/discusses (main idea / theme) .• As (author) explains in “ (title) ,”...• (author) , in “ (title) ,” focuses on...
Main Idea	<ul style="list-style-type: none">• The piece covers...• “ (Title) ” is a story about...• The article/piece is mainly about...• The main point the author makes is...
Relevant Details	<ul style="list-style-type: none">• As (author) notes/tells us, ...• A report about (topic) claims that...• (author) argues that...• The article/piece/text says that...• According to (author) , ...
Summing Up	<ul style="list-style-type: none">• In short, ...• To summarize, ...• In summary, ...• In brief, ...• To conclude, ...• As mentioned, ...

Attributive Tags

THE AUTHOR / NAME / HE / SHE...

•	believes	•	insists	•	reminds
•	claims	•	informs	•	reports
•	demonstrates	•	maintains	•	says
•	suggests	•	notes	•	states
•	emphasizes	•	observes	•	explains

Comprehension Check-In

Work with a partner and answer the following questions based on the lesson so far.

1. What is this lesson mainly about?
2. What part of speech is the word “summary”?
3. How is summarizing used in the real world?
4. What can writers use to avoid introducing their own opinions in a summary?
5. How should a summary be formatted?
6. What should writers do after they write their first draft of a summary?

Writing Challenge

SUMMARIZING

1. Choose a news article or informational text to work with.
2. Follow the steps on page 5.
3. Go through the checklist below.
4. Submit your summary to your teacher.

A Checklist

SUMMARIZING

Writing Challenge

SUMMARIZING

1. Choose a news article or informational text to work with.
2. Follow the steps on page 5.

3. Go through the checklist below.
 4. Submit your summary to your teacher.
- ❖ Did I read the original text carefully?
 - ❖ Did I take notes as I read the second time?
 - ❖ Did I note the title and author in my topic sentence?
 - ❖ Did I identify the main idea of the text?
 - ❖ Did I find three or more relevant details that relate to the main idea?
 - ❖ Did I use attributive tags?
 - ❖ Did I avoid introducing my own opinion?
 - ❖ Did I omit details that were too specific (e.g., facts, stats)?
 - ❖ Did I include a concluding statement?

Useful Phrases for Summary Writing

The text

- is about...
- deals with...
- presents...
- describes...

The author (the narrator)

- says, states, points out that...
- claims, believes, thinks that...
- describes, explains, makes clear that...
- uses examples to confirm/prove that...
- agrees/disagrees with the view ...
- contradicts the view
- criticises/analyses/ comments on...
- tries to express...

About the structure of a text:

- The text consists of.../maybe/is divided into...
- In the first paragraph/exposition the author introduces...

In the text

- the reader gets to know...
- the reader is confronted with...
- the reader is told about...
- argues that...
- suggests that...
- compares X to Y...
- emphasizes his point by saying that...
- doubts that...
- tries to convince the readers that...
- concludes that...

- **In the second part of the text/ paragraph the author describes...**
- **Another example can be found ...**
- **As a result...**
- **To sum up/ to conclude...**
- **In his last remark/ with his last remark/statement the author concludes that...**

Summarize Exercise 1

Original text

The first principle of a modern plan for traffic is to separate through traffic from local traffic. The American Automobile Association has said that from one half to three-quarters of the automobiles in the downtown area have destinations elsewhere and are simply passing through because no convenient alternative route exists. It is short-sighted of business firms to insist upon having major arteries pass their doors. Through traffic discourages local people from driving downtown to shop.

Summary

A good traffic plan must first separate through traffic from local traffic. Through traffic, which reportedly accounts for the majority of traffic in city cores, deters local customers from frequenting downtown businesses.

A VIEW ON PRÉCIS WRITING

The word précis is derived from French and it means summary. Précis writing means the art of summarizing. It is one of the most useful skills you can learn for your work both as a student and as a professional. Précis writing involves summarizing a document to extract the maximum amount of information, then conveying this information to a reader in minimum words. A précis then is a clear, compact logical summary of a passage. It preserves only the essential or important ideas of the original text.

How should a writer begin to write a précis?

1. Read and annotate the article or text.
2. Reflect on the author's purpose.
3. Consider the kinds of evidence the author uses.
4. Restate the author's thesis in your own words.
5. Write a one or two sentence summary of each section or subdivision of the article.

How to write a critical précis

1. Read the original piece of writing carefully.
2. Specify its main points and arguments.
3. Consider the evidence used by the author.
4. Check unfamiliar material (definitions, statements, unknown words, data, etc.)
5. Identify the arguments used by the writer.
6. Evaluate how the author conveyed meaning.
7. Restate the thesis.

Characteristics of good précis

A good précis shows the writing skills of a person. It must have the following qualities.

1. Clarity

Clarity means getting your message across so that the receiver can understand what the writer is trying to convey. It is the basic and essential characteristic of a précis. The ideas should be clear and understandable. There should not be any ambiguity in your writing. The writer can achieve clarity by using simple language and simple structure. If your précis is not understandable to the readers, it will lose its importance and meaning for them.

2. Correctness

Mistakes in writing always irritate the reader. Of course mistakes are never intentional, but there is no excuse for them. At the time of writing or composing a précis, the writer must make sure that the facts and figures are correct. Structure of sentences and spellings of words must be correct because a single mistake in structure and spelling may spoil the message.

3. Objectivity

Objectivity means the ability to present or view facts uncolored by feelings, opinions and personal bias. While making a précis, the writer should adopt an objective approach. He should not give and add his personal opinion and ideas in a précis. A précis should be purely a summary of the original text without any addition.

4. Coherence

Coherence means the logical and clear interconnection of ideas in a written piece of work. A good précis should be coherent. The ideas which are presented in a précis must have a logical connection and they all should be interrelated. In short we may say that the ideas should be well knitted so that the writer may not be confused and lose his interest.

5. Completeness

Another striking feature of a good précis is completeness. A précis should be complete. Completeness means that the writer should include all the important facts in a précis. He should not omit the important ideas. An incomplete précis on the part of the writer spoils its importance and meaning.

6. Conciseness

Conciseness is a desirable quality of a good précis. Conciseness means saying all that needs to be said and no more. The writer should write what is necessary and avoid writing unnecessary details. A concise piece of work conveys the message in the fewest possible words. But one point must be kept in mind. The writer should not omit some basic and essential facts to achieve conciseness.

Here are some tips to achieve conciseness:

- Omit unnecessary details
- Eliminate wordy expressions
- Include only relevant material
- Avoid unnecessary repetition

Rules for making a précis:

A well written précis should be a substitute for the original work. The goal of a précis is to preserve the core essence of the work in a manner that is both clear and concise. While writing a précis, the writer should follow some rules to make it an effective piece of work. Among these rules:

- Reading Carefully: First read the passage carefully twice or three times to summarize it. This will enable you to understand the main theme of the passage.

-Underlining: Underline and mark the important ideas and essential points from the original text.

-Outlining: With the help of the underlined ideas, draw the outline of your précis.

-Omission: Omit all the unnecessary information or the long phrases which could be replaced by one word. Some additional adjectives and adverbs can also be omitted in order to make a good précis, but never omit the important points and ideas which are essential.

-Size: Keep in your mind that the length of the précis should be one third of the original passage.

-Indirect speech: A précis should be written in indirect speech. If there is direct speech in the passage, it should be changed into indirect speech.

-Own words: A précis should be written in your own words and the writer should abstain from borrowing words from the original passage.

-Précis of a dialogue: The précis of a dialogue or conversation should always be expressed in form of a narrative.

-Objective approach: A précis writer should adopt an objective approach. He should not add his personal ideas to a précis.

-One paragraph: There could be two or more paragraphs in the original text. While making the précis, try to write all the ideas in one paragraph.

-Rough draft: After omitting all the unnecessary ideas, the writer should prepare a rough draft to finalize it.

-Final draft: Having read the rough draft and pointed out some mistakes which may be found in this first draft, the writer goes on to prepare the final draft.

Difference between a Summary and a Précis

Précis	Summary
A small replica or a model of any passage or article	Shortened description of any passage or article
Precis must have an apt heading/title	The heading is not so important but reference to the original sources should be mentioned as ('A summary of ...')
It always maintains the order of the original piece and is always in written format	Not specifically have to maintain the order and can be written as well as spoken
Only the absolute essential points are mentioned in a Précis	Covers all the important points in the briefest form, mentioned in a piece of writing
It uses the same tone and mood (as given in the writing piece) to express the idea. i.e. it retains the original idea and voice of the given piece of writing, article or anything	This is expressed in the readers or listeners' own words. It omits details and does not include the interpretation as originally mentioned in the article, writing, speech etc.

In a Précis, the reader reads a piece of information and has to extract the main idea that is being talked about.	In summary, the reader or listener decides what are the main points that need to be expressed from the given piece.
A précis as is a replica of the original message and must mention the conclusion as well.	A summary does not need a conclusion unless the original piece ends with an important message
Maintains the keywords, Data and Concept from the source	This expresses the main idea of each paragraph and evidence in support of that idea from the original source

Text 1

IT'S HIGH TIME MEN CEASED TO REGARD WOMEN AS SECOND-CLASS CITIZENS

This is supposed to be an enlightened age, but you wouldn't think so if you could hear what the average man thinks of the average woman. Women won their independence years ago. After a long, bitter struggle, they now enjoy the same educational opportunities as men in most parts of the world. They have proved repeatedly that they are equal and often superior to men in almost every field. The hard-fought battle for recognition has been won, but it is by no means over. It is men, not women who still carry on the sex war because their attitude remains basically hostile. Even in the most progressive societies, women continue to be regarded as second-rate citizens. To hear some men talk, you'd think that women belonged to a different species!

On the surface, the comments made by men about women's abilities seem light-hearted. The same tired jokes about women drivers are repeated day in, day out. This apparent light-heartedness does not conceal the real contempt that men feel for women. However, much men sneer at women, their claims to superiority are not borne out by statistics. Let's consider the matter of driving, for instance. We all know that women cause far fewer accidents than men. They are too conscientious and responsible to drive like maniacs. But this is a minor quibble. Women have succeeded in any job you care to name. As politicians, soldiers, doctors, factory-hands, university professors, farmers, company directors, lawyers, bus-conductors, scientists and presidents of countries they have often put men to shame. And we must remember that they frequently succeed brilliantly in all these fields in addition to bearing and rearing children.

Yet men go on maintaining the fiction that there are many jobs women can't do. Top-level political negotiation between countries, business and banking are almost entirely controlled by men, who jealously guard their so-called 'rights'. Even in otherwise enlightened places like Switzerland women haven't even been given the vote. This situation is preposterous! The arguments that men put forward to exclude women from these fields are all too familiar. Women, they say, are unreliable and irrational. They depend too little on cool reasoning and too much on intuition and instinct to arrive at decisions. They are not even capable of thinking clearly. Yet when women prove their abilities, men refuse to acknowledge them and give them their due. So much for a man's ability to think clearly!

The truth is that men cling to their supremacy because of their basic inferiority complex. They shun real competition. They know in their hearts that women are superior and they are afraid of being beaten at their own game. One of the most important tasks in the world is to

achieve peace between the nations. You can be sure that if women were allowed to sit round the conference table, they would succeed brilliantly, as they always do, where men have failed for centuries. Some things are too important to be left to men!

Questions

I. Vocabulary

1- Give the synonym of the following words as they are used in the text

- Bitter:
- Conceal:
- Sneer:
- Prove:
- Shun:

2- Using your own words, explain the following words according to the meaning in the text

- Struggle:.....
- Light-hearted:
- Unreliable:
- Due:
- Cling:

II. Comprehension

Answer the following questions using your own words

1. Why would not we think that this age is an enlightened age?
2. What is the real contempt that men feel for women?
3. How have women been able to put men to shame?
4. What are the arguments that men put forward to refuse women’s abilities in some fields?

III. Paraphrase

Paraphrase the following sentences

- ‘They have proved repeatedly that they are equal and often superior to men in almost every field’.
- ‘The same tired jokes about women drivers are repeated day in, day out’
- ‘And we must remember that they frequently succeed brilliantly in all these fields in addition to bearing and rearing children’
- ‘Some things are too important to be left to men!’

IV. Summarize the text in more than 100 word.

.....

.....

.....

.....

.....

.....

Text 2

Read the following text and answer the questions below

Education

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development. Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which are known as *social engineering*. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary

education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

A. Using your own words, explain the following words according to the meaning in the text

1. Encompasses:
2. Promote doctrines:.....
3. Tertiary education:.....

B. Answer the following questions according to the text.

1. What is a curriculum?
2. How many types of education are mentioned in the text? What are they?
3. What is social engineering?
4. Which institutes provide tertiary education?
5. How is tertiary education different from the other types of education?

C. Choose the right answer according to the text.

1. A definition of education includes:

- a. the process of teaching,
- b. the process of teaching and learning.

2. Everywhere in the world children go to primary schools:

- a. at the same age,
- b. the age may differ.

3. Tertiary education refers to:

- a. primary education,
- b. secondary education,
- c. post-secondary education.

4. Tertiary education is:

- a. optional,
- b. compulsory,
- c. vocational.

D. Match the words in column A with those in column B to form collocations

A	B
1.Private	a. education
2. School	b. institute
3. Learning	c. goals
4.Formal	d. year
5.Academic	e. objectives
6.Educational	f. sector
7.Basic	g. system
8.Compulsory	

E. Fill in the blanks with words related to education.

1. You need an educational in mathematics if you want to be an engineer.
2. Something should be done to reform the educationalof developing countries.
3. Universityfind difficulties to get a job nowadays.
4. One educational.....for developing countries would be at least aeducation for every citizen.
5. Putting an end to adult.....;..... ..is another priority for developing countries.

F. Using your own words, paraphrase the following paragraphs:

1) Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development. Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

.....

.....

.....

.....

.....

.....

2) Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

.....
.....
.....
.....
.....
.....
.....
.....

G. Write a summary of the text in no more than 1/3 of the original text (135 words).

.....
.....
.....
.....
.....
.....
.....
.....

H. In a short paragraph, comment on the text.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Read carefully the following passage and answer the questions below:

It is evident that there exists a relation between social media and their impact on the youth's change in behaviour. Today, young generations grow up having great contact with different kinds of social media. They are easily acquiring 'digital literacy' and live in a digital world to which adults are only 'naturalized citizens'. Tapscott (1998), for instance, talks of growing up in a digital environment referring to the youth as the —Net Generation. Children are socializing in a hybrid virtual space, learning in innovative ways, creating a new language and practicing multicultural values.

Still, social media has also resulted in online sexual victimization among the youth. The Youth Internet Safety Survey, conducted by Crimes Against Children Research Center at the University of New Hampshire interviewed 1,501 youth ages 10 to 17 years that frequently use the internet found that 19 percent of youth (77 percent were 14 years or older) have received an unwanted sexual solicitation via the web; only 24 percent of teens told a parent about the solicitation (29 percent told a peer); and 75 percent of teens were not worried by the sexual online solicitation. Consequently, harassment among peers has become unlimited due to the youth's access to the modern technologies.

Other forms of dangerous online behaviour include bullying. Studies have often found an overlap between cyber bullying offenders and victims. Although, it is recognized that adults bullied minors, it is not precisely known how common it is. (Wolak et al, 2006). Other studies point out that minors are usually harassed by people of their same age. (Hinduja and Patchin, 2009 in Enhancing Child Safety & Online Technologies, 2008 for Internet & Society at Harvard University, 2008). Males are more likely to be bullies and cyber bullies than females.

Much has been said about the prevalence of technology in the lives of adolescents. Reports in the press and surveys from parents find points of view that range from exuberant, discussing how socially-interactive technologies can save youth from social isolation and depression, to alarming, focusing on how constant use of these technologies fosters anti-social behavior (Turow, 1999). The reality, of course, lies somewhere in-between these two extremes.

ANSWER THE FOLLOWING QUESTIONS FROM THE TEXT (WRITE YOUR ANSWERS ON THIS SHEET)

1-Suggest a title to the text:.....

2- What is the genre of the text:

a-Argumentative b- descriptive c- narrative d- informative e- expository

3-In no more than four lines, write the main idea of the text, using your own words:

.....
.....
.....
.....
.....

4- What is the author’s main purpose in the passage?

.....
.....
.....
.....
.....

5- In your own words, explain what the writer means by “Net Generation”

.....
.....
.....
.....
.....

6- In your opinion, Why is the writer focusing on “sexual victimization” and “bullying” as two major dangerous side effects of social media?

.....
.....
.....
.....
.....

7-Paraphrase the following sentences:

a-“It is evident that there exist a relation between social media and their impact on the youth’s change in behaviour. Today, young generations grow up having great contact with different

kinds of social media. They are easily acquiring ‘digital literacy’¹ and live in a digital world to which adults are only ‘naturalized citizens’.”

.....
.....
.....
.....

8-Summrarise:

“Reports in the press and surveys from parents find points of view that range from exuberant, discussing how socially-interactive technologies can save youth from social isolation and depression, to alarming, focusing on how constant use of these technologies fosters anti-social behavior (Turow, 1999). The reality, of course, lies somewhere in-between these two extremes”

.....
.....
.....
.....
.....
.....
.....