

1. What advantage did the Vietnamese have, from the evidence in paragraph 1?

2. What main reason for the narrator's family leaving their village is suggested in paragraph 2?

3. '...soft, wheedling voices' (lines 9–10). From this paragraph, what do you understand by the word 'wheedling' in the context of the soldiers talking to Sarun?

4. What is Sarun's role in his family and why do you think he has this role?

5. What confuses the narrator about what the soldiers are asking?

6. How do you know that the narrator agrees with Sarun's reluctance to fight?

Thinking About What You Have Learnt

What are the three steps involved in inference?

1. Find _____
2. Compare _____ with _____
3. Reach a _____

Answering Questions

Strategy 9: Selecting Details and Paraphrasing

Comprehension question papers are not new to you, so check how efficiently you can use information given in the questions instead to find the answers.

A Selecting Details

Activity 31

Read the passage and answer the questions first. Then, read through 'How to Select Details' on the next page. It may help you to rethink your answers.

1	For anyone over 40, they would remember beautiful handwriting as one of the great arts, as it has been through many centuries. Slowly, though, modern technology has led to a decline in the usefulness and value attributed to this skill. It is not only handwriting — written music and architectural plans are also among handwritten processes that are waning. Many people regard the loss of such handwriting skills as a great tragedy for our cultural lives.	5
2	On one side, there are those who argue that electronic word processing is quicker, more legible and easy to correct. Erasing work can lead to smudges and mess, they say. Corrections on a document just do not make it look good.	
3	In this rush for the quick and easy solution, are we not losing something valuable? Since writing began, there has been a deeply ingrained sense that the value of an idea should be mirrored in the care that goes into its expression. Chinese calligraphy is perhaps the prime example that has survived well into our time although the illuminated manuscripts of many cultures show that this was a widely appreciated art.	10 15
4	Surely it is more spontaneous to grab a piece of paper and jot down an idea that has just entered one's head. The famous German poet, Goethe, was renowned for being struck by inspiration in the night and scribbling down the lines without even straightening the paper. Would we have his immortal lines if he had to wait while his computer booted up?	20
5	Writing by hand, some claim, forces you to do most of the intellectual work as you think more carefully. There are also so many times you can cross something out on paper before it becomes illegible, whereas with a computer, you start with a blank space every time, so there is less sense of responsibility to the original idea.	25
6	There is, then, still a case for requiring all students to use acceptable, legible handwriting, even if it is only a few who will in future bother with the intricacies of well-crafted calligraphy.	

1. According to paragraph 1, what has caused people to attach less importance to handwriting now than in the past?

_____ [1]

2. What is suggested by the word 'waning' (line 5)?

 _____ [2]

3. Those who prefer using the computer keyboard to write make one criticism of handwriting in paragraph 2. What is this criticism?

_____ [1]

4. Which word in paragraph 3 suggests that the expression of ideas reflected in neat handwriting is firmly rooted in our cultures?

_____ [1]

5. What specific points of valuing handwriting is the writer making by using the examples of:

(a) Chinese calligraphy
 _____ [1]

(b) illuminated manuscripts
 _____ [1]

6. What problem might Goethe have if he had to rely on a computer?
 _____ [1]

7. What advantage of handwriting is suggested in paragraph 5?
 _____ [1]

8. The writer concludes that students should still use handwriting. What admission does the writer make that might weaken that opinion?
 _____ [1]

How to Select Details

Use the following tips to help you select the required information for the answers in Activity 30.

1. Questions tend to rephrase or refer to the section of the text that you need. You can find where the answer may be by searching for such rephrasing or referencing. For example,

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- Question 1 paraphrases 'decline' with 'less'. In addition, the actual words you require for the answer have also already been paraphrased: 'value' is paraphrased as 'attach'. 'Modern' is replaced by 'now'.
2. With vocabulary questions, look at the context carefully. There are probably clues you can pick up. In Question 2, the following provide clues to what 'waning' means: 'loss ... great tragedy for our cultural life.'
 3. Always consider the number of marks. This usually indicates how many points you should give.
 4. Notice the exact wording of questions. If you gave the same answer to Question 5 (a) and (b), you have ignored the key word 'specific'. The two answers in Question 5 are very different.
 5. The setter of comprehension questions is trying to help you understand the passage as you read it. As such, the answers tend to follow the order of the questions in the passage. So, the answer to Question 6 is likely to be found near the end of the text.
 6. Does the answer make sense? This is a vital test. If it does not make sense to you, it is probably wrong.

Using these six tips, look over your answers before checking their accuracy.

B Paraphrasing

Many examination questions ask you to 'use your own words'. This is a way of testing whether you have really understood the text.

Paraphrasing is about much more than converting the meaning of one word, but that is one place to start. Even with a dictionary definition, you may still have some work to do to produce a good paraphrase.

Activity 32

In this activity, you are given the original sentence and the dictionary meaning of the words in bold. Your task is to paraphrase the underlined sentence only. Try it on your own before reading the Quick Tip on the next page on how to paraphrase well.

Original Sentence	Dictionary Definition	Paraphrased Sentence
1. Some authors still prefer to cut and paste — that is, using paper, scissors and glue — just because <u>it is messier and more tactile.</u>	tactile (<i>adj</i>) related to the sense of touch	

<p>2. <u>This won't cut much ice with the legions of technophile writers who favour their laptops.</u></p>	<p>won't cut much ice (<i>adj</i>) count for nothing legions (<i>n</i>) large numbers of people or things techno- (<i>suffix</i>) short form for technological or technical -phile: (<i>suffix</i>) loving or having an affinity for</p>
<p>3. <u>The transcribing of symbols by hand offers distinct advantages for learning.</u></p>	<p>transcribe (<i>v</i>) to write an exact copy of something distinct (<i>adj</i>) definite or undeniable</p>
<p>4. <u>Moving around the world and handling things to judge their texture and weight is a hugely important factor in learning, but one that tends to be overlooked in our visually-oriented culture.</u></p>	<p>overlook (<i>v</i>) miss or ignore (something) visual (<i>adj</i>) able or intended to be seen by the eyes oriented (<i>suffix</i>) directed towards</p>
<p>5. <u>Making letters by hand imprints linguistic skills in the mind more effectively than just typing them.</u></p>	<p>imprint (<i>v</i>) make an idea or an image permanent linguistic (<i>adj</i>) to do with language</p>



Quick Tip

The key to good paraphrasing is to ask yourself what the writer means, given the meanings of the words in context.

Even if you think you know the dictionary definition of a word, you still have to think about how this helps you express the idea that the writer is trying to convey. The challenge is to reword the meaning so that it fits the context.

A good method is to put the words in a different order than the original. This immediately leads you to write different sentences and makes it easier to use your own words.

Thinking About What You Have Learnt

What are the six points to remember when answering questions?

Strategy 10: Explaining How Language is Used to Achieve Purpose and Impact

When you read a piece of text, you may notice that some words are carefully chosen to reflect not only meaning, but also emotion, opinion, tone and atmosphere.

Activity 33

Look at the advertisement below and answer the following questions.

DO YOU EFFERVESCE?

Try this old drink, OYLEESLIME.

It is based on a potion produced in a dark and dilapidated industrial estate in a rundown area of Manila.

More additives for more value!

Brought to you across hundreds of dusty kilometres!

The expressly-developed fluid may be found in a shop near you.

© OYLEESLIME Corporation



1. Words such as 'new', 'pure and clean' are found in many advertisements. Why do you think this is so?

2. Can you think of three more words that are used for the same reason?

3. Give at least five reasons why the advertisement above is unlikely to succeed.

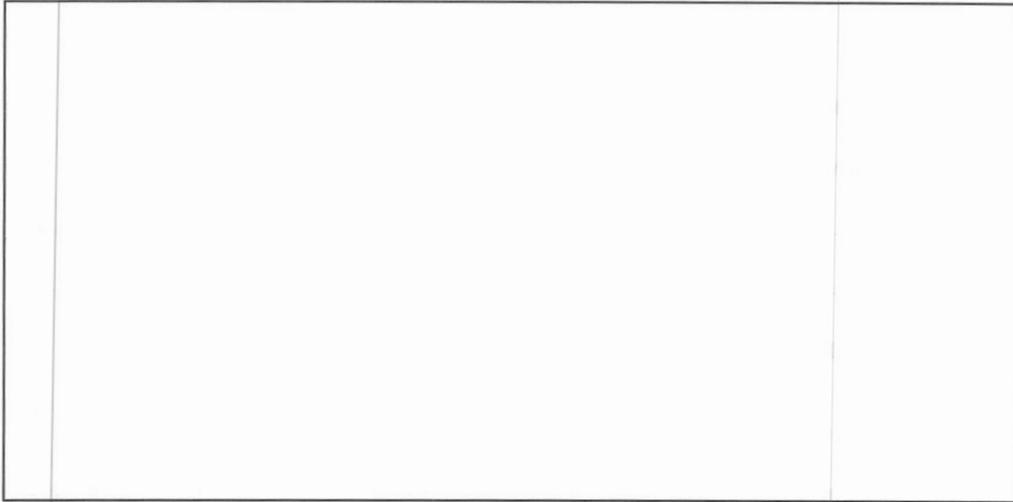
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Strategy 10

Activity 34

Create an advertisement for a new drink that you think will appeal to people of your age. Use words with a positive connotation such as the ones mentioned in the previous activity.

You do not need too many words in your advertisement. Remember to draw the drink and design the advertisement. You will also need a cool name.



The key idea of this activity is to understand that words are more than just their dictionary meanings.

For example, words and phrases may be chosen to:

- ✓ make an impact on the reader's emotions,
- ✓ suggest the feelings of characters in a narrative,
- ✓ evoke the reader's memories or experiences,
- ✓ and draw attention to an idea by being unusual.

Look out for such uses of words in the following activity.

Activity 35

Read the following advertisement phrases. Write what the writer's intention and purpose are in using the words and phrases in bold.

1. Home is where the **HEART** is

Decorate your home with these items for as **low as \$10**

2. MIX BUSINESS WITH PLEASURE

Deck out your office space with these **fantastic** items ...

3. AS ADVENTUROUS AS ARIES (21 March to 19 April)

Your **adventurous spirit** draws you to noisy and exciting activities.

No matter what the occasion, you look best in **strong** colours such as red and black.

4. Outstanding Learning Centre

We provide top quality educational care for children of 2–5 years in a safe and **happy** environment.

If you are interested in your child receiving the **best** of nursery education, come along and see us at ...

5. Brand **new** showroom now open — and you're invited!

Come and see our fabulous new showroom — and discover some incredible offers.

The new VR 7 Range — **Love the Technology**

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Activity 36

Read the following text and look for words that create an impact on you as a reader. Then, answer the following questions.

1	I swear it was my cousin’s idea, not mine. Really. We were both staying with my aunt in Ipoh for the celebration of my grandparents’ golden wedding anniversary. The adults were all talking and the evening went from routine to infinite boredom, so I was ready when Katy said that we should explore the huge garden in the dark. We sneaked out unseen, but when we were passing by the kitchen, I fell over a root and made a noise. We crouched on the ground and stayed as still as we could. My aunt’s domestic helper, Ailee, was sitting in the kitchen doorway, a light illuminating her. She stood up cautiously and stretched her neck out, listening. Then she called out, “Who there?”	5
2	She waited a moment before tiptoeing down to stand right between us. We could have touched her, nearly. It seemed like we were there for minutes and there was no sound, and we were all there so close together. There was a spot on my ankle that started itching, but I dared not scratch it. Then my ear began to itch, and next my back, right between my shoulders. It seemed as if I’d die if I couldn’t scratch myself.	10 15
3	I watched in trepidation as I saw, thanks to the light spilling out from the kitchen, Ailee coming towards us step by step. A couple of metres away, she spoke so loudly I nearly jumped out of my skin. “Who is you? Where is you? I hear something. Well, I know what I going to do. I sit here and listen until I hear it again.”	20
4	She sat down on the ground a short distance in front of us. She leaned back against a tree and stretched her legs out till her feet almost touched one of mine. My nose began to itch. It itched till my eyes watered. But I dared not scratch it. Then, it began to itch on the inside. Next, my feet started to itch. I didn’t know how I was going to sit still. This misery went on for as long as six or seven minutes, but it seemed much longer than that. I was itching in eleven different places now. I felt that I could not stand it any minute longer, but I clenched my teeth and tried to distract my mind from the itching. Just then, Ailee began to breathe heavily. Soon, she began to snore and by then I was pretty comfortable again.	25 30
5	Katy made a sign to me — a kind of a little noise with her mouth — and we crept away on our hands and knees. When we were three metres away Katy whispered to me that she wanted to tie Ailee to the tree for fun. I said no because she might wake up and make a disturbance, and then they would find out we had left the house.	35

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6	To my horror, Katy ignored me. She moved stealthily back to where the Ailee sat. I could not call out, so I had to watch with a mixture of horror and admiration as Katy slowly removed Ailee's cap and hung it on the limb of the tree she was sleeping under. I was not sure what amazed me the most: Katy pulling this off successfully or the sight of Ailee sitting there, snoozing and bald.	40
7	"Very droll," said my father's voice close by. Something in his voice told me that he did not find it amusing, though.	

1. What does the word 'Really' (line 1) suggest about what the narrator expects you to think of in the first sentence?
_____ [1]
2. '... went from routine to infinite boredom' (lines 3–4). What does this expression suggest about why the girls did what they did?
_____ [1]
3. What does the word 'sneaked' (line 5) suggest about:
 - (a) what they were doing
_____ [1]
 - (b) how they were doing it
_____ [1]
4. Why did Ailee move 'cautiously' (line 8)?
_____ [1]
5. In addition to telling us how Ailee moved, what impact does the word 'tiptoeing' (line 10) have on the reader?
_____ [1]
6. What does the expression 'seemed as if I'd die' (lines 14–15) tell the reader about the narrator's problem?
_____ [1]
7. What do 'Who there?' (line 9) and 'Who is you?' (line 18) tell you about Ailee's language?
_____ [1]

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8. What does the expression 'till my eyes watered' (line 23) suggest about the itch?
 _____ [1]
9. Why was the narrator 'pretty comfortable again' (line 30)?
 _____ [1]
10. What does the word 'stealthily' (line 36) tell the reader about Katy's movements, and why was she moving like that?

 _____ [2]
11. Explain why the narrator watched Katy with:
- (a) 'horror' (line 37)
 _____ [1]
- (b) 'admiration' (line 37)
 _____ [1]
12. "'Very droll," said my father's voice close by.' (line 41) How is this meant to affect the reader?
 _____ [1]



Quick Tip

Narrative texts may use emotive words to persuade you to like or dislike a character, a setting or a theme.

Exposition texts often use emotive words when a writer tries to get you to agree with the views being expressed.

Thinking About What You Have Learnt

What have you learnt about emotive words?

Strategy 11: Summarising

Summarising is a natural skill that we do all the time. It is about selecting what the listener or reader wants to hear or expects to hear. In English lessons and examinations, you summarise a specific topic found in Text 3.

Activity 37

Give two examples of summarising that you do outside of your English lessons.

How to Summarise

You are going to follow four easy steps for writing a good summary. You should carry out each step separately. Trying to carry them out together will most likely result in poor summary work. That is because each part of the process needs your focused attention.

Activity 38

If you studied Book 1 in this series, you should be able to fill in the spaces below easily. If you are new to this series, fill in the table and then check with the answer section to see how much you already know. The first step has been done for you, along with some helping words for the other steps.

The Steps to Writing a Good Summary	How to Carry Out the Steps
Step 1 Find out exactly what you have to search for.	Write on a piece of paper the words of the question that tell you what to search for.
Step 2 Search for	
Step 3	Make brief notes
Step 4	Write your notes

Strategy 11

Step 1: Find Out Exactly What You Have to Search for

The summary question is by far the longest question in the paper. It will therefore take you some time to work through it and decide what you have to search for. You may attempt to tackle this by making notes on your question paper. Here is an example of an annotated question:

(1) Using your own words as far as possible ...	1. This is a reminder to paraphrase your summary.
(2) <u>Summarise these difficulties and how the drivers overcame them.</u>	2. The <u>question</u> is underlined here
(3) Use only material from lines 57–71.	3. This tells you where to find the information you need.
(4) Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).	4. These are reminders of the summary structure and word count .
(5) The motor rally participants had not gone far before they ...	5. The opening of your summary. You must use all the words provided.

Activity 39

How can each part of the summary question help you? Write a brief note about what you can learn from each part of a summary question.

1. Reminders _____
2. The question itself _____
3. The line restriction _____
4. The instruction about word length _____
5. The given start _____

Activity 40

Practise finding what you must search for. Find the summary question in Practice Papers 1, 2, 3 and 4. Write on the lines below what each question asks you to search for.

1. Practice Paper 1: _____
2. Practice Paper 2: _____
3. Practice Paper 3: _____
4. Practice Paper 4: _____

Step 2: Search for the Relevant Points

Once you know what to look for, the next stage is to search for the relevant facts among a mass of other facts.

- ✓ Begin by reading the words in the question that will begin your summary.
- ✓ Go to the relevant paragraphs, then underline and number the points. Only underline words that are relevant.
 - Numbering your points can help you to focus more precisely on the words that you will need to paraphrase.
- ✓ Proceed to find the next point. Remind yourself of what you are searching for.

Work through the whole section in this methodical way, searching to include all relevant points.

- ✓ Avoid underlining too many words at one time.
 - Did you underline too many details?
 - Did you underline repetition?
 - Did you underline more words than necessary? For instance, did you underline all the words in a sentence?
- ✓ Keep checking back with the question to see if you are on the right track.

Let us practise. Read the passage first and refer to the above pointers as you work on the question below. Do not underline anything yet.

Summarise why English is so widely used in the world.

1	India may well be in one way a forerunner of our future — that is, the world's future. With over a billion people, it has a dozen major languages. However, only one of those languages is spoken and understood all across the country, at least, by the elite. It may have been the language of the foreigners who ruled the country for less than 200 years and left over 60 years ago, but English remains the universal language. As with India, so with the world of the future.	5
2	The British built a global empire and that is one reason why English is spoken in some form so widely. But there are, too, many other reasons, one of which starts with the global power that is the United States. It brought about another mixed bag of languages as people came from all over the world to settle down, and by and large used English to communicate with each other. Furthermore, the establishment and growth of the Internet has provided English with the first truly global medium.	10

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3	The number of users of English increases as each year brings new pupils to school and by so doing reduces the number of those who are monolingual. By and large, the most common second language in the world is English. The process is self-reinforcing. As business spreads across frontiers, the company that wants to move its executives around and to promote the best of them, regardless of nationality, encourages the use of English. For some time now, English has dominated learned journals. Other languages may be useful in this area but English is essential.	15
4	The growth of cinema, television and then the possibilities of using modern technologies in the same area have helped spread the dominant language. However, it was the birth of the Internet and the dominance of American operating systems that gave English another nudge. Any web-linked household today has a library of information — perhaps four-fifths written in English — available at the click of a mouse.	25

Activity 41

Read the full summary question below and annotate it as you have learnt to do in Step 1 in the previous section.

Using your own words as far as possible, summarise why English is so widely used in the world.

USE MATERIAL ONLY FROM LINES 7–25.

Your summary, which must be in continuous writing (not note form), must not be longer than **80 words** (not counting the words given to help you begin).

Begin your summary as follows:

English is most widely used worldwide for many reasons. Firstly, ...

Check with the answer section before you proceed.

Activity 42

Read through the whole passage again carefully.

- ✓ Underline relevant points as you go.
- ✓ Remember to include rather than exclude.
- ✓ Check the advice given earlier before you work through the passage.
- ✓ There should be at least eight separate points.

Only underline and check the points at this stage.



Quick Tip

If you are really unsure whether to underline a point or not, you can use dotted lines. But do not use this as an excuse to use dotted lines everywhere!

Step 3: Say It Your Way

Summary questions will ask you to give your answers in your own words to show that you really have understood the passage. In making notes, you should take the chance to change words wherever it is sensible to do so.

Rules of thumb include the following:

- ✓ Copy nouns that the sentence and the summary are about.
- ✓ Use your own words for verbs and adjectives.
- ✓ Leave out adverbs.
- ✓ Only copy a maximum of three words in sequence.
- ✓ While a word-for-word paraphrase may work, it is sometimes better to extract the whole idea, and rephrase it as a total idea.



Quick Tip

Making notes with your own words is a life skill. You will need it in later education and even in your future jobs. The great thing is that, like learning to ride a bicycle, once you know how to do it, you never forget.

Take time now to get the essentials right.

Activity 43

Here are the underlined points from the previous activity. In the right-hand column, paraphrase eight of the points. An example has been done for you. Try to keep your total number of words in the notes to less than 60.

Points from passage	No.	Paraphrased points
Example <i>British built a global empire</i>		past widespread British colonisation
<i>the global power that is the United States</i>	1	
<i>people came from all over the world to settle down, and by and large used English to communicate with each other</i>	2	
<i>establishment and growth of the Internet have provided English with the first truly global medium</i>	3	
<i>new pupils to school</i>	4	
<i>company ... encourages the use of English</i>	5	

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<i>dominated learned journals</i>	6		
<i>growth of cinema, television and then the possibilities of using modern technologies</i>	7		
<i>dominance of American operating systems that gave English another nudge</i>	8		

Step 4: Write the Summary

So far, you have concentrated mostly on earning the eight content marks. Now it is time to focus on securing as many of the seven marks for what the examiner calls 'style'.

What exactly is an examiner looking for when awarding the seven style marks?

There are three basic areas:

- ✓ How successful were you in paraphrasing the language of the text?
- ✓ How accurate is your language?
- ✓ Is your summary free from copying, apart from any words that are difficult to change in a summary (e.g. technology, government, science)?

Notice the significance of paraphrasing, so that you do not lift the complete phrase from the text. Now, you must focus on writing the points accurately.

Organising Your Material

As a first step, consider whether your notes are going to make sense in the order that you have written them. Rearrange them if you have to. Combine points that fit together.

Always reread the question. See how your notes are going to answer the question in one flowing paragraph.

When you write, keep referring back to the keywords of your search. This will help ensure you are keeping in line with the question.

Activity 44

Look at the paraphrased points you have written. Decide how your points should be organised and write the sequence of the points here. Check your answers against the answer section.

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Below is an example of a summary written using the notes from Activity 43. The underlined words show that the writer is keeping within the question. You should also always finish your summary by counting the words.

Summary

English is most widely used worldwide for many reasons. Firstly, English became the main language in the past through widespread British colonisation. In time, immigrants used English in America, which later became an influential world power and used English to communicate. The Internet increased the reach of English as American operating systems dominated. From the ever-increasing number of learners through scholarly publications, English is the foremost language used in education worldwide. The global media predominantly use English, as do big businesses which need a language understood by all key workers.
(80 words)



Quick Tip

As you work through the summaries in this book, pay attention to the amount of underlining that you do, the length of your notes and the length of your final summary. Learn how much you need to do to reach that 80-word limit.

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Activity 45

Practise everything you have learnt about writing a summary. Read the following text and answer the summary question.

1	Mankind has slept in tents and congregated around campfires for thousands of years. Our bodies have evolved to camp. However, as we became more affluent and more 'civilised', we turned our backs on the tent, preferring more permanent structures. Then, just over a century ago, at a time when we first started to be concerned about our degenerating physical condition, going camping was seen as a way of compensating for the weaknesses of urban life.	5
----------	---	---

2	Contemporary camping enables us to be schooled in self-reliance, a characteristic so often missing in the lives we lead, often mollycoddled by the states in which we live. We camp to improve ourselves as we learn about weather and fire. The digital world is a poor playground as the risks are physically few. In unsupervised exploration of the countryside or rural scene, we learn physical courage. Adversity is known to be character-forming.	10
3	Camping offers not a break from work as such, but a different type of work. Simple tasks such as erecting a tent or setting the campfire bring rewards different to those associated with the complex, abstract work of the city. To its devotees, camping is thus a route to freedom, freedom from the passive stressed lot of contemporary humans.	15
4	We camp to be part of something larger than ourselves when we go in groups, such as the scouts and guides, or music festivals held in farm fields at Glastonbury in England. Camping replaces the limitations of four walls with the closeness and otherness of the flora and fauna. Nature can be enjoyed safe in the knowledge that we can return from it.	20
5	So, find a spot of level ground elevated a little above its surroundings but with some natural shelter, and then pitch your tent in the hope of encountering something new and different. Believe that you will be improved by the experience. Most of all, hope that it will not rain.	25

Using your own words as far as possible, summarise the reasons given for going camping these days.

USE MATERIAL ONLY FROM LINES 7–21.

Your summary, which must be in continuous writing (not note form), must not be longer than 80 words (not counting the words given to help you begin).

Begin your summary as follows:

Camping is regarded by many today as a rewarding experience ...

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