

SECTION II: SUMMARY WRITING

INTRODUCTION

The skill of summary writing is acquired over time through practice. When the skill is acquired, summary writing turns out to be one of the easiest questions in paper ii English.

Failure to acquire the skill of summary writing is more of an attitude than something else. Most student believe the task is so hard and give up even before trying; but those who Endeavour to practice gain the skill; and once acquired, the skill becomes part of them.

Advantages of the summary writing question.

This is one question where the answer is just before you. The points to answer are not hidden anywhere in your head but are just glaring at you. All you have to do is read and understand the passage, then the question and identify parts of the passage where the answer lies. Next, you organize them in one paragraph to write your answer. Even without much knowledge of the English grammar and its complexities, this question can be well answered.

Challenges in the Summary question:

The challenge lies in:

- Understanding the passage
- Understanding the question
- Identifying the areas of the passage that answer the question
- Being able to get those parts from the passage to form the rough copy
- Organizing the points in the rough copy into a fair copy, in a paragraph which is in connected form and in correct grammar
- Fitting within the word limit

Note

- i. The summary must have a title. This has to be derived from the given question.
- ii. All sentences must be in correct grammar
- iii. They should not be in point form or note form

Example of note form:

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

Example of point form:

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iv. Do not write sentences without a subject (**hanging sentences**) (The subject is the name of the person or thing being talked about in the sentence)

Example of hanging sentences

Wants the government to help the poor, **wants** the poor to be innovative, **wants** factories to be set up for processing agricultural products.

Punctuation:

Follow the rules of punctuation. Some students tend to punctuate even the whole passage using only commas. They often do this when they feel they cannot fit within the word limit. You would rather write fewer points correctly instead of struggling with many points which are poorly expressed and don't carry the required meaning.

Spellings

Make sure your words are properly spelt. You should be very careful not to form new words through misspellings e.g. hurt for hat, hard for had or heard, fan for fun, release for realize, lack for luck etc.

PASSAGES

PASSAGE 1

Alcoholic beverages have played an important role in the religious, political economic and social history of sub Saharan Africa. As early as the 11th century, historical records mention the presence of alcoholic drinks in the Sahalian kingdom of Ghana. Alcohol is a cultural artifact, a ritual object, an economic good and a social marker. As a cultural artifact, its production, distribution, and consumption were circumscribed by rules in the pre-colonial era. Perceived as a sacred fluid in many cultures, it facilitates communication among the living, the ancestors and the gods. Through the ritual of libation (the pouring of an alcoholic drink on the ground accompanied by prayer), alcohol played a key role in rites of passage and festivals. It was a valuable commodity and its possession conferred status and wealth. Alcohol drinks were coveted and male elders monopolized the consumption of alcohol as a marker of inclusion and exclusion, control over alcohol informed age, gender and status conflicts. It is therefore not surprising that alcohol would become a major item in the trade among Europe, the Americans and Africa. European Missionary societies condemned this liquor traffic to Africa and they hoped European colonial rule would end the slave trade liquor traffic. Indeed European colonial rule did abolish slave trade but colonial governments found liquor revenues too available to abrogate the liquor trade. In post-colonial Africa

PASSAGE 3

Katherine Burbalsingh wrote an article "corruption is endemic in British education; "Children should learn their subject not how to game the system". This is a universal predicament besetting the educational system. Burbalsingh's bone of contention is that no actual learning of subjects takes place in the British schools any more, a situation exploited by exam boards. The boards out-manuever each other in attracting schools by deploying examiners to coach teachers in highly billed seminars so that in turn teachers leak precise question - answering approaches to their students to guarantee 'maximum grade achievements' in public exams. The media exposure to the scandal provoked outrage, leading to a probe and resignation. Burbalsingh's view to a large extent reflects Uganda's examination leaning system that credits rote learning at the expense of hidden curriculum. The 'certificate fever' has become a national hysteria relegating cardinal role of clubs and societies as an extension of pedagogy to the backyard.

This is why school clubs and societies are not usually well coordinated as they sprout out of the blue, providing fertile grounds for 'ingenious' students to invent clubs such as Soul brothers society, Young Men's society, The black panthers, The X- generation among others. The machismo underlying such names exaggerates nascent stereotypical masculinity among adolescents in a highly gendered atmosphere that alienates the girl-child and she begins to view herself as the 'others'. Obviously such clubs operate as informal outfits of the school subculture ostensibly without knowledge of the leadership. After these clubs have achieved their short-lived objectives, they go in abeyance. Careful administration of clubs helps to stall their mushrooming and duplication for expedient purposes.

Clubs also underline the students' leadership and social skills. The Interact club for example is out to recognize and develop constructive leadership skills and personal integrity among its members. They in addition give psycho-social support for the disadvantaged.

In the pan African club, members share the notion of pan Africanism through an annual grand debate. As a result, they broaden their scope of geo-politics and global social forces.

Debate clubs at school train children to become good thinkers with high public speech skills through regular symposia contests and guided impromptu sessions.

Drama, through Drama clubs mirrors our world on social and moral issues by bringing a change of attitude, exploits and portrays talent. Subject based clubs

through peer projects, self-discovery and problem solving removes students from highly structured confines of academic formalism. Clubs and societies should take center stage in the curriculum. They educate, stimulate critical thinking and facilitate development of creativity and research skills. In this way students learn the subject and become abreast with the concept of cooperate social responsibility thereby enhancing intellectual, spiritual and moral growth.

Daily Monitor Feb 29th 2012: Overhaul exam learning culture and develop hidden talent as well.

In about 150 words give the importance of guided clubs and societies to students