

## Faulty summary 2

**This summary is too short and omits some of the speaker's key points.**

The speaker said that eradicating poverty by empowering people had long been a priority of the Government. Its people-centric development model emphasized:

- Poverty eradication;
- Education;
- Skills development;
- Elimination of discrimination and extremism;
- Inclusion;
- Participation;
- Employment generation.

The summary should be written in full sentences. Bullet point lists are to be avoided.

Be careful not to distort the meaning. The speaker said that landmark growth of 7 per cent had played a positive role in eradicating poverty, which is not the same as saying it has been eradicated altogether. This is borne out by the fact that the speaker later says that the percentage of people living below the poverty line has fallen to 12.9 per cent.

Strong growth had **eradicating** poverty, increased life expectancy, reduced the fertility rate, widened access to safe drinking water and improved sanitation, and **boosted school enrolment ratios**. **We** underscore the crucial role of international cooperation, including North-South, South-South and triangular cooperation, and the need for a more strengthened, coherent and integrated development approach. It was also important to ensure the effective enforcement of labour laws relating to migrant workers, regarding, inter alia, their remuneration, working conditions, health, work safety and freedom of association. Lastly, the role of the Commission of Social Development should be strengthened as a potential platform for following up the social dimension of the Sustainable Development Goals.

(145 words)

Be careful not to omit key points. The paragraph about education for children with disabilities should be reflected in the summary, albeit briefly.

As the summary is in reported speech, "We" has to be changed. In this case, it could be replaced by "The speaker", but "they" would also work in some contexts. For more information on the changes required in pronouns, possessive adjectives and demonstratives, see [http://dd.dgacm.org/editorialcontrol/ed-guidelines/style/indirect\\_speech.htm](http://dd.dgacm.org/editorialcontrol/ed-guidelines/style/indirect_speech.htm)

In the exam, candidates will be assessed on their use of paragraphs. Here, everything has been grouped together in one paragraph even though the speaker is making a number of distinct points.