
UNIT 12 WRITING SUMMARIES-2

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12.0 OBJECTIVE

In this unit we shall take up three passages and show you how they can be summarized.

After working through the unit you should be able to write summaries of the passages you read.

12.1 TECHNIQUES OF SUMMARIZING

Example 1

You are now going to read a passage on how agriculturists are learning to deal with creatures who harm crops. In recent years, there has been a growing use of insecticides, but the passage given below suggests that other ways of dealing with the harmful creatures or pests are being developed and successfully used. Now read the passage.

Integrated Pest Management

1(1) 'Agricultural pests are winning the battle against the poisonous chemicals in pesticides. (2) As each new chemical pesticide is used, the insects or rodents gradually become used to it. (3) The pests change themselves so that they are not killed by the poison. (4) Therefore, farmers, scientists, and food planners are trying a new method to control the pests that attack their crops. (5) This method is called Integrated Pest Management, or IPM.

2 Integrated pest management is a plan that combines several different methods to destroy insects and rodents. These methods are specifically developed for individual areas and crops. The control methods include using the pests' natural enemies, controlling the pests' breeding environment, and developing stronger strains of seeds. Chemical poisons are used only when necessary. The IPM method accepts the fact that it is useless to try to destroy pests completely with chemical poisons. Its aim is to control pest populations so that crops can still grow well.

3 Cotton farmers in Texas have been using the IPM method. The farmers find this the best combination of control methods for their needs. In this way, they can produce crops without using too many chemical poisons. In 1977, three-quarters of the cotton fields in Texas received no insecticides at all. That year's cotton crop was better than average. The IPM methods showed the farmers a better way to control the pests in their fields.

4 The United Nations Environment Programme (UNEP) has been studying agricultural pests and chemicals. It has found that 223 pests are resistant to, or not affected by, insecticides. Rodents, including rats, are also gaining resistance to poisons. In 1965, another UN organisation, the UN Food and Agricultural Organisation, listed 182 resistant types of pests. Three years later, there were 228 species on the resistant list. The 1977 survey raised the number to 364 species. Because so many pests are becoming resistant to chemical poisons, it is necessary to find another method of control. By using Integrated Pest Management, farmers can still control and limit pests without depending on chemical poisons.'

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Glossary

'pesticides: substances used to destroy troublesome or destructive creatures like insects, mice, etc.

'rodents: animals like rats, rabbits, squirrels, which bite at things with their strong teeth

strains: varieties

re'sistant to: offering resistance to; opposing; not being affected by

We are now going to make a summary of the passage by looking for the important ideas in each paragraph.

Let us start with paragraph 1. Re-read this paragraph and find a line that states the main idea. Write down that line here. It is not always possible to find the main idea stated in a single sentence. Quite often it is to be put together from many different sentences. If the main idea can be found in one sentence that sentence is called a topic sentence.

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Did you choose sentence 1 as your topic sentence?

'Agricultural pests are winning the battle against the poisonous chemicals in pesticides.'

Notice that sentence 2 merely explains the meaning of sentence 1. Sentence 3 gives a little more information about the same point. What about sentences 4 and 5? You can see that these provide a new point. The two sentences (4 and 5) can be combined to form:

'Therefore, farmers, scientists and food planners are trying a new method to control the pests that attack their crops, namely, Integrated Pest Management (IPM).'

What is the relationship between sentence 1 on the one hand and sentences 4 and 5 on the other hand? Write down the answer here, before looking ahead:

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Sentence 1 states the general position—the problem. Sentences 4 and 5 state the solution to this problem. Note that both the problem and the solution make up the topic of paragraph 1.

What is the relationship of the rest of the passage to these sentences? Rapidly look over paragraphs 2, 3 and 4 and state the nature of that relationship here, before looking ahead:

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The rest of the passage contains a development of the idea of Integrated Pest Management: what it consists of, how it is used, and its effect. It is therefore an expansion of the solution to the problem stated in paragraph 1.

Now, look for the important sentences in paragraph 2, which develop the main idea. Write them down here:

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Have you written down the following?

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'Integrated pest management is a plan that combines several different methods to destroy insects and rodents. Its aim is to control pest populations so that crops can still grow well.'

As you can see, the first and the last sentence of this paragraph have been chosen because these contain the main ideas. However, is this information enough to summarise paragraph 2? If you look again, you will find that crucial items are left out. What are these? Go back to paragraph 2 and find out what other information is required to be stated. Write this down here:

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The points to be taken from paragraph 2 read thus:

'Integrated pest management is a plan that combines several different methods to destroy insects and rodents. Its aim is to control pest populations so that crops can still grow well, by using the pests' natural enemies, controlling the pests' breeding environment, and developing stronger strains of seeds.'

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Now check your answer.

- i) 'Integrated Pest Management' has already been mentioned in full in the sentence we have retained from paragraph 1. The same sentence also states its short form 'IPM' in brackets. Therefore, the next sentence to be included in the summary, i.e. from paragraph 2, need not repeat 'Integrated Pest Management' in full. It can be referred to simply as 'IPM'.
- ii) The word 'pests' is repeated in the summary of paragraph 2. We can therefore, change the second use of 'the pests' to 'their'. The sentence will then read:

'. . . by using the pests' natural enemies, controlling *their* breeding environment . . .'

Now condense paragraph 3. Bear in mind what has already been stated in the summaries of paragraphs 1 and 2 above and choose only what seems to be necessary from paragraph 3 to continue the argument.

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Here is a hint: a specific example has been given here. This is too long to repeat. Choose only one aspect of the example to make the required point that the IPM method is successful. Write this down here if you have not already written it in the blank given above.

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Perhaps the most important part of the example is 'The cotton crop in Texas in 1977 was better than average'. To produce this, parts of two sentences have been combined. The other details are not required in a summary.

Now read paragraph 4 and note down the main idea expressed in it. Don't get confused by the details. Try and find the general point.

State it here.

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Have you noted down the following:

'The U.N. Environmental Programme has found that a large number of pests are resistant to insecticides, so it is necessary to find another method of control.'

Notice that this sentence is drawn from different parts of the paragraph. 'The United Nations' has been shortened to 'The U.N.', but not 'U.N.E.P.'. The U.N. is a well-known organisation, so it will be recognised by its initials, but the Environmental Programme run by the U.N. is not generally so well-known, so it

Now rewrite all the main points that we have put down separately, together here:

Let us now read this summary:

Now consider this summary carefully.

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The last sentence but one is not related to the previous one. It is necessary to add something else such as, 'As a result of using the IPM, the cotton crop in Texas in 1977 was better than average.' By the addition of these words a reason is given for the improvement of the cotton crop.

- ii) Is there any repetition of ideas anywhere in this summary? Write down the sentences that repeat the same information .

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You will have noticed that the first and the last lines of this summary repeat the same points in different words. So, perhaps it is possible to cut out one of the lines. The last sentence can very easily be removed because mention of the U.N. Environmental Programme is not particularly important to the development of the argument. So the summary is complete without the last sentence.

Let us go over the steps we took to write this summary.

- i) we isolated the main point or points in each paragraph;
- ii) we then put them all together as a summary;
- iii) and finally, we looked at the summary to check for repetition of ideas and removed the repetition. The summary also lacked connection between one of the examples and the main idea. In that case, linkers or connecting words were required in order to make it read properly. You must follow these steps when writing a summary.

Example 2

You will now read another passage. This deals with a related topic. It talks about natural ways of fertilising the soil. The method suggested here is the use of earthworms to freshen the soil. Now read the passage.

Earthworms Back in the Garden

- (1) 'Earthworms are the answer for every garden problem, according to Harold John Weigel. They can increase crop production, turn and freshen soil, and produce faster growth. Simply take care of the earthworms, and the earthworms will take care of the garden. Weigel is extremely enthusiastic about earthworms. They are tremendous creatures,"the intestines of the Earth," Weigel says, quoting Charles Darwin.
- (2) Weigel is so excited about the benefits of worms that he is writing a book about them. He gardens using thousands of earthworms. He has persuaded his wife to put worms in her houseplant pots. He even suggests eating worms which he claims are 70 per cent protein. He has dreams of armies of earthworms helping to replace topsoil in the country. It is a fact, he says, that topsoil is disappearing every year through erosion. Wind and water carry away the soil, and nature needs centuries to replace it.
- (3) Within one year, one thousand earthworms and their descendants can change approximately one ton of organic matter into one of the highest-yield growing materials known, according to Weigel. Worms eat organic material and produce what is known as worm castings. If 1,000 pounds of earthworms are working one acre of land, every twenty-four hours they will produce 1,000 pounds of castings that function as a high-grade topsoil. Weigel said. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces such as wind and rain.

- (4) Planting gardens in worm castings offers plants more than just all the necessary nutrients. For example, castings are very porous, and water flows easily through them. They are very absorbent, being able to hold water easily. In addition, worms tend to be happiest around the roots of plants. Water can then flow directly to roots through the worm channels. The worms' channels also give air to the plants. Because the worms dig in the soil, they create a planting area of even consistency. Thus, the earthworms act as natural ploughs.
- (5) Worms offer all these benefits, yet they make few demands. They need only moisture, darkness, and food from the soil. Weigel gets his information on the benefits of earthworms from books and from the Wormgrowers Association. That little-known group, which is active in many states, suggests that commercial farmers reintroduce earthworms in places where they have been killed through the use of synthetic fertilisers and other gardening chemicals.

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Exercise 1

Reread paragraph 1 and draw out the main idea from it. You can begin in this way: 'Earthworms are the answer for every garden problem'.

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(Check your answer with that given by us at the end of the unit.)

You were expected to complete the above sentence by giving examples of the problems earthworms can solve, as listed in paragraph 1. Notice that the punctuation mark, the colon, in the answer given by us, indicates that an explanation, or details regarding something, are going to follow.

Now re-read paragraph 2 and draw out the main ideas from it. You will find that it contains two main ideas. Write them down here.

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Check your answers with those given at the end of the unit. The paragraph is about the benefits of worms and the two benefits mentioned here should be selected for the summary. If you have chosen anything else, it can only be about Weigel's excitement and the usefulness of worms in general. In a summary we are not much concerned with the views of an individual such as Weigel, but with the facts themselves. The usefulness of worms in general has already been stated in the summary of paragraph 1, so that doesn't need to be repeated.

Now re-read paragraph 3 and note down the main points. Choose the most general statements. Specific examples should not be included unless they also express a general idea which has not already been stated. Write down your points here.

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Check your answers with those given at the end. You will find that a large part of the first and the last sentence expresses the main points. All references to Weigel are left out. The point regarding worm castings, though important, is not really necessary for the main argument that runs through the whole piece.

Now read paragraph 4. Just select those points that have not already been stated. Choose adjectives and adjective-like phrases that are used to describe the effect of worms on the soil. You can begin your sentence this way:

‘Worms make the soil

It is not necessary to give all the details even though they are interesting. In a summary you need basically to provide the main points that are important for the whole passage. Check your answer with that given by us.

Now read paragraph 5 and note down the main points. You will notice that this paragraph deals with the needs of worms. So, first state the three things that they need, starting with the words:

‘Worms need only

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Another point is also being made here regarding a Worm Growers’ Association which is of interest in the context. This could also be mentioned. Put in a line about this.

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Check your answer with that given by us.

Now, if the whole summary we have produced is written up, it will read like this:

‘Earthworms are the answer for every garden problem: they can increase crop production, turn and freshen soil and produce faster growth. Earthworms, it is claimed, are 70 per cent protein, so they can be eaten. They can replace the topsoil which is disappearing every year through erosion. Within one year, 1,000 earthworms and their descendants can change approximately 1 ton of organic matter into one of the highest-yield growing materials known. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces. Worms make the soil porous, absorbent and of even consistency. Worms need only moisture, darkness and food from the soil. A Worm Growers’ Association is active in many states.

Let us look at the summary carefully now to see if any changes are required in order to make it read like a connected passage. The first part all the way upto

However, the sentence 'Worms need only moisture, darkness and food from the soil' is concerned not with the function of worms but with the needs of these worms. It is therefore necessary to indicate that a different kind of idea is being brought in. A line from the original passage can be used in order to connect this sentence with the rest of the summary. Let us see how the summary will read with this addition:

Notice that the addition of this line indicates very clearly what the passage has dealt with so far and the contrast with what it is going to deal with next.

Notice that the summary does not necessarily follow the sequence of ideas of the original passage. It may follow the same sequence or it may not. What is important is that a clear line of argument develops, even though in the original passage the line of argument is not so clear.

[illegible]

Example 3

You are now going to read a passage about volcanoes and how the fiery substance they throw out with such force can affect large parts of the earth. It deals with certain specific examples of volcanoes and their general effect. Now read the passage.

How A Volcano Affects The Earth

- 1 (1) The Northern Hemisphere is experiencing a time period of increased volcanic activity. (2) The eruption of Mount St. Helens in 1980 is evidence of this activity. (3) It was a major eruption because the amount of volcanic matter was so great. (4) Experts estimated that two cubic kilometers of earth was thrown into the atmosphere. (5) They can make a guess like this based on evidence. (6) The smoke and volcanic matter were forced straight up 60,000 feet into a high part of the atmosphere, the stratosphere. (7) This is where the great winds that circle the Earth are found. (8) Eruptions of this size might take place only once every decade.
2. Eruptions of this type are influencing the Earth's climate. Because of the particles that are added to the Earth's stratosphere, the air itself becomes cloudy. This means that the transparency of the atmosphere decreases because less light can pass through. This decrease in light is connected to a drop in the surface temperature of the Earth. It reduces approximately $1/2^{\circ}$ F, about a quarter of a degree Celsius. This drop in temperature affects the weather patterns for years.
3. Volcanic eruptions seem to come in cycles. For example, in North America there was a series of eruptions in the early 1900's. There were few volcanic eruptions in the time period between 1925 and 1945. Then from 1945 to 1970 the number of annual eruptions doubled from about approximately 16 to 18 a year to 37 to 40 a year. Beginning in the late 1970's, the volcanic activity again increased.
4. Scientists do not know what causes volcanic activity to increase. They believe that volcanoes occur where there is a weakness or thin spot in the Earth's crust. This weak spot, a part of a fault, allows the hot liquid rock, molten rock, deep under the surface to come through, to break the surface. These weak spots occur where the enormous plates of crust rock under the continents meet. There is a meeting of plates all around the Pacific Ocean. This is what creates the "ring of fire," the circle of volcanoes around the Pacific.
5. There is probably a relationship between the volcanoes and earthquakes. Usually a volcanic eruption follows an earthquake some distance away. For instance, after the 1906 San Francisco earthquake, Mount Lassen in Northern California erupted in 1914. In Chile a major earthquake in 1960 was followed by a major volcanic eruption. The goal of the scientists is to be able to predict earthquakes, volcanoes, and the weather by studying these physical conditions.

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Glossary

vol'cano: a hill or mountain with openings through which gases, lava, ashes, etc. come up from below the earth's crust and bury everything around in a thick layer of this hot, molten substance

e'ruption: outbreak; bursting forth

'molten: melted

fault : (here) place where there is a break in the continuity of layers of rock

Notice that in sentence 6 of paragraph 1 the meaning of 'stratosphere' is indicated in the line itself. Let us see how this is done by means of an analysis of the sentence.

The smoke and volcanic matter were forced straight up 60,000 feet
 noun phrase verb adverbial of location.

noun phrase

verb

adverbial of location.

into a high part of the atmosphere, the stratosphere'
adverbial of location noun phrase

adverbial of location

noun phrase

The sentence is seen to contain a noun phrase + verb + two adverbials of location. The second adverbial contains a noun phrase, which is then separated from another noun phrase with a comma. The second noun phrase, coming as it does after the first noun phrase, repeats the information of the first. Thus the meaning of 'the stratosphere' is the same as 'a high part of the atmosphere'.

Exercise 2

Now pick out the topic sentence in each paragraph of this passage and write it down here.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Check your answers with those given at the end of the unit. Do you notice a pattern in the placement of the topic sentences? State the pattern you perceive.

It seems as if the topic sentence in this passage occurs in the first line of every paragraph. This is a common pattern in descriptive passages of a factual kind. However, it must be borne in mind that you cannot always expect topic sentences to occur at the beginning of paragraphs.

If we link together these topic sentences, we can achieve a fairly accurate summary of the passage.

Short Summary

(1) 'The Northern Hemisphere is experiencing a time period of increased volcanic activity. (2) Eruptions of this type are influencing the Earth's climate. (3) Volcanic eruptions seem to come in cycles. (4) Scientists do not know what causes volcanic activity to increase. (5) There is probably a relationship between the volcanoes and earthquakes.'

Supposing we were content with the bare bones of the information given here and did not wish to pack in any more information from the passage for our summary, can we leave the above paragraph as it is? What changes in language do you find necessary to introduce, such as the linking of sentences and the removal of repetition? State the changes you would make.

Write out the improved version of this summary here.

[illegible]

Suppose we wanted a more detailed summary. What points would you add from the original passage? Re-read it and write down the points here. Begin with paragraph 1.

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If you wanted to extend the summary a little, you would probably want to add the example of Mt. St. Helens and provide the bare minimum of the information about it. You could probably say:

'The Northern Hemisphere is experiencing a time period of increased volcanic activity. One of the examples of this was a major eruption at Mt. St. Helens in 1980. The smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere. Eruptions of this size might take place only once every decade.'

It is necessary to bring in this example, for it is the example which is of interest. Having introduced the example, you then have to bring in something about what happened, but not too much. So, only one detail is introduced, namely 'The smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere.' Notice that 'the high part of the atmosphere' is removed because it means the same thing as 'stratosphere' and the latter is shorter.

Now find the other important points from paragraph 2 which you feel should be added to the summary.

Paragraph 2:

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This paragraph deals with the fact that the earth's climate is affected by volcanoes and in what way it is affected. If we want to introduce some of the details, they must be mentioned very briefly. The language must also be suitably condensed. We can state the following:

'Volcanic eruptions influence the Earth's climate. It is affected by the particles that are added to the earth's stratosphere. This makes the air cloudy so that less light passes through, leading to a drop in the surface temperature of the Earth.'

Only the main line of argument regarding the drop in the temperature of the earth is brought in. Other details, which seem a little less important, are left out. Notice how parts of different sentences are combined in the last sentence of the summary of paragraph 2 given above. Separate sentences from the original text are joined together (i) with 'so that' indicating that the cloudiness of the air allows less light to pass through, and (ii) with 'leading to' indicating again, a further result, namely the drop in the temperature that is caused.

Next, find the important points in paragraph 3. State them here.

Paragraph 3:

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In this paragraph there are a number of examples and we have to find a way of putting them under a generalised statement. The first line can be retained as it is, with another part which generalises and condenses the rest of the paragraph added on. This would then read thus:

'Volcanic eruptions seem to come in cycles, occurring with greater regularity at certain intervals of time.'

Now find the important points in paragraph 4 which you might wish to add to your summary. State them here.

Paragraph 4

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A number of details are given in this paragraph and we have to decide which ones are important. Perhaps we can summarise the paragraph thus:

'Scientists do not know what causes volcanic activity to increase. They believe that volcanoes occur where there is a weakness or thin spot in the Earth's crust which allows the hot liquid rock deep under the surface to come out.'

The first sentence is kept as it is and also the second. Parts of the third sentence are added on to the second, making it a complex sentence. It is also possible to put a full stop after 'Earth's crust' thus ending the second sentence and beginning the next sentence with 'This allows the hot liquid rock. to come out.'

Now find the important points in paragraph 5 to add to your summary. State them here.

Paragraph 5:

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This paragraph contains two examples, of which one might be selected. The last line states a generalised goal which is not so relevant to the way the passage has developed, so it can be omitted. The summary could then read:

'There is probably a relationship between the volcanoes and earthquakes. Usually a volcanic eruption follows an earthquake some distance away. For example, in Chile, a major earthquake in 1960 was followed by a major volcanic eruption.'

Notice that now, as we are expanding the summary, we have not bothered about the connecting words we had used in the short summary. We will consider what is required after we have put these paragraphs together.

Now let us write the summary as it stands. Read it through carefully to see if all the parts connect with each other. What improvements can you suggest?

Summary

(1) The Northern Hemisphere is experiencing a time period of increased volcanic activity. (2) One of the examples of this was a major eruption at Mt. St. Helens in 1980. (3) The smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere. (4) Eruptions of this size might take place only once every decade. (5) Volcanic eruptions influence the Earth's climate. (6) It is affected by the particles that are added to the earth's stratosphere. (7) This makes the air cloudy so that less light passes through, leading to a drop in the surface temperature of the earth. (8) Volcanic eruptions seem to come in cycles, occurring with greater regularity at certain intervals of time. (9) Scientists do not know what causes volcanic activity to increase. (10) They believe that volcanoes occur where there is a weakness or thin spot in the Earth's crust which allows the hot liquid rock deep under the surface to come out. (11) There is probably a relationship between the volcanoes and earthquakes. (12) Usually a volcanic eruption follows an earthquake some distance away; for example, in Chile, a major earthquake in 1960 was followed by a major volcanic eruption.'

Consider the summary as it stands, carefully.

- 1 Do you think that it should be written as one paragraph or two or more ?
- 2 Do all the ideas as stated here follow properly in sequence or should they be reordered ?
- 3 Do any connecting words need to be added ?
- 4 Are there any instances of a noun previously mentioned which needs to be written as a pronoun?

State your views here.

This image shows a full page of dot grid paper. It features ten horizontal rows of small, evenly spaced black dots on a white background. The dots are arranged in straight lines across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

We are now going to write a revised summary, making some of the changes referred to above. Read this carefully.

Revised Summary

- 1 The Northern Hemisphere is experiencing a time period of increased volcanic activity. One of the examples of this was a major eruption at Mt. St. Helens in 1980 when the smoke and volcanic matter were forced straight up 60,000 feet into the stratosphere. Eruptions of this size, however, might take place only once every decade.
- 2 Volcanic eruptions seem to come in cycles, occurring with greater regularity at certain intervals of time. Scientists as yet do not know what causes volcanic activity to increase. However, they believe that volcanoes occur where there is

A weakness or thin spot in the Earth's crust which allows the hot liquid rock deep under the surface to come out.

3 (1) Now state the changes that have it is found that volcanic eruptions influence the Earth's climate, which is affected by the particles that added to the earth's stratosphere. (2) This makes the air cloudy so that less light passes through, leading to a drop in the surface temperature of the earth. (3) There is probably also a relationship between volcanoes and earthquakes. (4) Usually, a volcanic eruption follows an earthquake some distance away. (5) For example, in Chile, a major earthquake in 1960 was followed by a major volcanic eruption.'

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Check your answer with that given by us.

Every summary has a purpose. We have been attempting general summaries where passages have been condensed according to the purpose of the passage itself. But they can be summarised from the reader's point of view as well. In that case, details not so important to the passage might be selected because you happen to be particularly interested in them. We will deal with this kind of summary later. For the time being, we are left with a choice between the Short Summary and the Revised Summary. Here it is mainly a question of how much detail is required.

12.2 LET US SUM UP

In this unit we have shown you how we can write summaries of the passages we read by

- looking for the important ideas in each passage and the relationship between them; and
- adopting a proper arrangement for the main points in the summary and linking the various sentences in it with the use of connectives.

12.3 KEY WORDS

'colon: a mark (:) used in writing to introduce an example, etc.

'earthworm: a common kind of long thin worm which lives in the soil

'sequence: the order in which things follow one another.

12.4 ANSWERS TO SELF-CHECK EXERCISES

Exercise 1

Main Ideas in 'Earthworms Back in the Garden'

Paragraph 1 : Earthworms are the answer for every garden problem: they can increase crop production, turn and freshen soil and produce faster growth.

Paragraph 2 : Earthworms, it is claimed, are 70 per cent protein, so they can be eaten. They can replace topsoil which is disappearing every year through erosion.

Paragraph 3 : Within one year, 1000 earthworms and their descendants can change approximately 1 ton of organic matter into one of the highest-yield growing materials known. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces.

Paragraph 4 : Worms make the soil porous, absorbent and of even consistency.

Paragraph 5 : Worms need only moisture, darkness and food from the soil. A Worm Growers' Association is active in many states.

Final Summary of 'Earthworms Back in the Garden'

Earthworms are the answer for every garden problem: they can increase crop production, turn and freshen soil and produce faster growth. Earthworms, it is claimed, are 70 per cent protein, so they can be eaten. They can replace topsoil which is disappearing every year through erosion. Within one year, 1000 earthworms and their descendants can change approximately 1 ton of organic matter into one of the highest-yield growing materials known. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces. Worms make the soil porous, absorbent and of even consistency. Worms offer all these benefits, yet they make few demands: they need only moisture, darkness and food from the soil.

Exercise 2

1 Paragraph 1: The Northern Hemisphere is experiencing a time period of increased volcanic activity.

Paragraph 2: Eruptions of this type are influencing the Earth's climate.

Paragraph 3: Volcanic eruptions seem to come in cycles.

Paragraph 4: Scientists do not know what causes volcanic activity to increase.

Paragraph 5: There is probably a relationship between the volcanoes and earthquakes.

2 Improved Version of Short Summary:

The Northern Hemisphere is experiencing a time period of increased volcanic activity. Eruptions of this type are influencing the Earth's climate.

They seem to come in cycles and scientists do not know what causes volcanic activity to increase. It is felt, however, that there is probably a relationship between the volcanoes and earthquakes.

3 Reasons for the changes introduced in the Revised Summary (Sentence numbers relate to the Summary, not the Revised Summary, except when specially indicated).

- a) The summary consists of one paragraph whereas in the Revised Summary there are three paragraphs. The paragraphing is introduced in order to separate the three major strands in ideas clearly.
- b) There has been some reordering of sentences in order that sentences relating to a particular idea are placed together. Sentences 8, 9 and 10 are moved up to form paragraph 2. Sentences 5, 6 and 7 are joined with sentences 11 and 12 to form paragraph 3. This reordering has been done so that paragraph 1 deals only with increased volcanic activity occurring at certain time periods. Paragraph 2 can pick up on that point and bring in the fact that volcanic eruptions take place in cycles. Paragraph 3 can then deal with the relationship between these eruptions and the Earth's climate. There are two such relationships mentioned in the passage which are reordered and put together, namely, i) the effect on the temperature and ii) the connection with earthquakes.
- c) Sentences 2 and 3 are joined by the word 'when'. This is done because sentence 3 provides further information about sentence 2 and the two can be clearly connected. The two sentences, if kept separate, sound very brief.
- d) The word 'however' is added in sentence 4 in order to show that though this kind of eruption has occurred, it is not an everyday occurrence. It indicates a contrast (Paragraph 1 of Revised Summary).
- e) Sentences 5 and 6 are connected with 'which' in order to avoid two very short sentences coming one after the other. (Paragraph 3, sentence 1 of Revised Summary).
- f) Sentence 9 has been given an 'as yet' in order to contrast this sentence clearly with sentence 10 (Paragraph 2 of Revised Summary).

- g) The word 'however' is added to sentence 10 in order to indicate a contrast between the fact that scientists do not know the cause of volcanoes, yet they nevertheless have a theory that volcanoes occur at spots of weakness in the Earth's crust. The 'however' highlights the contrast.
- h) In sentence 11, an 'also' is added in order to indicate that it is linked with sentence 7 which comes before it in the Revised Summary. The 'also' draws attention to the fact that this is the second point in the relationship between volcanoes and the Earth's climate (Paragraph 3, Sentence 3 of Revised Summary).