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| **https://web2.uvcs.uvic.ca/courses/elc/sample/intermediate/images/wtips.jpgWRITING TIPS Summarizing** |  |
|  | Summaries are shorter versions of a longer piece of writing. They include all the most important main ideas of the original. A summary includes examples or ideas found in the original writing without any additional information. It should be brief, so it must either generalize or eliminate many minor details and examples. It should also be clear. That means it should not be so general that it is vague or unclear.   |  | | --- | | Here are the steps you can follow when writing a summary:   1. Read or reread the material you want to summarize. 2. Identify the main controlling idea in the original writing. 3. Identify the main supporting points. 4. Identify key words. 5. Paraphrase key words and the main ideas. 6. Check your sentences against the original writing to make sure you have included all the main ideas. 7. Check your sentences to make sure you haven't added any new information. 8. Rewrite your sentences using appropriate transitions to link one idea to another. |   Follow these steps when summarizing a paragraph:  **1. Read the material you want to summarize.**  **Example**   |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | | --- | | The Successful Language Learner  One of the most important characteristics of successful language learners is their willingness to make mistakes. Young children learn their first language by trying to communicate a message rather than by trying to learn grammar rules. Children are not worried about correctness, they are concerned with the message. The message is more important than the grammar. In the same way, second language learners must try to communicate even when they are not certain of the correct forms or words. By using the language to communicate, their language skills will improve. For example, if someone else cannot understand what the learner is trying to say, then the learner must change the way he or she is using the language. In this way, the learner quickly learns what is correct and what is incorrect. Mistakes become learning opportunities. Therefore, the more learners use the language, the more skilled they become in the language. Successful language learners do not wait until they can speak or write perfectly before they use the language; they use the language in order to improve their speaking and writing. | |   **2. Identify the main controlling idea for the whole writing.**  **Example**   |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | | --- | | One of the most important characteristics of successful language learners is their willingness to make mistakes. | |   **3. Identify the main supporting points.**  **Example**   |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | | --- | | One of the most important characteristics of successful language learners is their willingness to make mistakes. | |   Young children learn their first language by trying to communicate a message rather than by trying to learn grammar rules. (This is an example. Examples are not necessary in summaries.) In the same way, second language learners must try to communicate even when they are not certain of the correct forms or words. Mistakes become learning opportunities. Therefore, the more learners use the language, the more skilled they become in the language.  **4. Identify key words and phrases.**  **Example**   |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | | --- | | • successful language learners • willingness to make mistakes • communicate • use the language = become more skilled | |   **5. Write a summary that repeats or paraphrases key words and the main ideas.**  **Example**   |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | | --- | | Good language learners are willing to make mistakes, use the language in order to communicate, and improve their language skills at the same time. | |   **6. Check that all the main ideas are included.**  **7. Check that there is no new or added information.**  **8. Finally, use appropriate transitions to link one idea to another.**  YOUR WRITING ASSIGNMENT  Use expressions like: The author says/claims/states.  Use neutral language.  Don ‘t include details.  Bombay is often regarded as India's Capital of Hope. Often wondering why this is so, I made a fruitful trip down to the busy city, solving most of my queries.  Bombay consists of seven islands, joined by land reclamation. Many Indians, especially those from the rural areas, regard Bombay as their paradise, since they could find work relatively easily here, as compared to their homelands.  Being the **pillar** for revenue collection, Bombay's economic growth has far outperformed the other cities. In fact, its per capita (head) production of goods and services is about three times greater than that of Delhi - India's second most prosperous city. Despite the economic boom, Bombay gives me an astonishing image of deterioration when I first stepped into the city.  The ostentatiously dignified imperial buildings, erected by the British, are so overly populated that they look as if they are toppling over any minute. There are the 1950s kind of black and yellow taxis, which appeared as if brutally thrashed, lining up like ants trails, clotting up the small avenues. Amidst the dins of traffic jams, stood the oppressed-looking buildings of Benetton outlets, foreign car dealerships, croissant-serving outlets and so on.  Though unemployment is not a significant problem in Bombay, housing is. A visit in Dharavi, a **slum** area in Bombay will help clarify our imagination. The Bombayites' so called "houses" are actually movable shacks, built from unwanted bits of tarpaulin, tin and cardboard. There are so many of them that a maze of alleys emerged, passable only when I walked sideways like a crab between them. Curious about the living conditions, I wondered around the maze, meeting groups of scantily clad kids and hungry, stray dogs. Popping my **inquisitive** head into one of the small huts, I was totally amazed by their living conditions. Estimating about twelve or more Bombayites living in each hut, these two-storey houses are usually partitioned by rough platforms with ceilings no higher than five feet from the ground. Furthermore, `these shacks look absolutely bare -- no furniture and I deduced that the inhabitants eat and sleep on the ground.  In spite of the poor living conditions, many Indians still hope to migrate to Bombay. Interviewing a few of the newcomers, a majority of them said that they came to Bombay to find jobs. There are some who regard Bombay as buoyant floats, saving them from natural disasters and tyrannies in their homelands.   |  |  | | --- | --- | |  |  | |  |  |  | |  |  |  | |