
UNIT 2 LEARNING TO SUMMARIZE

Structure

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2.0 OBJECTIVES

In this unit you will read about:

- What a summary is
- Steps in summary writing
- Dos and don'ts while writing a summary
- Writing a good summary
- Combining sentences using different techniques

2.1 WARM UP

When you read something or listen to a speech or conversation and are asked to summarize the contents, do you state each and every detail?

Or, do you summarize briefly depending upon the need or purpose?

Let us do the following exercise

Activity 1

Read the following situations and summarize the main idea of each as directed:

- A Read this conversation between Tina and her friends and summarize it for a friend who was not present.**

Tina: Let's watch a movie at Priya cinema on Sunday.

Sumeeta : Which movie should we see?

Tina: Let's watch **The President's Men**. I've heard it's a great movie.

Rashmita: I don't want to see an English movie. Why don't we watch **Shor**?

Tina and Sumeeta: Ok, we'll see **Lipstick Under My Burqa**.

Tina : Who'll buy the tickets?

Rashmita : I'll book them online.

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B The education department you work for wants to start an educational initiative to improve teaching-learning in schools. Read about the Shikshak Samakhya Project and summarize its contents for the department.

The aim of the Shikshak Samakhya Project is the empowerment of the teacher. An empowered teacher can provide an effective education by improving his/her teaching. 'Shikshak Samakhya' which literally translates as 'Teachers' Empowerment' was launched in September. It is envisaged as an important part of the strategy for achieving Universal Primary Education in Madhya Pradesh. The main objective of the project is to develop a replicable strategy for improving the quality of primary education in the selected districts of Madhya Pradesh.

The project, besides enhancing the competence of the teachers also provides for making the classroom an attractive place to be in, and evolution of effective and relevant teaching- learning materials and aids through a participative process.

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As you go through the unit, you will learn that a **summary should include only the most important points**. It must be brief with well- connected sentences and paragraphs and must fulfill the purpose for which it is being written. The objective of the unit is to enable you to develop good summarizing skills which are required by you at the work place.

2.2 WHAT IS A SUMMARY?

A summary is an abridged version expressing the main ideas of a text / passage /conference/meeting. A successful summary is not an exposition of the writer's own opinions, but contains the essential points in an original text. It is brief and to the point and does not miss out anything of importance. Yet summarizing is often found quite difficult by people and needs to be learnt and practiced.

While summarizing, one must categorize details, eliminate insignificant information, generalize information, and use clear, concise language to communicate the essence of the information. With practice, everyone can support their reading / listening and do an efficient summary of office proceedings/ conferences/ reports etc.

With the help of summarising skills they can also write minutes, abstractions, reports and briefs which are part of their assigned duties at the work place. Effective reading and writing are important study strategies that enable a person to write a good summary.

The skill of summarizing is very important for people working in offices or corporates, language learners, and even students and researchers.

The points listed below give an idea about a good summary.

1. Summaries are shorter than original texts,
2. These contain the main ideas of a text,
3. When the main ideas are knitted into a well written passage it conveys what the writer wants to state, and
4. These are in reported speech.

Let us consider what usually happens when you are asked to summarize.

You may ...

- not even acquaint yourself with the focus of the material or meeting and therefore fail to touch the most important ideas/ issues
- write down everything and make the summary too long
- write down so briefly that you fail to state the main idea of the passage
- give too much information, some of which may not be required
- write way too much without any focus
- write just enough to enable the reader to know the main idea of the passage
- copy word for word and therefore be no different from the original.

What should you actually do?

- familiarize yourself with the content and cull out the main ideas, focusing on key details

- break down the larger ideas under main points
- note key words and phrases that are needed for your summary
- write only enough to convey the gist (the central idea or essence)
- take succinct but complete notes.

2.2.1 Situations where the Skill of summarizing is required

In an office the need for summarizing arises in many situations:

- while preparing notes during self –study for an assigned task,
- when you are given a specific assignment such as reporting or preparing minutes of a meeting,
- while writing concluding notes on a seminar or discussion in the office,
- while reporting about a field trip or an official tour, or
- while reading on a topic/assignment and summing up what you need to convey to your boss or manager.

In all the workplace scenarios good summarizing skills are required. The tips you will be provided in this unit will be extremely valuable to you. It is essential for you to practice writing summaries of matter/ material you read in everyday life such as: office notices or circulars, newspaper reports, articles, books etc. to be able to write good summaries at the work place.

Methods of summarizing

Some popular methods of summarizing are:

- **Selective underlining**

This is where you underline only the keywords, which are absolutely essential, and then transform those keywords into one succinct paragraph.

- **Writing successively shorter summaries**

In this method you begin writing a summary of the piece of writing, then continue to rewrite your summary, taking out unnecessary details each time, until your whole summary is brief enough to suit the purpose.

- **Newspaper summarizing**

- Here you only focus on the ‘Who’, ‘What’, ‘When’, ‘Why’, ‘Where’, and ‘How’ of the piece of writing.

2.3 READING: WRITING A GOOD SUMMARY

Read the following passage which tells you how to write a good summary and answer the questions that follow:

Writing a good summary demonstrates that you clearly understand a text and that you can make your readers comprehend what you are trying to say. A summary can be tough to write at first as you might include too much or too

little information. However, with the help of this 10 -step method, you will be able to summarize texts quickly and successfully for any purpose. When you are given office assignments you will be able to make notes and summarize easily once you get the knack of writing a good summary.

STEP 1: BREAK DOWN & DIGEST First of all you must skim through the text you are required to summarize and divide it into sections. Quickly make a mental note of the theme, message or intent of the passage. Before starting to note points it is essential to know the import of the passage. Be sure to focus on any headings and subheadings. Also, you should take note of terms in bold and make sure you understand them before you read.

STEP 2: READ Now that you have prepared yourself, go ahead and read the selection. Read straight through. At this point of time, you need not stop to look up anything that gives you trouble — just get a feel of the main idea and the author's tone and style.

STEP 3: RE-READ Rereading should be active reading. Make sure that you underline topic sentences and key facts. Label areas that you want to refer to as you write your summary. Also, remember to label areas that should be avoided because the details (although they may be interesting) are too specific or unrelated. Identify areas that you do not understand and try to clarify those points.

STEP 4: ONE SENTENCE AT A TIME You should now have a firm grasp on the text that you will be summarizing. In the previous steps, you have divided the selection into sections and located the author's main ideas and points. Now, write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details. The key points will help you decide the number of paragraphs you need to write.

STEP 5: WRITE A THESIS STATEMENT [HYPOTHESIS] This is the key to any well-written summary. Review the sentences that you wrote in STEP 4. From the sentences, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are unable to do this step, then you should return to STEP 4 and make sure your sentences actually addressed key points. If you are required to give the summary a title, it will come out of your thesis statement.

STEP 6: READY TO WRITE At this point, your first draft is done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (or connectors such as, then, however, also, moreover) that help with the flow of the summary. Once you start writing, take note of these points: Write in the present or past tense, depending on the context. Make sure to include the author and title of the work. Be concise: a summary should not be equal in length to the original text. If you must use the words of the author, cite them. Otherwise, **USE YOUR OWN WORDS** (for example, instead of “in actual fact”, write “actually”)! Do not incorporate your personal opinions, ideas, or interpretations in the summary. The purpose

of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

STEP 7: CHECK FOR ACCURACY Reread your summary and make sure that you have accurately represented the main ideas and key points. Ensure that you have correctly cited anything directly quoted from a text or speech. Also, check that your text does not contain your own commentary.

STEP 8: REVISE Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. You should be able to understand the main text based on your summary alone. If you do not, you may have focused too much on one area of the piece and not enough on the author's main idea.

STEP 9: WRITE THE FINAL DRAFT While revising you must have noticed some imbalances, inaccuracies, errors or presentation flaws that you corrected. It is now time to write the draft. Please see that it is properly paragraphed and indented.

STEP 10: CHECK THE FINAL DRAFT ONCE AGAIN Go through the fair draft carefully before submitting it. There is no harm in rewriting it so that it appears impressive instead of giving a cluttered and untidy appearance. Write the title on top of your final draft.

Check Your Progress 1

1. Answer these questions on the basis of what you have read in the passage. Write the answers in your own words as far as possible.

i. What is the first thing to be done while writing a summary?

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ii. What is essential when you are rereading?

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iii. What is a thesis sentence? What is its place in a summary?

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- iv. Notice that the writer gives you some dos and don'ts. List some of the dos and don'ts mentioned in the write up. Is the writer's focus on dos or don'ts? Give a reason for your answer in one sentence only.

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- v. Summarize the essential points for each step-

| Sl. no. | Step | Essential Points |
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2. Complete the following passage based on the above text with words chosen from the box below. You may have to change the form of the word in some cases:

include main interpret details labels accurate
critique skim transition topic hypothesis

Writing a summary is an art you need to learn. First of all it is good to ----- through the passage and note its purpose and what it is about. To understand the author's tone, style, as well as ----- idea you must read the complete passage at one go instead of stopping to make notes or find meanings of unfamiliar and difficult vocabulary. While rereading the passage, underlining ----- sentences and key facts and putting----- on areas that are to be avoided- as they are not related to key issues- can be very helpful.

After dividing the passage into sections and locating the author's main ideas and points, it is time to write down the main idea of each section in one well-developed sentence. Make sure that what you----- in your sentences are key points, not unimportant ------. Creating a

thesis statement that clearly communicates what the entire text is about is a key focus area in summary writing. Use of linkers or ----- words (such as however, moreover) helps in giving your summary a flow. Remember that a summary is not a ----- . The golden rule to remember is: you are expected to represent what the author wants to say accurately. Therefore you must not give your own ----- of the author's intent or opinions. Checking and rechecking the main and supporting details for -----, fluency and grammar will ensure that your boss appreciates your work!

2.4 VOCABULARY: REDUCING STRATEGIES

When you summarize, you need to be concise. What you take *out* of your writing is just as important as what you put *in*. Therefore some key editing strategies for removing needless words ought to be applied--deadwood that only bores, distracts, or confuses readers has to be removed. The skill of reducing clauses, which is extremely helpful when you are summarizing, is to be developed. In other words you have to learn the art of brevity.

You will find the following strategies useful when you are learning to be brief, clear and to the point...

1. **Reducing long clauses to shorter phrases** In other words, clear out the deadwood, be concise, and *get to the point!*

Example-

Wordy: The official *who was in charge of the proceedings* was explaining every step in great detail.

Revised: The official *in charge* was explaining every step in detail.

2. **Reducing phrases to single words**

Example-

Wordy: It was a day when *one and all* celebrated the company's success.

Revised: *Everyone* celebrated the company's success that day.

3. **Doing one word substitution wherever possible**

Example-

Wordy: The artist has written his own story himself.

Revised: The artist has written his autobiography.

4. **Using one word where there are examples**

Wordy: Many vehicles such as cars, taxis, buses and autorikshaws were caught in the traffic jam.

Revised: All kinds of vehicles were caught in the traffic jam.

5. **Using linkers, non-finites, conjunctions (coordinating/subordinating) and other devices to combine sentences wherever required, to have a smooth flow and continuity**

Example 1: My father was reading a book. The cat jumped on to my father's lap.

Combined: The cat jumped on to my father's lap while he was reading a book.

Example2: You must clear the ground. There can be no new growth if you do not clear the ground.

Combined: There can be no new growth unless the ground is cleared.

Check Your Progress 2

Rewrite the following sentences by using any of the above strategies such as reducing long clauses to short phrases or reducing phrases to words without changing the meaning-

- a) I am sorry to say that the furniture *which was supplied* to for this office is not satisfactory.(19 words)
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- b) The staff *who works in the I T department* is doing overtime to meet the project deadline.(18 words)
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- c) Because of *delay in commuting due to heavy traffic*, the meeting was rescheduled.(14 words)
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- d) The company was short of cars so it hired some for the conference.(13 words)
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- e) We have decided to have a meeting with the suppliers after the conference.(14 words)
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- f) Rama is quite forgetful. She has forgotten to complete the assigned job of preparing the report.(17 words)
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2.5 LISTENING: SUMMARIZING FOR YOURSELF AND OTHERS

Check Your Progress 3

Listen to the audio recording for the guidelines on writing a summary carefully (tape script-1). As you listen, note the main points made by the speaker and write them in your notebook under points.

Compare your main points with the points given by us. Which points are common? Which points were left out by you? Review your points and make changes if necessary.

Now use your points to write a summary of the listening text.

Main points

1. Include only the main points in your own words
2. Summarize only what is required for a purpose, not everything in the passage
3. A summary is much shorter than the original
4. Do not change the meaning
5. Restate in your own words
6. Do not give your own views or interpretation of the writer's opinion
7. Refer to the author's focus in the beginning for clarity

2.6 WRITING: SUMMARISING INFORMATION

Activity 2

1. Read this extract and summarize the contents for your colleagues in the office. This extract is from an interview with a leading businessman of India – Nimesh Kampani.

'My father followed the golden principles- never borrow money for personal needs and don't ever give guarantees. He would always say, 'The repayment liabilities are yours. You can't disown them. On the other side, the asset that you believe is yours, may or may not remain of that value always. So, the value of assets goes down but the liabilities stay with you. Live within your means.' He would also explain it to us by saying, 'Liabilities are like meters, which keep running 24 hours, even when you go off to sleep. If you do business with your money, you can withstand any bad times.'

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2. The following extract is about Kiran Mazumdar Shaw, who is Chairman and Managing Director of the company Biocon. Summarize its contents to inspire your office staff.

Kiran Mazumdar had always wanted to be a doctor, but when she failed to make the grade at the medical college entrance exam, her father told her, 'Every failure opens up a new vista. Learn to fight failure with a spirit of challenge that will make you stronger.' Kiran decided to lean on her love for sciences to become a brew master. However, she found that Indian companies did not want a woman brew master. Her father advised her, 'Remember failure is temporary. It's giving up that's permanent.' Kiran then put together a team of scientists and technicians and started a business in Bangalore in 1978. That company, which started off by extracting enzymes from papayas, has today grown into Biocon, India's largest biotech firm.

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3. You are the head of the sales department of Biosphere. Read the following memorandum sent to you by the training head of your office. You have to circulate the most important points contained in the memo among all office staff in your department. Summarize the contents.

Memorandum

From: Anubha Verma (Training Head)

To: Department Heads

Date: 10th June, 2018 Subject : English Communication and Personality Development classes

1 From Monday 25th June, 2018 English Communication and Personality Development classes will be held in the Office Meeting Rooms 1 and 2. The training will be held for 5 working days for each group of 10 members from 4 pm to 6 pm every day.

2 Please encourage your staff to attend one of the groups. All training material will be provided by the trainers .Participants must take full advantage of the opportunity to develop their skills. On successful completion of the 5 day training, each participant will be given a certificate.

3 All department heads are requested to send the names of interested participants to me by the evening of 15 June so that batches can be formed. Enrolment will be on first come first served basis.

Anubha

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2.7 GRAMMAR: JOINING SENTENCES FOR BREVITY; WORD-SUBSTITUTION

A. Joining Sentences for Brevity

Two or more ideas in a paragraph can be connected in different ways such as:

- by using a conjunction such as *and, before, because so ..that, although, whereas*
- by using a preposition such as *before, after, because of ,due to , in spite of, during*
- by using an infinitive such as *in order to, being, having*

Check Your Progress 4

Here are some paragraphs with very short sentences. Join the sentences together to make one or two longer sentences, using appropriate conjunctions, prepositions or phrases.

- a) There was a technical problem. The Metro stopped. People started shouting in panic.

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- b) The scientists trained him well. They helped him find a job when his training was through.

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- c) They made plans to go. They ended up not being able to make it.

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- d) A letter should have a personal touch. It should be friendly. It is unwise to use a style that is too informal with people you do not know very well.

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- e) The customer was angry. He wanted to meet the manager. He wanted to complain about the rude behavior of the sales person.

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B) One word substitution

You often find yourself using more words than required when you write. For example, while referring to a person who works voluntarily, you write : ‘*Sushil is a man who works for free,*’ instead of saying ‘*Sushil is a voluntary worker*’. Or, you say that- ‘*Susan is able to use both languages well,*’ instead of saying: ‘*Susan is bilingual.*’

What word do you use to refer to someone’s ‘life history written by somebody else’? It is called a ‘*biography*’. Similarly, when a person writes his/ her life history themselves it is called an ‘*autobiography*’.

People who work together are called ‘*colleagues*’

Look at this list of one word substitutions

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| One who is recovering from illness | Convalescent |
| One who is all powerful | Omnipotent |
| One who is present everywhere | Omnipresent |
| One who does not make mistakes | Infallible |
| One who can do anything for money | Mercenary |
| One who has no money | Pauper |
| One who can speak two languages | Bilingual |

**Meeting and
Discussions**

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| One who loves mankind | Philanthropist |
| One who looks at the bright side of things | Optimist |
| One who looks at the dark side of things | Pessimist |
| One who pretends to be what he is not | Hypocrite |
| One who helps others | Good Samaritan |
| One who thinks only of himself | Egoist |
| One who thinks only of welfare of women | Feminist. |
| One who is indifferent to pleasure or pain | Stoic |
| One who goes on foot | Pedestrian |
| A Government by the people | Democracy |
| That through which light can pass | Transparent |
| That through which light cannot pass | Opaque |
| That through which light can partially pass | Translucent |
| A sentence where the meaning is unclear | Ambiguous |
| A place where orphans live | Orphanage |
| That which cannot be described | Indescribable |
| That which cannot be imitated | Inimitable |
| That which cannot be avoided | Inevitable |
| A position for which no salary is paid | Honorary |
| A book published after the death of its author | Posthumous |
| That which is not likely to happen | Improbable |
| People living at the same time | Contemporary |

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|--|--------------|
| A book written by an unknown author | Anonymous |
| That which is lawful | Legal |
| That which is against law | Illegal |
| A thing no longer in use | Obsolete |
| A handwriting that cannot be read | Illegible |
| One who doesn't know how to read and write | Illiterate |
| A person's peculiar habit | Idiosyncrasy |

Check Your Progress 5

Rewrite the following passages using one word substitution wherever possible. You may also consider sentences to make them shorter without changing the meaning. You may choose words from the list above.

1. It is against the law to make people work after office hours without paying them extra money. Action can be taken by the government against such employers. Sometimes, employees who are not literate do not fight for their rights because they are not aware of employment laws. Employers may not care for workers' needs because they are sure that innocent workers will not protest as they do not know what about labour laws. Employers who can do anything for money must be stopped from exploiting workers in a country that is a democracy and is supposed to take care of people's rights.

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2. The book "A Ray of Hope" was published after the death of its author. The book describes the peculiar work habits of a person who used to work for an NGO without getting paid for her work. This was a position she took up on her own will because she wanted to improve the conditions of children who didn't have parents and lived in terribly appalling conditions in so called 'children's homes'. The terrible conditions under which the children lived in these homes are described vividly by the author in her book.

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2.8 LET US SUM UP

In this unit you have studied about:

- the need for summarizing
- What is a summary and situations where the skill of summarising is required
- The steps to be followed in writing a good summary
- Vocabulary needed in summarizing
- How to summarise information
- combining sentences for brevity and word substitution

2.9 ANSWERS

Activity 1

- A. Tina met Sumeeta and Rashmita and together they decided to go to Priya cinema for the Hindi movie Shor on Sunday. Rashmita offered to buy the tickets online.
- B The Shikshak Samakhya Project which was started in September in Madhya Pradesh to achieve Universal Primary Education by enhancing the competence of the teachers, aims at improving their teaching skills. The project aims to develop a replicable strategy for improving the quality of primary education in selected districts of the state.

Check Your Progress 1

- i. It is essential to note the theme, message or intent of the passage to know what is the intent/purpose of the author. Paying special attention to the headings and noting terms in bold is a good strategy to use at the outset.
- ii. While rereading, it is essential to underline topic sentences and key facts and label areas you want to refer to again and again as they are important. It is also helpful to label areas that are too specific or unrelated and need not be included in the summary.

You may use different colours for the tasks so that there is no confusion. What you do not understand and needs clarification also must be identified.

- iii. The thesis sentence is the key to a well-written summary and ensures your success in summarizing as it communicates very clearly what the entire text is about . The title too comes out of the thesis statement.
- iv. The writer's focus is largely on dos.

Each step spells out what **to do**. The dos are as follows:

- Read straight through just to get a feel for the author's tone, style, and main idea.
- Skim through and divide into sections to note theme, message or intent of the passage
- Find out the import of the passage
- Focus on headings and subheadings and important terms in bold
- While rereading underline topic sentences and key facts and label important, unimportant and difficult areas
- Create a thesis statement that clearly communicates what the entire text is about
- Use the thesis statement as the introductory sentence.
- Write down the main idea of each section in one well-developed sentence including key points,
- The key points will help you decide the number of paragraphs you need to write.
- Add some transition words
- Write in the present or past tense, depending on the context.
- Include the author and title
- Be concise

The writer's focus is on dos is evident from the entire extract in which at every step you are advised about what to do

Don'ts:

- Be sure not to include too much or too little information
- Do not include minor details.
- Do not stop to look up anything that gives you trouble when you are reading for the first time
- Do not include what is too specific or unrelated to the main idea.

- A summary should not be equal in length to the original text
 - A summary is not a critique- do not give your interpretation or comments
- v. The answer to this question will come out of your answers to questions iii and iv wherein you have noted all the important points as well as dos and don'ts. You only need to write the essential points under each step.
2. Writing a summary is an art you need to learn. First of all it is good to **skim** through the passage and note its purpose and what it is about. To understand the author's tone, style, as well as **main** idea you must read the complete passage at one go instead of stopping to make notes or find meanings of unfamiliar and difficult vocabulary. While rereading the passage, underlining **topic** sentences and key facts and putting **labels** on areas that are to be avoided- as they are not related to key issues- can be very helpful.

After dividing the passage into sections and locating the author's main ideas and points, it is time to write down the main idea of each section in one well-developed sentence. Make sure that what you **include** in your sentences are key points, not unimportant **details**. Creating a thesis statement that clearly communicates what the entire text is about is a key focus area in summary writing. Use of linkers or **transition** words (such as however, moreover) helps in giving your summary a flow. Remember that a summary is not a **critique**. The golden rule to remember is: you are expected to represent what the author wants to say accurately. Therefore you must not give your own **interpretation** of the author's intent or opinions. Checking and rechecking the main and supporting details for **accuracy**, fluency and grammar will ensure that your boss appreciates your work!

Check Your Progress 2

- a) I am sorry to say that the furniture supplied for this office is not satisfactory. (15 words)
- b) The IT staff is working overtime to meet the project deadline. (11 words)
- c) Due to commuting problems the meeting was rescheduled. (8 words)
- d) The company hired some cars for the conference. (8 words)
- e) We have decided to meet the suppliers after the meeting. (10 words)
- f) Being forgetful, Rama has forgotten to complete the assigned report. (11 words)

Tape script -1

When you write a summary you restate the author's main ideas in your own words. You write summaries for yourself during self-study. Your teacher may ask you to write a summary of what you have read in order to check whether you have understood the assigned reading. When you are assigned the job of presenting a report for your office after doing research on a topic,

you read from newspapers and other sources and summarize all or part of the material you have read according to the requirement.

A summary of a brief piece may be very short, say in one paragraph, but a summary of longer piece could run into several paragraphs. Summarizing from several sources may be required to be done separately for each source depending upon the assigned task or purpose.

The following guidelines must be kept in mind when you are summarizing:

- A summary hits only the highlights; therefore only the main points must be included. If a reader wants to know every detail, they can read the original. Quite obviously a summary is much shorter than the original.
- It is essential to remember not to change the author's meaning as you are only recording what the author has/had to say.
- Do not use the exact words of the author. Rework the sentences and wordings without changing the meaning. A good summary is written in your own style and words without altering the author's statements or views.
- The golden rule is to keep your own views and ideas out of the summary. Many writers get tempted to write their own interpretation of the author's views – which is not acceptable in a summary. However, when you are writing a critical commentary you are expected to give your viewpoint.
- When you refer to the author, use present tense verbs: Write 'Mahatma Gandhi says', 'the author states', 'according to Marx' and so on.

Last of all- include the focus or purpose of the author in the opening sentence. This brings clarity about the main ideas or views of the author

Check Your Progress 3

Do it yourself.

Activity 2

1. Leading businessman Nimesh Kampani's father gave him the golden advice to neither borrow money for his individual needs, nor stand surety for a borrower. He further warned him that the value of assets goes down sharply with time whereas the repayment liability stays. He also advised Nimesh to do business with his own money as this would help him face bad times.
2. Kiran Mazumdar Shaw, who failed to clear the entrance examination for medical college, was advised by her father to face failure boldly as it would open new paths for her and make her stronger. She decided to become a brew master and faced many hurdles but she did not give up. Her father advised her, 'Remember failure is temporary. It's giving up that's permanent.' Kiran then put together a team of scientists and technicians and started a business in Bangalore in 1978. That company, which started off by extracting enzymes from papayas, has today grown into Biocon, India's largest biotech firm.
3. 10 June, 2018
All members of the sales dept.

Training in English Communication and Personality Development is being organized by our training department from 25 to 29 June, 2018 for groups of 10 each in the office premises from 4 to 6 pm daily. Seats are limited (10 per group) so interested staff members must submit their names latest by 15 June. On successful completion certificates will be given.

Anupama Tripathi

Check Your Progress 4

1. a) People started shouting in panic when the Metro stopped due to a technical problem
- b) The scientists trained him well after which they found him a job.
- c) Although they made plans to go, they didn't make it.
- d) A letter should be friendly and personal but not too informal with unknown people.
- e) The angry customer wanted to meet the manager to complain about the rude behavior of the sales person.

Check Your Progress 5

Word substitution

1. It is **illegal** to make people work **overtime** without giving them extra remuneration. Action can be taken by the government against such employers who take advantage of **illiterate workers**. Workers do not fight for their rights or protest due to **ignorance**. **Mercenary** employers must be stopped from exploiting their workers in a **democracy**.
2. The book, 'A Ray of Hope' which was published **posthumously**, describes the **idiosyncrasies** of a person who worked **voluntarily** for an NGO on an **honorary** basis. She wanted to provide better living conditions to children living in **orphanages** and describes their appalling conditions in her book.