

## Solutions

Textbook p. 75, 3a + 3b **The parts of a summary** → individual solutions

Textbook p. 76, 4 **Your checklist for summary writing**

Suggested example:

	<b>Dos</b>	<b>Don'ts</b>
<b>Length</b>	<ul style="list-style-type: none"> <li>- Always remember that a summary is reduction!</li> </ul>	<ul style="list-style-type: none"> <li>- Don't write too much!</li> <li>- 30 – 40% of original length is enough.</li> </ul>
<b>Contents</b>	<ul style="list-style-type: none"> <li>- Start with an umbrella sentence: author source publication date / place title gist</li> <li>- Change order of information if necessary</li> <li>- Give examples of key points from text to illustrate main points</li> </ul>	<ul style="list-style-type: none"> <li>- No direct speech, no quotes</li> <li>- No original text</li> <li>- Leave out your feelings or views!</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>- Use the simple present!</li> <li>- Use a formal register.</li> <li>- Useful phrases: According to the author...; The writer illustrates ... ; The author concludes ...</li> </ul>	<ul style="list-style-type: none"> <li>- Don't use the same style you use when you talk to your friends.</li> </ul>

Textbook p. 76, 5a + b **Differences in summary quality**

**a) + b) Personal views:** The student includes his personal opinion and views, e.g. "To be honest, I don't understand it either!!!" (l. 6.); "I'm glad that this journalist has got his priorities in life right." (ll. 10–11)

**Irrelevant information:** The summary gives too many irrelevant details.

**Copying original lines word for word:** The student copies part of the original text. (ll. 14–23)

**Summary length:** The summary is too long. It doesn't start with an umbrella sentence, so there is no information about the author, the text source, the publication date/place, the report's title and the gist of the original text.

**Use of tenses:** The summary isn't written in the simple present from beginning to end.

**Use of direct speech/quotes:** The student quotes the original text: "Let's keep buying them and make our message clear,' he says." (ll. 25–26) There is direct speech in the summary too: "One boy, Abdoulaye, told him, I'm the oldest of five children and I have to work so they can eat. I haven't seen them for two years now and I've never been to school." (ll. 20–22)

**Register:** The student addresses the reader directly, e.g. "I mean, would you be?" (l. 10), which isn't appropriate for a summary. The student also uses capital letters, "REAL" (l. 11), and informal language, e.g. "But whatever". (l. 6)