

## SUMMARIZING

Another way to use borrowed information from an outside source is to summarize the material. What is the difference between a paraphrase and a summary? When you retell a story that someone has told you, you repeat the story in your own words. If your retelling is about the same length as the original and includes many of the details, it is a paraphrase. If you shorten the story—retelling only the most important points and leaving out the details—it is a summary.

Summaries have many uses in academic writing. Like paraphrases, they can be used to support a point. They can also be part of a longer piece of writing, such as a book report. You might summarize a book before going on to write a response to it. Writing a summary can also be a good strategy for remembering things that you've read. For example, your teacher may ask you to summarize a textbook chapter.

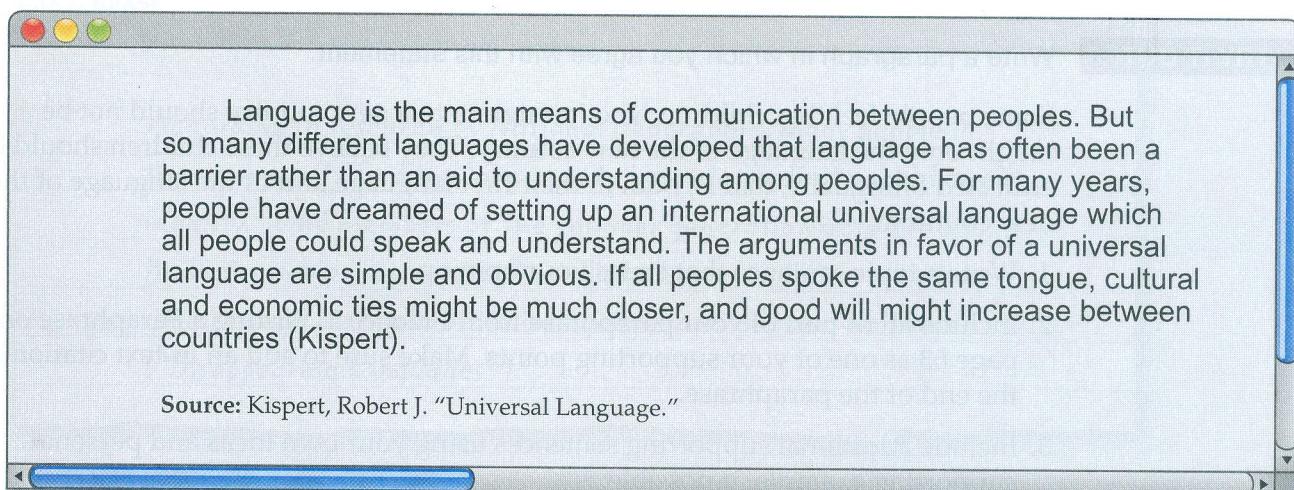
## ANALYZING THE MODEL

You previously read these writing models on pages 58–59. Here you will also read a summary of the same material.

Read the model. Then answer the questions.

### Writing Model

#### ORIGINAL PASSAGE (85 WORDS)



The screenshot shows a computer window with a title bar and three colored window control buttons (red, yellow, green). The main content area contains the following text:

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

Source: Kispert, Robert J. "Universal Language."

#### PARAPHRASE (63 WORDS, ABOUT THE SAME LENGTH AS THE ORIGINAL)

Humans communicate through language. Because there are so many different languages, however, people around the world have a difficult time understanding one another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straightforward and clear. A universal language would build cultural and economic bonds. It would also create better feelings among countries (Kispert).

## SUMMARY (28 WORDS, MUCH SHORTER)

People communicate through language; however, having different languages creates communication barriers. A universal language could bring countries together culturally and economically as well as increase good feelings among them (Kispert).

### Questions about the Model

1. How many sentences are there in the original passage? In the paraphrase? In the summary?
2. What are some other differences between the paraphrase and the summary? What two details were left out of the summary?

## WRITING A SUCCESSFUL SUMMARY

To write a successful summary, you must focus on the most important points of the original passage. These are strategies for writing a good summary.

- Use your own words and your own sentence structure.
- Remember that a summary is much shorter than a paraphrase. Include only the main points and main supporting points, leaving out most details.
- Do not change the meaning of the original.

The method for writing a summary is similar to the one for writing a paraphrase.

- Read the original passage several times until you understand it fully. Look up any words that you don't understand.
- Decide what the most important points are. It helps to underline them. It also helps to take notes on the passage. Write down only a few words for each idea—not complete sentences.
- Write your summary from your notes. Don't look at the original while you are writing.
- Include a sentence that sums up the main idea of the article.
- Use transition signals between sentences as needed.
- Check your summary against the original to make sure you have used different words but have not changed the meaning.
- Add an in-text citation at the end of the summary.

Read the original passage and the two summaries. Then answer the questions.

**ORIGINAL PASSAGE****Bilingualism and Its Advantages**

It was once believed that learning to speak two languages at an early age could create confusion between them. However, research today indicates that bilingualism, or speaking two or more languages, has many advantages. One very obvious benefit is that individuals who speak several languages can communicate with more people.

Being bilingual also can have a deep impact on how the brain functions. Research shows that bilingual children are often better able to learn words, form rhymes, and solve problems than monolingual children. Children who are bilingual are adept as well at categorizing words ("The Advantages of Being Bilingual"). This is because the brains of bilingual children, according to experts, are able to process information with great efficiency. Having to switch between two languages on a constant basis seems to help these children develop a capacity to focus and ignore distractions. At the same time, they are able to retain information (Cuda-Kroen).

Bilingualism has been shown to have advantages for adults as well as children. At St. Michael's Hospital in Toronto, researchers found that being bilingual can delay the onset of Alzheimer's symptoms. Alzheimer's disease, an illness that affects the brain and memory, seems to progress more slowly in bilingual adults. This may be because their brains are better prepared to compensate for changes in brain function (Bhattacharjee). Based on these and other findings, it seems clear that being bilingual is not only beneficial for children. It may also be vital to a person's health and wellness later in life.

**Sources:**

1. "The Advantages of Being Bilingual." *American Speech-Language-Hearing Association*.
2. Bhattacharjee, Yudhijit. "The Benefits of Bilingualism"—NYTimes.com.
3. Cuda-Kroen, Gretchen. "Being Bilingual May Boost Your Brain Power": NPR.

**SUMMARY A**

Research suggests that speaking more than one language has many benefits. First, a person who speaks another language can communicate with more people. Also, learning another language can help brain development. Bilingual children are better at learning vocabulary, rhyming, problem solving, and analyzing words. Experts think bilingual children's brains are better at these tasks because changing from one language to another helps the brain become better at focusing. Being bilingual also has an advantage when a person is older. Researchers in Toronto found that Alzheimer's disease progressed more slowly in bilingual adults. In conclusion, bilingualism is great for both children and adults.

## SUMMARY B

Being bilingual is advantageous in many ways. Bilingual people can speak to more people around the world. Children that are bilingual are smarter, too. They can learn words, rhyme, and problem solve better than monolingual children. Their brains process information better because they have to go back and forth between languages. Being bilingual is also good for adults and helps stop diseases such as Alzheimer's.

### Questions about the Summaries

1. Which summary is better? Why?
2. Which summary contains an idea that was not in the original passage?

### ✍ Applying Vocabulary: Using Synonyms 2

You have learned that knowing and using a variety of synonyms can help you to avoid repetition in your writing and to add interest and nuance to it. You have also learned that synonyms can have slight variations in meaning or connotation, and that you therefore need to be careful about which synonyms you choose to include in a particular passage. Reference works such as a dictionary and thesaurus can be helpful guides when you need to find a synonym or to confirm a synonym's precise meaning.

#### PRACTICE 9

#### Using Synonyms

- A** Write synonyms for the words. You will see these words again in your Chapter 3 Writing Assignment. Use a dictionary or thesaurus as needed.

1. technology \_\_\_\_\_
2. software \_\_\_\_\_
3. languages \_\_\_\_\_
4. communicate \_\_\_\_\_
5. revive \_\_\_\_\_

- B** On a separate sheet of paper, write four pairs of sentences with the words from Part A. Include one of the given words in the first sentence of each pair and its synonym in the second sentence.

## WRITING ASSIGNMENT

Your assignment for this chapter is to write a one-paragraph summary of an article entitled “How Technology Aids Language.” Use the summary models on pages 66–67 to help you.

The reading that you will summarize for this assignment can be found in Appendix A: Chapter Readings, on page 279. To complete the assignment, first read the article. Then follow the steps in the writing process.



### Prewrite

#### STEP 1: Prewrite to get ideas.

- After you have read the article on page 279 in Appendix A once, reread it several times until you are sure that you fully understand its meaning. Underline important points.
- Make notes on a separate sheet of paper. Summarize the author’s main idea in your own words at the top.
- Then list the other important points, changing vocabulary words wherever possible. Write down only a few words for each point.



### Organize

#### STEP 2: Organize your ideas.

- Review your list of important points. Arrange them in a logical order. Which point will you discuss first in your summary? Which will you discuss second?
- Ask yourself whether each point on your list is essential to understanding the article. If a reader could understand your summary without that point, then it may be a detail that you could leave out.



### Write

#### STEP 3: Write the first draft.

- Write your summary from your notes. Don’t look at the original while you are writing.
- Sum up the main idea of the article in your paragraph’s topic sentence, using your own words.
- Use transition signals between sentences as needed.
- Check your summary against the original to make sure you have used different words but have not changed the meaning.
- Add an in-text citation at the end of the summary.



## Revise

### STEP 4: Revise the draft.

- Ask yourself whether someone who has not read the original text could understand your summary.
- Remember that a summary should be brief and focus only on the most important points. Is there anything you want to leave out of your summary? If so, delete that word, detail, or sentence.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft using the Chapter 3 Peer Review on page 325.
- Discuss your classmate's suggestions and decide which ones to take.



## Proofread

### STEP 5: Edit and proofread the draft.

- Make sure that you have identified all of the changes you want to make in content and organization. Then review your summary for errors in format, mechanics (capitalization, punctuation, and spelling), grammar, and sentence structure. Use the Chapter 3 Writer's Self-Check on page 326 to help you.
- When you find an error, make a note on your paper using the correction symbols from Appendix D on pages 309–311.



## Write

### STEP 6: Write a new draft.

- In your new draft, include the changes you identified in Steps 4 and 5.
- Proofread your new draft again carefully. Make sure it is neat and error free.
- Hand in your summary to your teacher.

## SELF-ASSESSMENT

In this chapter, you learned to:

- Cite sources of outside information used for reference
- Use direct and indirect quotations as supporting details
- Correctly paraphrase information from outside sources
- Summarize outside sources used as support
- Write, revise, and edit a summary of an article about language

Which ones can you do well? Mark them

Which ones do you need to practice more? Mark them



### TIMED WRITING

In this expansion, you will write a one-paragraph summary of a reading. You will have 45 minutes to complete the expansion in class. You will need to budget your time accordingly. Follow this procedure.

1. Read the passage "The Challenge of Many Languages" on page 280 in Appendix A. Underline the points that you think will be most important to use in your summary (15 minutes)
2. Write a topic sentence for your summary that includes the main idea of the passage. Make sure to paraphrase. (5 minutes)
3. Write your summary. Be sure to include only the most important points, use paraphrase, connect ideas with appropriate transition signals, and include a citation. (20 minutes)
4. Check your paragraph for errors. Correct any mistakes. (5 minutes)
5. Give your paper to your teacher.



### RESPONDING TO A READING

In Chapter 2, you learned to respond to a reading using your opinion. Now, you will again respond to a reading, but this time you will use your skills at quoting, paraphrasing, and summarizing to make sure that your ideas are closely connected to the ideas in the reading.

Reread "The Challenge of Many Languages" on page 280 in Appendix A, a passage that you previously summarized in your Chapter 3 Timed Writing. Your assignment is to write a response to the text. Explain whether you believe that an ideal society should be monolingual (in which everyone speaks only one language) or multilingual (in which people speak more than one language). Use information from the reading to discuss your view. You can use quotes, paraphrases, and a summary of ideas from the reading to support your ideas.