

SECTION THREE

NO	WRITING SKILLS	WRITING SKILLS FUNCTIONAL/ CREATIVE	EXTENSION ACTIVITIES	VALUES/ LIFE SKILLS
3.1	Summary Writing	Write a summary of a given extract.	Write the summary of a text. Career Opportunities in summary writing and editing.	Skimming and scanning, Condensing
3.2	Do Schools Really Kill Creativity? (Mind-Mapping)	Develop a mind mapping frame/design Develop ideas in the form of main branch, sub-branches, tertiary branches.	Different frames/designs of Mind Mapping, their benefits, uses, etc.	Radical thinking, discovering, clarity of thought
3.3	Note-Making	Convert a passage/extract into tree-diagram, table etc.	-	Comprehending, preciseness
3.4	Statement of Purpose	Prepare a Statement of Purpose.	Different courses in Life Science, Sports, Music, Engineering and Medicine	Concise and organised presentation of facts and one's vision
3.5	Drafting a Virtual Message	Drafting a message on different/given topics/situations	Collecting different messages, dos and don'ts, templates	Creativity, imagination, effective communication
3.6	Group Discussion	Frame Dialogues. Give opinions, suggestions etc.	-	Leadership skills, problem-solving, co-operation and mutual understanding

SECTION THREE

3.1 Summary Writing

A Summary is a record in the reader's own words that gives the main points of a piece such as a newspaper, article, a lecture, a passage, a chapter or even a whole book.

ICE BREAKERS

➤ Discuss in pairs and guess the correct alternative for the following.

1. To summarize means
 - (a) Put information in chronological order
 - (b) To recapitulate the main points in selection
 - (c) To introduce new information
 - (d) To write one's opinion about selection
2. The type of summary that consists of a paragraph to express the main idea is
 - (a) Outline
 - (b) Report
 - (c) Synopsis
 - (d) Written summary

➤ There are various ways of incorporating other writers' works into your own writing. They differ according to the closeness of your writing to the source writing. Match the ways of writing in brief given in column (A) with their descriptions in column (B).

Sr. no	(A) Ways of writing		(B) Descriptions
1	Summarizing	a	It includes not just the main idea but every detail expressed clearly and to the point.
2	Paraphrasing	b	It includes selection of proper lines from the given text for correction, condensation and organization.
3	Précis writing	c	It includes the most essential part or the crux of the matter.
4	Quoting	d	It includes taking broader segment of the source and condensing it slightly.
5	Editing	e	It includes main ideas into one's own words.
6	Gist writing	f	It must be identical to the original and match the document word by word.

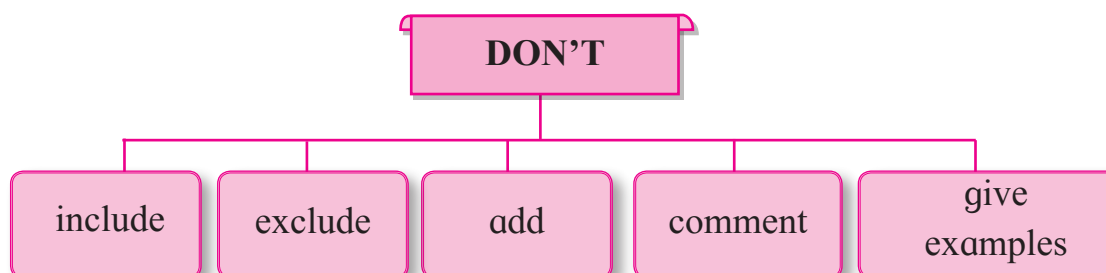
Summary Writing

‘Brevity is the soul of wit’ is one of the countless maxims coined by William Shakespeare. It is relevant to speaking as well as writing. Brevity or Concision is the cutting out of unnecessary words while conveying an idea. It aims to enhance communication by eliminating redundancy without omitting important information. Summary Writing is one of its kind that has been described as one of the elementary principles of writing. To speak what is required and to write what is necessary is a requisite towards the development of language skills. It is important to be brief in written expression. To express in brief the main points of a written record, is the summary writing skill and that can be developed by practice. Summarising has a definite purpose. The purpose of a summary is to give the reader a clear, objective picture of the original text. Most importantly, the summary restates only the main points of a text or a lecture without giving examples or details, such as dates, numbers or statistics.

DOs of Summary Writing

- Read and re-read the passage.
- Understand.
- Read the instructions.
- Find exactly what you need to summarise.
- Identify the main idea through the process of asking questions.
- Form short sentences on your own.
- Connect the sentences using linkers.
- Remove redundant words and sentences from the key sentences.
- Omit details.
- Avoid your own interpretation.

DON'Ts of Summary Writing



As an example let us take an article for summary.

Learning Disability (LD) is an umbrella term for a wide variety of learning problems. Children with learning disorder might be labelled as ‘slow learners’ but they are as smart as everyone else. They just need to be taught in proper environment conducive to their learning speed and level. Observations of a child over a period of time by parents

at home and teachers in school can provide valuable information about the way a child is able to learn and function in all the ways that he should be able to, at his age and level.

There may be certain apparent problems while reading, writing, listening, speaking, reasoning and dealing with Maths. Once these problems are identified it is time for proper investigation. It is important in order to clarify specific learning disorders and also rule out any other issue affecting the student's educational progress.

Investigations may reveal various types of disorders like Dyslexia, Dysgraphia, Dyscalculia, specific reading disability, Auditory Processing Disorder (APD), ADHD etc. Auditory Processing Disorder, also known as 'Central Auditory Processing Disorder', is a condition that affects the sound that travels unimpeded through the ear, is processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds and words.

Dyscalculia is a condition that affects a person's ability to understand numbers and learn math—signs and symbols while Dysgraphia affects a person's handwriting abilities and fine motor skills. Dyslexia is a learning disorder affecting reading and language-based processing skills like reading fluency, decoding, recall, writing and sometimes even speech. Many aspects of speaking, listening, reading, writing, and arithmetic overlap and build on the same brain capabilities. It is not surprising that people can be diagnosed with more than one learning disability. For example, the ability to understand language underlies learning to speak. Therefore, any disorder that hinders the ability to understand language will also interfere with the development of speech, which in turn hinders learning to read and write. ADHD (Attention Deficit Hyperactive Disorder) includes difficulty in staying focused and paying attention, restlessness and difficulty in controlling behaviour.

There are many other learning disabilities that can be identified in the normal classrooms at school level. Such problems can be solved to a great extent using various methods and treatments if diagnosed at an early stage. Inclusion in education is one of the ways to solve the problem of children with learning disorder. In a mixed ability classroom, with effective teaching methods and conducive environment, a child with learning disability can progress in not only education but also social interactions. Implementation of inclusive classrooms may vary but the purpose will be achieved.

Unfortunately, our country is less open to Inclusive Learning for Children with LD. Unless handled efficiently, these disorders often transform to condition like anxiety and depression. Parents, teachers, educators and other stakeholders must insist on the need to uplift children with LD. These children need to be handled carefully in their own space. They need love, encouragement and moral support so that they can emerge with great self-confidence, self-worth and determination.

Use the following steps for Summary Writing.

Step 1: Read the article twice.

Step 2: Ask questions about the purpose of writing.

Step 3: Identify the main idea.

Step 4: Write the first draft.

Step 5: Revise your first draft and edit it.

Step 6: Write the final draft.

Summary

Learning Disability: Handle with care

Learning disability is an umbrella term for many learning problems like reading, writing, listening, speaking, reasoning, maths and other physical and motor difficulties. These problems need to be identified and investigated. A child can be diagnosed with more than one learning disability like dyslexia, dysgraphia, auditory processing disorder etc. Such disorders can be dealt with using various methods, in a regular classroom. One of the ways is inclusion. Implementation of inclusion may vary but it has a positive effect on the learning disabled. Though the idea of inclusion is not popular in our country, it can prove useful to handle such children. Along with the methods and techniques the children also need encouragement and moral support to progress with self confidence and determination.

BRAINSTORMING

(A1) Complete the following as instructed.

Read the passage and write its summary according to the given steps.

Communication is a part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals, too, communicate, much to our surprise. Just like us, interaction among animals can be both verbal or non-verbal. Singing is one way in which animals can interact with one another. Male blackbirds often use their melodious songs to catch the attention of the females. These songs are usually rich in notes variation, encoding various kinds of messages. Songs are also used to warn and keep off other blackbirds from their territory, usually a place where they dwell and reproduce.

Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several hundred kilometres away.

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(A2) (i) **Cut redundant words :**

We're often inefficient in our language, using more words than necessary. Consider the following phrases. Find five more redundant words.

- (a) "Circle around" can become "circle."
- (b) "Write down" can become "write."
- (c) "Added bonus" is simply a "bonus."
- (d) "Get to the point as quickly as possible" is really "get to the point."
- (e) "Close proximity" is "close."
- (f) "During the course of" is "during."

(ii) **Avoid adverbs :**

Adverbs clutter up your copy. You can usually live without them. Here are some examples.

- (a) "That's *usually* a good thing to do."
- (b) "That's *fairly* good coffee."
- (c) "I *totally* agree."
- (d) "*Actually*, I disagree."

Just delete all those italicized words and rewrite.

(iii) **One word substitution :**

One word substitutes are words that replace a group of words or a full sentence effectively without creating any ambiguity in the meaning of the sentences.

- (a) The life story of man written by himself: autobiography
- (b) A sound that cannot be heard: inaudible
- (c) A list of books : catalogue
- (d) A sentence whose meaning is unclear: ambiguous

Find as many examples as you can from the internet and make a list.

(A3) (i) **Use of noun in apposition :**

Apposition is a grammatical construction in which two elements, normally noun phrases, are placed side by side, with one element serving to identify the other in a different way; the two elements are said to be in apposition.

Apposition can be used to make the compound sentences short and simple.

Neha is their eldest child and she is very intelligent.

- Neha, their eldest child, is very intelligent. [Here, Neha and their eldest child are the same person.]

(ii) Transforming Complex to Simple: By using phrases like ‘too...to’ or using nouns\phrase instead of a clause :

Nagpur is the city where oranges grow.

- Oranges grow in Nagpur.

The old man is so weak that he cannot walk.

- The old man is too weak to walk.

Change the following sentences into simple:

(a) Mr Rohit is the member and he is also the director.

(b) The room is so small that it cannot accommodate many people.

(c) You have to prove that you are innocent.

(d) He was late so he walked in a great hurry.

(A4) (i) Read any book of your choice and write its summary according to the steps explained in the chapter.

(ii) Find some professions that require the skill of summary writing and editing. Write them in your notebook.

