

SUMMARY WRITING

Starter: Have you ever faced any problems when you are writing summaries about what you have read, or from your notes? If yes, what are the problems that you have faced? If no, how can you write a summary? State your own tips.

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DEFINITION OF SUMMARY: 1) a short statement that gives the main information about something (**Longman Active Study Dictionary**); 2) a short written or spoken account of something, which gives the important points but not the details (**Collins Cobuild English Language Dictionary**); 3) a brief restatement in your own words of a text's main ideas (**Holt Handbook**).

Activity 1:

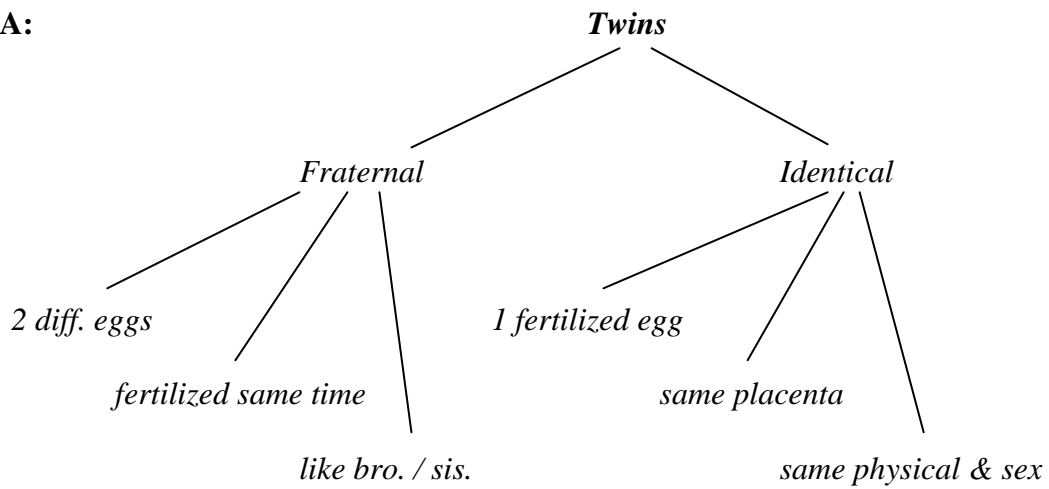
Instructions:

1. Work in groups of 4.
2. Discuss with your partners on *“What are good characteristics of summaries?”*
3. Share your ideas with your friends in other groups.

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Activity 2: Study the following notes, and then write a summary for each using your own words. Make sure that you have included all important points mentioned in the notes.

Notes A:



(Taken from Broukal, Siamese Twins, p.78)

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Notes B:

Advantages and Disadvantages of Animals Living in Zoos

<i>Pros</i>	<i>Cons</i>
<i>1. No natural predators to attack them</i> <i>2. Get regular well-balanced diet</i>	<i>1. Become bored, discontented or nervous (have psychological problems)</i> <i>2. Can pick up airborne diseases from humans</i>

(Taken from LNG102 Handout: Note-taking from Reading, p.6)

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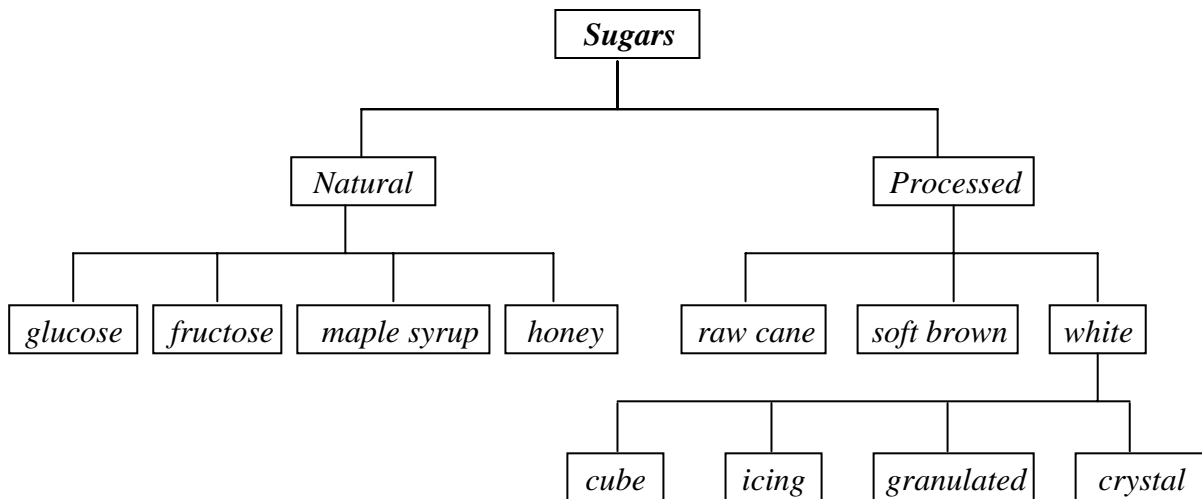
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Notes C:



(Adapted from Hamp-Lyons, L. & Heasley, B. *Study Writing*, Scotland: Cambridge University Press 1993, p.21.)

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Notes D:

Students' ways to acquire information

1. *from tutors/lecturers -> by lectures, tutorials, handouts*
2. *from other experts outside class -> by reading, listening to radio, watching edu TV progs*
3. *from fellow SS -> in conversation/discussion, student-led seminars, tutorials*
4. *from themselves -> develop new ideas by thinking about subjects, + what heard & seen*

(Adapted from Rajatanun, K. A Refresher Course in Writing, Bangkok: Thammasat University Press, 1988. p.40)

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Activity 3: Revising and Editing Your Summaries

When you finish writing summaries in Activity 2, you should read your summaries again and check for accuracy. What are the steps or guidelines that you can use to revise and edit your summaries? Discuss in groups of 4 and share your ideas with other groups.

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Activity 4: Read the following passage and then make notes using all the strategies you have learned. Based on your notes, write a summary. Remember that your summary should not be more than one-fourth of the length of the original. When you finish, revise and edit your summary based on the suggested guidelines as done in Activity 3.

COFFEE AND ITS PROCESSING

The coffee plant, an evergreen shrub or small tree of African origin, begins to produce fruit 3 or 4 years after being planted. The fruit is hand-gathered when it is fully ripe and a reddish purple in colour. The ripened fruits of the coffee shrubs are processed where they are produced to separate the coffee seeds from their covering and from the pulp. Two different techniques are used: a wet process and a dry process.

The wet process First the fresh fruit is pulped by a pulping machine. Some pulp still clings to the coffee, however, and this residue is removed by fermentation in tanks. The few remaining traces of pulp are then removed by washing. The coffee seeds are then dried to a moisture content of about 12 percent either by exposure to the sun or by hot-air driers. If dried in the sun, they must be turned by hand several times a day for even drying.

The dry process In the dry process the fruits are immediately placed to dry either in the sun or in hot-air driers. Considerably more time and equipment is needed for drying than in the wet process. When the fruits have been dried to a water content of about 12 percent, the seeds are mechanically freed from their coverings.

The characteristic aroma and taste of coffee only appear later and are developed by the high temperatures to which they are subjected during the course of the process known as roasting. Temperatures are raised progressively to about 220-230°C. This releases steam, carbon dioxide, carbon monoxide and other volatiles from the beans, resulting in a loss of weight of between 14 and 23 percent. Internal pressure of gas expands the volume of the coffee seeds from 30 to 100 percent. The seeds become rich brown in colour; their texture becomes porous and crumbly under pressure. But the most important phenomenon of roasting is the appearance of the characteristic aroma of coffee, which arises from very complex chemical transformations within the beans. The coffee, on leaving the industrial roasters, is rapidly cooled in a vat where it is stirred and subjected to cold air propelled by a blower. Good quality coffees are then sorted by electronic sorters to eliminate the seeds that roasted badly. The presence of seeds which are either too light or too dark depreciates the quality.

Source: 'Coffee Production' in *Encyclopedia Britannica*, 15th edition (1974).

Your Notes:

Your Summary:

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References:

Hamp-Lyons, L. & Heasley, B. 1993. **Study Writing**. Scotland: Cambridge University Press.

Kilborn, J. **Process for Writing a Summary**. 1997. LEO: Literacy Education Online. St. Cloud State University. Available at: <http://leo.stcloudstate.edu/acadwrite/summary.html> [28/11/2005].

Writing Summaries. Online Writing Lab, Worcester State College, Massachusetts. Available at: http://wwwfac.worcester.edu/owl/teacher/writing_summaries.htm [28/11/2005].