

ENGLISH : SUMMARY WRITING

SUMMARISING

- ❖ A summary is a simple version of the story.
- ❖ It teaches you to be brief and get straight to the point.
- ❖ Only the main ideas are used in a summary.
- ❖ Leave out all examples, definitions and extra information.
- ❖ Leave out quotations and opinions as well.
- ❖ Use your own words wherever you can.

HOW TO SUMMARISE

- ❖ Read the passage.
- ❖ Highlight the main ideas in the passage.
- ❖ Decide what are the crucial details necessary for supporting the ideas?
- ❖ Decide what information is irrelevant or unnecessary?
- ❖ Use key words or phrases to identify the main points from the text.
- ❖ Write the first draft, with these main ideas only. Make sure that these ideas are in order.
Now try and write these main ideas in your own words.
- ❖ Write your final draft.
- ❖ Add your word count.

Comprehension skills

Summarising

Presenting only the main idea and most important points

- 1 Read the text carefully and make sure you understand the question.
- 2 Underline keywords in the question.
- 3 Locate information in the text.
- 4 Decide what information is important and how it is connected.
- 5 Leave out any unnecessary words or information.
- 6 Consider all possible answers and make your own decision.

READ THE PASSAGES BELOW AND SUMMARISE EACH ONE.

PASSAGE 1: DOGS

Dogs make wonderful pets. They are fun, happy, playful and loving. People sometimes forget, however, that owning a dog is a big responsibility. Owners need to feed, care for and clean up after their dog. They must make sure their pets get enough exercise. Dogs also need to be taken to the vet regularly to make sure they are healthy and to get treatment to stop ticks, fleas and worms from causing health problems. Owners also have a responsibility to train their pet so it knows how to behave around people. Dogs are beautiful animals and they deserve responsible owners who will look after them properly.

PASSAGE 2: THE AUSTRALIAN KELPIE

The Australian Kelpie is a very special breed of dog. Kelpies have strong limbs and a trim built. Well-developed muscle combined with their athletic built, means the Kelpie can move at very high speeds. Kelpies also move with great agility and balance. They skillfully jump on top of herds of sheep. This is known as 'sheep backing' and is useful for quickly getting from one side of the herd to the other and for moving around in tightly packed pens. Kelpies are hard workers and will work until they drop. They love to be given jobs to do. Kelpies are very alert, eager to please and very loyal. Kelpies are also famed for their high intelligence. They are easy to train, which is important because herding sheep is very complex. There are many commands a herding dog needs to remember such as: hold, gather and keep distance. The Kelpie is an extraordinary breed of dog.

Passage 3

Ninjas used many different tools and weapons to get the job done: throwing stars, bows, acid-spurting tubes to name a few, but the favorite weapon of most ninjas was probably the katana. The katana is a long, curved sword with a single blade and a long grip to accommodate two hands. This sword was often carried in a sheath or scabbard on the ninja's back. Though the sword was primarily used for fighting and killing, the scabbard served a number of purposes too. The ninja could remove the sword, angle the scabbard against a wall, and use it to climb to a higher place. Or, while stealthily negotiating their way through a dark place (such as an enemy's residence at night), ninjas may have used the scabbard as a walking stick, feeling or probing their way around objects so as not to knock into anything and alert the enemy. Perhaps the ninja's most sinister use of the scabbard was to put a mixture of red pepper, dirt, and iron shavings at the top of the scabbard, so that when the ninja drew his sword, his opponent would be blinded. I wonder what a ninja could have done with a Swiss Army knife.

3. Main idea related title for the passage:

4. Summarize the passage in your own words:

Active voice: The subject of the sentence does the action, e.g. *The striker kicked the ball.* (Subject, verb, object)

Passive voice: The subject has the action done to it.

e.g.

The ball was kicked by the striker.

subject verb

How to form the passive:

Subject + auxiliary verb "to be" + past participle

When you change a sentence into the passive, be careful to keep in the same tense, e.g.

- **The coach trains the team. The team is trained by the coach. (present)**
- **The coach trained the team. The team was trained by the coach. (past)**
- **The coach will train the team. The team will be trained by the coach. (future)**

1 Rewrite the following sentences in the passive voice three times. First in the present tense, then in the past tense, and lastly in the future tense.

- The *Supa Strikas* play soccer.
 - The team boards the plane.
 - The fans support the players.
- 2 Rewrite these sentences in the active voice.
- The goalie was knocked out by the ball.
 - The rain will flood the pitch soon.
 - The manager coaches the team every day.

HINT:

Make sure you get the right tense!

Can you see that the object of the verb becomes the subject in the passive voice?



Note

Cartoons are mostly written in the active voice because people are actively speaking to each other and talking about who is doing the action.

Note

We also use the passive voice when we do not know who is doing the action. Soccer is played in South Africa.

1. What about the tense?

The verbs within the quotation marks are rewritten one step back in the past when they are converted into indirect speech.

Example:

Direct Speech: Tshnegotatso said, "I will always love Trevor."

Indirect Speech

Change the pronoun

Tshnegotatso said that she would always love Cindy.

Change the tense of the verb

4. Active & Passive Voice

The term 'voice' refers to the 'activeness' or 'passiveness' of a verb, depending upon whether the subject is doing the action of the verb or receiving the action of the verb.

ACTIVE VOICE: In this voice the object is being acted upon.

Example: The chef prepared the meal.

- ✓ The active voice is a clear way of writing and it can have a strong impact on the reader.
- ✓ Verbs in the active voice reveal the performer or 'doer' of the action.

PASSIVE VOICE: The subject is being acted upon.

Example: The meal was prepared by the chef.

- ✓ The passive form gives a sentence a formality that makes it appropriate for official contexts.
- ✓ It focuses on the procedure and results rather than on the person doing the action.
- ✓ It can 'disguise' responsibility or remove emphasis from the doer.

When changing between active and passive voice, first identify the SUBJECT (S), the VERB (V) and the OBJECT (O).



Changing from Active to Passive

When changing a sentence from the active to the passive voice, there are a few changes that need to be made.

Personal Pronouns		
	Subject Form	Object Form
Singular	I	Me
	You	You
	He	Him
	She	Her
	It	It
	We	Us
Plural	You	You
	They	Them

Example:

The leader inspires the soldiers.

- 1) Identify the subject, the object and the verb

2) The leader ^S inspires ^V the soldiers ^O. ✓

- 3) Ask yourself... in which tense is the verb and what are the auxiliary verbs for this tense.
Simple Present – are (plural) ✓

- 4) Make the object the subject...

The soldiers... by the leader. ✓

- 5) What about the tense? It remains the same! Remember the auxiliary

The soldiers are inspired by the leader. ✓✓

Changing from Passive to Active

Example:

That artwork was admired by many students.

- 1) Identify the subject, the object and the verb

The artwork was ^O admired ^V by many students ^S. ✓

- 2) Ask yourself... in which tense is the verb.

Simple past (was admired – singular) ✓

- 3) Move the subject to the front... move the object to the back.

Many students... that artwork. ✓

- 4) What about the tense? It remains the same! Remember the auxiliary.

Many students admired that artwork. ✓✓

5. Synonyms, Antonyms, Homonyms, Homophones, Homographs

SYNONYMS: Words with similar meanings.

Example: happy, glad, joyful

ANTONYMS: Words that have the opposite meaning to another.

Example: legal → illegal

HOMONYMS: Words that sound the same or are spell the same, but have different meanings.

Example: Bark – the noise a dog makes
Bark – the outer coating of a tree's trunk

HOMOPHONES: Words that sound alike, but are spell differently and/or have different meanings.

Example: eight – a number & ate – past tense of 'eat'

HOMOGRAPHS: Words that are spell alike but have different meanings, and may also be pronounced differently.

Example: wind – the movement of air
wind – tuning a mechanism



Active and passive voice

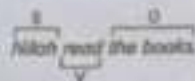
Most sentences have a subject (S), a verb (V) and an object (O). Voice is the relationship between these three things. In English, there are two different uses of voice: active and passive.

Two sentences can have the same meaning, but different voice, e.g.

Nilah read the books. (active voice)

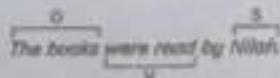
The books were read by Nilah. (passive voice)

Active voice



- In an active sentence, the subject (or "doer") performs the action. It comes in front of the verb.
- The object receives the action of the verb and comes after the verb.
- Most sentences are in the active voice.

Passive voice



- In a passive sentence, the object receives the action of the verb and comes in front of it.
- The subject comes after the verb.
- The subject ("doer") is usually introduced by the preposition *by*.
- If it is not clear who the "doer" is or if it is obvious who the "doer" is, we can leave out the phrase *by (the "doer")*, e.g. *The bottle is filled with water by someone.* (In this sentence, it is not necessary to include *by someone*.)

Active or passive?

1. Say whether the following sentences are written in the active or passive voice. Write A for active or P for passive next to each sentence.

- The rugby ball was passed to Rashied by Kurt. _____
- The milk had been knocked over by Hameq. _____



- The hall had been decorated by the dance committee. _____
- Nilah wondered whether she could fit her video camera onto her shoulder during a match. _____
- Kabele ate five hotdogs after the game. _____
- The school magazine was creatively put together by the learners. _____
- I wore a bright orange gum guard and it made my smile very noticeable! _____

2. Change the active sentences to passive and the passive sentences to active.

- The prefects presented the annual fundraising report.

- Nilah watched the entertaining video clip.

- I took the decision to aim for a high aggregate in the first term.

- The decorations for the dance were sponsored by the local shops.

- Adri opened the classroom window to allow in some fresh air.

- The teams were transported to the matches by the various heads of sports.

- I scored the winning goal!



A Directly or indirectly spoken?

Change the direct speech to indirect or reported speech. Change the indirect speech to direct speech. Write the new sentences.

1. Rashied asked: "Are you going to hockey?"

2. "And thanks for carrying it," she said.

3. Rashied mentioned that he would have liked to have watched Nilah's game.

4. She said hello to the coach.

5. Nilah said that she had had a great day.

6. Rashied said that Nilah's hockey stick was the nicest one he had ever seen.

7. Lindiwe said: "I can't wait for the dance tomorrow!"

8. Rashied was concerned that he might be spotted holding the hockey stick.

9. "Can I carry that stick for you?" Rashied asked.

Functions of sentences



A sentence expresses an idea and makes sense by itself. There are four

sentence functions:

- declarative sentences
- imperative sentences
- exclamatory sentences
- interrogative sentences

Try to guess which type of sentence each of these examples is showing:

1. My favourite colour is cinnamon. 2. Pick up your feet.
3. What a fantastic goal! 4. What is your favourite sport?

Yip – easy!

1. Declarative sentences are statements. They communicate facts or opinions.
2. Imperative sentences are commands or instructions. They can end with a full stop or, if they have a stern tone, they can end with an exclamation mark.
3. Exclamatory sentences are expressions of emotion and are shown as such by ending with an exclamation mark.
4. Interrogative sentences are questions.

A Identify the sentence functions.

1. State whether the following sentences are declarative, interrogative, imperative or exclamatory.
 - a. He sat right behind her in Science. _____
 - b. Where else would she be going with a hockey stick? _____
 - c. It was the best book he had ever read! _____
 - d. He didn't want to look up, afraid she might be just as shy as he is. _____
 2. He looked straight at her. _____
 3. How does one ask? _____
2. Write your own example of each of the sentence functions. Use the at the beginning of the book for inspiration!
- a. Declarative: _____
 - b. Imperative: _____
 - c. Exclamatory: _____
 - d. Interrogative: _____

- a. The hall had been decorated by the dance committee. _____
 - b. Nilah wondered whether she could fit her video camera onto her shoulder during a match. _____
 - c. Kabele ate five hotdogs after the game. _____
 - d. The school magazine was creatively put together by the learners. _____
 - e. I wore a bright orange gum guard and it made my smile very noticeable! _____
2. Change the active sentences to passive and the passive sentences to active.
- a. The prefects presented the annual fundraising report. _____
 - b. Nilah watched the entertaining video clip. _____
 - c. I took the decision to aim for a high aggregate in the first term. _____
 - d. The decorations for the dance were sponsored by the local shops. _____
 - e. Adri opened the classroom window to allow in some fresh air. _____
 - f. The teams were transported to the matches by the various heads of sports. _____
 - g. I scored the winning goal! _____



Synonyms and antonyms

★
Synonyms are words with a shared or similar meaning, e.g.
excellent – fantastic

Antonyms are words that have a directly opposite meaning, e.g.
win – lose kind – unkind careful – careless

2) Revise antonyms.

1. Provide the antonyms for the word clues given in brackets below and complete the crossword puzzle.

The crossword puzzle grid consists of several intersecting horizontal and vertical lines forming empty boxes for letters. A cartoon illustration of a black cat with white spots is looking into a round fish bowl containing several fish.

Across

1. Some things in Science are quite (simple).
3. Overall, Niloh is a very (negative) person.
5. It is quite (possible) to achieve a hole-in-one.
6. Adri and Lindrea are both very (similar).
9. He would not dwell on the (future).
10. Honey looked entirely (innocent) near the fish bowl.

Down

2. When the school voted, the (minority) voted for Kabele.
4. Niloh had to (increase) her speed.
7. Rashied enjoyed the story despite it being pure (fact).
8. Rashied was certain that Niloh would (disagree) to go with him to the dance.

2. Write down the opposites for the words below. The opposites could be a gender opposite or a different kind of opposite.

- a. policeman _____
- b. motorist _____
- c. teacher _____
- d. doctor _____
- e. employee _____
- f. guest _____
- g. consumer _____

3. Use a dictionary to help you unscramble the antonyms for each word.

- a. fertility – tynerhtli _____
- b. ease – tiluctydl _____
- c. drunkenness – ysotbrle _____
- d. childhood – ohdauoldt _____
- e. length – btrehd _____

4. Find and circle the antonym for the underlined word in each sentence. Then rewrite the sentence with its antonym to make the sentence make sense. You may need to change other words in the sentence to make them fit with the antonym.

- a. Kabele was indifferent to golf. (booring / lovely / enthusiastic)

- b. Rashied was reclusive, and did not talk much. (withdrawn / athletic / outgoing)

