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## UNIT 5 WRITING SUMMARIES-I

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### Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 The Technique of Summarizing
- 5.3 Let Us Sum Up
- 5.4 Key Words

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### 5.0 OBJECTIVES

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After completing this unit, you will be able to:

- differentiate essential from non-essential ideas;
- eliminate repetition or restatement;
- apply the knowledge of grammatical features to determine the importance of the ideas being presented;
- identify the importance of the words which link sentence and ideas; and
- develop insight into how ideas in a passage are systematically linked to each other.

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### 5.1 INTRODUCTION

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To be a good writer one needs to write concisely and with precision. Summarizing is a skill which will enable you to convey information in a condensed form. The objective in writing a summary is to express the basic meanings of a longer piece of information without losing any essential matter; and without changing the emphasis of the original information. Writing effective, clear summaries can involve using language which is different from the language of the original piece, but remember this need not always be so.

You may now ask, “when do I need to write a summary?”

Well, officially you may have to write the summary of a report, or of some research findings or even an abstract of an article that you plan to write. You may need to convey information to someone from sources such as official documents, laws, plans, and so on. You may even wish to report a speech or an argument. Not every word is important; you need to report only the main points.

In this unit, we introduce you to the skill of summarizing. This is a skill that requires a lot of practice and detailed work. We have slowly but carefully taken you through the details. Do not get impatient and skip the points. We assure you that if you practice along with us, you will soon be perfect. You will also considerably improve your general writing ability.

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### 5.2 THE TECHNIQUE OF SUMMARIZING

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We now take you step by step into the process of summary writing. You may find the process very detailed, but we request you to go through the steps. This will help you immensely in understanding and applying the process of summarising.

#### *Example 1*

You are going to read a passage about the river Nile. As you know, the Nile is a great river in Africa, which flows through and gives life to the plains of Egypt. Now, go ahead and read the passage, trying to grasp its meaning.

The great river Nile flows gently in its course through the hot plains in the first half of the year, but later on, when the melting snows and the rains on the mountains far to the south swell its tributaries, the Nile overflows. It spreads rich, muddy soil from Ethiopia over its valley and forms deep stretches of green, fertile lands along its banks. The settlers found in the soft, rich, earth, barley and wheat and other crops could be planted, even without the use of the plough, and they began to make many settlements of farmers. They used more implements for tilling the soil, and flint for their weapons; and as time passed they learnt the use of copper.

Now you will read the passage a second time, sentence by sentence. After reading each sentence you will state which words you think you can remove from that sentence without destroying its meaning for the passage. Then, we shall discuss the reasons for including/deleting certain words, before proceeding with the next sentence in the same way. We can then put together, in paragraph form, the new sentences that we have created by means of these deletions or removal of words. These will form a summary of the passage.

Now read the opening sentence.

1) 'The great river Nile flows gently in its course through the hot plains in the first half of the year but later on, when the melting snows and the rains on the mountains far to the south swell its tributaries, the Nile overflows.'

Notice that the main statement here is 'The great river Nile flows gently in its course through the hot plains in the first half of the year, but later on the Nile overflows.' The clause that has just been removed, namely, 'when the melting snows and the rains on the mountains far to the south swell its tributaries,' is a less important part of the statement as it only gives further information relating to the word 'later on'. It is for this reason that it can be removed without damaging the basic meaning of the sentence. Notice also that this is a subordinate clause; hence, it contains less important information than the main clause. What we have retained so far is the entire main clause. It is important to learn to separate the main clause from its subordinate clauses in order to understand where the basic meaning of the sentence lies and where the details.

Notice also that in the main clause stated above, other phrases can be cut down to remove some details, which are not absolutely essential. Remember that we are trying to summarise, and in summaries there is bound to be loss of detail and richness of information. Details are necessary in full-scale writing but not in summaries. Now, try and see which phrases you feel can be removed from the main clause above, without destroying its basic meaning. In the blank space below, note down the words you wish to remove.

Have you chosen to remove any of the following?

- i) through the hot plain
- ii) in the first half of the year
- iii) gently in its course

You cannot, obviously, remove 'The great river Nile flows' without damaging the basic meaning of the sentence, so that has not been considered a possibility. Let us, then, consider which of the three word groups given above you can possibly remove without much harm. Notice that 'through the hot plains' is a contrast to 'the melting snows,' but the line in which 'the melting snows' occurs has already been found to be a detail and has been removed. So the contrast with 'the hot plains' is not required here. Let us read the sentence without this phrase.

1a) 'The great river Nile flows gently in its course in the first half of the year but later on the Nile overflows.'

Do you agree that the sentence still conveys the basic sense of the original?

Can the other two word groups (ii, iii) be removed as well? What will happen if 'in the first half of the year' is removed from 1a? If this is done, the contrast with 'but later on,' which is

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necessary for the sentence, will be lost and the sentence as a whole will not remain meaningful. Hence (ii) has to be kept even in the summary. Can 'gently in its course' be removed? No, because it is being contrasted with 'but later on the Nile overflows'. The phrase is required in order to show the behavior of the Nile at certain times with its behavior at other times. So you cannot cut down the sentence any further.

Now read the next sentence:

2) 'It spreads rich, muddy soil from Ethiopia over its valley and forms deep stretches of green, fertile lands along its banks.'

You notice that what is being described here is the action of the river. Is there anything in this sentence which is not absolutely essential for its meaning?

Consider which words you can remove and write those words in the blanks space below. Both single words and phrases can be cut out.

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Once you have written something down, look at the following words/phrases. Have you removed any of these? i) rich, ii) muddy, iii) from Ethiopia, iv) deep, v) stretches of green, vi) fertile.

Let us consider which words can in fact be deleted. In doing this, you have first to be careful to retain the most important words, from the point of view of the meaning. The sentence states that during its course the Nile spreads rich soil over its valley and from fertile lands along its banks. So if you delete the word 'rich' 'fertile' from your version of the sentence, the meaning will be lost. But you can, in order to shorten the sentence remove ii), iii), iv) and v) above, because words relate to the sub-ideas and not to the main idea of the sentence.

You may now ask: how can one distinguish whether the words referred to contain the main idea or merely details of the main idea? Let us try analysing the sentence in order to answer such a question. The sentence states what the function of the Nile is. The richness of the soil and the fact that this makes the ground fertile is seen as the main function of the river. Notice that 'muddy' is a detail of 'rich soil' and 'green' is a detail of 'fertile'. Again the phrase 'from Ethiopia,' while providing useful information about the course of the river is not essential for describing the action of the river. Thus we can summarise (2) to read:

2a) 'It spreads rich soil over its valley and forms fertile lands along its banks.'

Now read on:

3) 'The settlers found that in the soft rich earth, barley and wheat and other crops could be planted, even without the use of the plough, and they began to make many settlements of farmers.'

What can you remove from this sentence without damaging its basic meaning? In the blank space given below, write down what you think can be deleted.

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Now that you have chosen to remove some words, check if you have deleted any of the following:

- i) soft, ii) rich, iii) barley and wheat, iv) even without the use of the plough.

If you read the sentence carefully, you will find that not only the richness but also the softness of the soil is important here because of the statement that crops can be planted without the use of the plough. So (i) and (ii) cannot be removed without damage to the sense. Notice that (iv) is required because it indicates an amazing softness of soil, something that normal fertile soil doesn't possess. So it needs to be retained. Examples of crops as in (iii) on the other hand, can perhaps be removed. It is possible to condense this part of the sentence to 'a number of crops could be planted.'

Another kind of change is also possible. You will notice similarity between the words 'settlers' and 'settlements of farmers.' Can we cut down some of the common words? In order to do this, the sentence will have to be rewritten in a shortened form. The condensed sentence can then read:

3a) 'Many settlements of farmers were formed there because of the soft, rich earth on which a number of crops could be planted even without the use of the plough.'

Now read the last line of this paragraph.

4) 'They used stone implements for tilling the soil, and flint for their weapons; and as time passed they learnt the use of copper.'

Do you think other words can be removed from here? If so, write down these words in the blank space below.

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You may find it difficult to select the words, which can be removed from here. Remember that it is always possible to do so. In this case, it may, instead, be possible to reduce the length of the sentence by writing a generalization to cover the examples listed here. The examples given are:

- i) making stone implement for tilling the soil
- ii) using flint for their weapons
- iii) using copper

What general statement can you make to cover these examples? Write this down in the blank space given below before reading further.

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Perhaps it is possible to say:

4a) 'They learnt the art of tool making with the use of stone, flint and copper.'

'Tool-making' can cover the making of tools and weapons. It is possible to remove 'with the use of stone, flint and copper' from (4a) if you consider this a detail. But the kind of materials used is historically so important that it seems desirable to retain, that is, not to remove the mention of stone, flint and copper. The condensed sentence then reads as given above in (4a).

### Summary

The great river Nile flows gently in its course in the first half of the year, but later on it overflows. It spreads rich soil over its valley and forms fertile lands along its banks. Many settlements of farmers were formed there because of the soft, rich earth on which a number of crops could be planted even without the use of the plough. They learnt the art of tool making with the use of stone, flint and copper.

Compare this with the original passage. As it contains all the essential points of the original, it can be considered a summary of it. Notice that the task of separating these points was made easy because you had shorten only one sentence at a time. So, now you are not required to write new sentences of your own or to combine sentence from the passage. All you have to do is to remove those points that are not absolutely essential to the meaning.

Please remember that this is only one form of summary. We shall deal with other ways of summarizing later.

Now are you ready to work through another passage, using the same method?

### Example 2

This passage deals with the importance of plants in human life and the uses to which they have been put. It goes on to deal particularly with the jojoba plant. Now read the passage through, trying to understand its meaning.

People depend on plants for their existence. Plants in the form of seeds, especially grains, are important to people because they are the principal ingredients in most people's diets. Yet most of the plants that are important to people were domesticated or tamed, in prehistoric times. For example, before history was written, corn and wheat became part of people's diets. People have grown these grains as crops in small fields for thousands of years.

Scientists have only recently begun to keep records of the domestication of plants. Because of their records, scientists can predict some of the problems in domestication of a plant. On the other hand, there are three reasons why scientists cannot guess all of the problems or all of the solutions. The first reason is that they have never been successful in taming a wild plant. The second reason is that scientists have kept records for a relatively short time. The third reason is that each plant species is unique, different from all other plants. The jojoba is an example of a plant that scientists are trying to domesticate.

The Jojoba is a desert plant that grows wild in the dry regions of the southwestern United States and northern Mexico. It is a bush that grows to be about two metres high. On its many woody branches, the jojoba produces a fruit that is 40 per cent to 60 per cent liquid wax. This liquid substance, called jojoba oil, is valuable. It can be used as a base for all kinds of cosmetics. It works well as an ingredient in high quality machine oils. By domesticating the jojoba, scientists hope to change unproductive desert land into productive agricultural land.

(from Zukowski-Faust, J. Johnston, S.S and Atkinson, C.S. between the lines. Copyright © 1983 by Holt, Rinehart and Winston, Inc., reprinted by permission of the publisher)

Now you will read the passage, sentence by sentence.

Let us begin by reading the first two sentences:

1) 'People depend on plant for their existence. 2) Plants in the form of seeds, especially grains, are important to people because they are the principal ingredients in most people's diet.'

There are perhaps some words here which repeat the meaning that is being stated in different words. They can, therefore, be removed from a summary. Which are these words? In the space below, write down the words you can remove.

Did you decide to remove the whole of the first sentence or some parts of both sentences 1 and 2? One way of shortening the sentence is to say: 'People depend on plants, in the form of seeds, especially grains, for their existence because these are the principal ingredients of human diet.'

By doing this, you have removed the repetition of the words 'plants.....are important to people' because this idea is already contained in 1). You have also shortened 'most people's diet, to 'human diet'.

Notice also that 'they' in 'they are the principal ingredients' changes to 'these' in the condensed form. In the original sentence, 'plants' is the subject of the sentence to which 'they' refers. In the rewritten sentence, however, there can be some confusion about what 'they' refers to: 'people' or 'plants'. Grammatically speaking, in the rewritten sentence, 'they' should refer to 'people' because that is the subject of the sentence, but that will not make any sense. 'These', on the other hands, indicates very clearly that it is plants which are being referred to.

By following this process, you remove obvious repetition. There may be some repetition that remains and so, after going through the whole passage, you may decide to cut out some more words. But that can be considered later. Let us go through the passage sentence by sentence first. Read the next three sentences.

3) Yet most of the plants that are important to people were domesticated, or tamed, in pre-historic times. (4) For example, before history was written, corn and wheat became part of people's diets. (5) People have grown these grains as crops in small fields for thousands of years.

Underline or write down the words in the above sentences which say the same thing. Once you have done this, read ahead.

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Did you underline any of the following?

- i) in pre-historic times  
before history was written  
for thousands of years
- ii) domesticated  
tamed  
became part of the people's diets  
have grown these grains as crops in small fields

Notice that the three phrases in, i) very clearly mean the same thing. In, ii), the words/ phrases are not identical in meaning, in themselves. But, in the context of these sentences, they are very similar. So perhaps it is possible to keep only one phrase/word from i) and ii) each in order to summarise the sentence. Rewrite 3), (4) and 5) as one sentence, cutting out repetition of words and ideas, in the space given below.

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One way of doing this will be:

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'Yet most of the plants that are important to people, for example corn and wheat, were domesticated in the pre-historic times.'

In producing this summary, most of (3) has been kept, but (except for the example) (4) and (5) have been cut out. This is because the same ideas were being repeated. By now you must have begun to understand *when* ideas are being repeated.

Now read the next two sentences

- 6) 'Scientists have only recently begun to keep records of the domestication of plants.
- 7) because of their records, scientists can predict some of the problems in domesticating a plant'.

Underline the word/phrases that are identical or similar in the two sentences. Now try and combine the two sentences removing the words that are similar. Try to do this in the space given below and also check whether it is necessary to substitute some other words for those that are removed.

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It is clear that three things are being repeated in the two sentences: 'scientists', 'records' and 'the domestication of plants'. If possible, these words should occur only once in a summary. Bearing this in mind, perhaps the sentence can be rewritten as:

'Scientists have only recently begun to keep records of the domestication of plants because through these they can predict some of the problems in domesticating a plant.'

Notice the substitutions used:

'Scientists' → they

'Records of the domestication of plants' → these

The substitution for similar words here consists of pronouns.

Another way to reduce the sentences is to cut out any references to the scientists who are performing this task. This makes the statement sound more technical and it also becomes much briefer:

'Record of the domestication of plants are very recent and they can help predict some problem areas in this field.'

Notice that the following phrases have been reduced.

'have only recently begun' 6)      are very recent

'the domestication of plants' 6)

'problems in domesticating a plant' 7)

Now look at the next few sentences.

- 8) 'On the other hand, there are three reasons why scientists cannot guess all of the problems or all of the solutions.
- 9) The first reason is that they have never been successful in taming a wild plant.
- 10) The second reason is that scientists have kept records for a relatively short time.
- 11) The third reason is that each plant species is unique, different from all other plants.
- 12) The jojoba is an example of a plant that scientists are trying to domesticate.'

In what way can you reduce these sentences? Think about this a little before looking ahead. You may jot down your points here.

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Notice that 'on the other hand' seems to be required because it signals that a different view point is being presented from the one in the earlier sentence. But, nevertheless, this phrase can be shortened. Can you suggest a word you can use instead?

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What words are being repeated in the four sentence above (8-12)? Underline these.

Can some of them be removed? Can some of them be shortened? Write your shortened version here on the basis of the changes you have made above.

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Here is one way in which the sentence can be reduced.

Check this with your version and compare the differences.

'However, all the problems/solutions cannot be guessed in advance because: i) scientists have never been successful in taming a wild plant; ii) records have been kept for a relatively short time; iii) each plant is unique. The jojoba is an example of a plant that scientists are trying to domesticate.'

Note down the points of difference between your version and this one.

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Notice that sentence 12 has been retained without any change, partly because it is required to be a bridge to paragraph 3.

Now read sentence 13-19, which make up the whole of paragraph 3.

13) 'The jojoba is a desert plant that grows wild in the dry regions of the southwestern United States and northern Mexico. 14) It is a bush that grows to be about two metres high. 15) On its many woody branches, the jojoba produces a fruit that is 40 per cent to 60 percent liquid wax. 16) This liquid substance, called jojoba oil, is valuable. 17) It can be used as a base for all kinds of cosmetics. 18) It works well as an ingredient in high quality machine oils. 19) By domesticating the jojoba, scientists hope to change unproductive desert land into productive agriculture land.'

First think of ways in which you can shorten this. You can jot down your points here or underline in the paragraph above the words that you wish to remove.

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In what way can you combine some of the sentences? Let us start with 13) and 14). It is possible to reduce these to the following:

'The jojoba, a wild desert bush that grows in some part of the United States and Mexico, is about 2 metres high'.

What has been done here?



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First, is ‘a desert plant that grows wild’ and ‘it is a bush’ have been combined to form ‘a wild desert bush.’

Second, notice that we don’t state that the jojoba is a wild desert bush: we don’t make this a separate sentence. After ‘jojoba’ we place ‘a wild desert bush’ separated by a comma, in order to show that the jojoba and the wild desert bush refer to exactly the same thing. In your grammar books you will find an explanation for this relationship, namely that ‘a wild desert bush’ is a noun phrase in apposition to ‘jojoba’. This is a useful way of condensing sentences provided that two nouns (or noun phrases) in apposition refer to identical things.

Third, it is not necessary to include in your summary all the details that occur in a passage. Passage can, of course be summarised for various reasons, and certain details will be required for certain particular purposes. However, in a general summary, such as we are attempting here, detail of any kind which is not needed for the development of the main point can be deleted. So we have left out mention of ‘the dry regions’ in which the jojoba grows, and the fact that it grows in the ‘south western’ parts of the United States and northern Mexico’.

Fourth, notice that because sentence 13 and 14 have been combined, the main clause is ‘the jojoba is about two metres high.’ The other parts of the sentence are a noun phrase in apposition: ‘a wild desert bush,’ and a subordinate relative clause: ‘that grows in some parts of the United States and Mexico’.

Let us now look at sentences 15-19. These contain a number of sentences dealing with the jojoba fruit, its contents and use. How can we combine these into fewer and shorter sentences?

First, underline the parts of the sentence that deal with detail which is not necessary for the main argument.

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Have you done that? Next, find the common elements in these sentences. State these here.

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Once you have done that, you can proceed to combine sentence 15-18 (not 19) into two sentences. Write your combined sentence here.

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Read your sentences again to check whether you can improve them. Now compare your work with this version. This is, of course, only one way of condensing the sentences. There can be other ways as well:

‘Its fruit is 40-60 per cent liquid wax, called jojoba oil, which is valuable. This can be used to making cosmetics and high quality machine oils.’

Let us analyse what steps have been taken to produce these sentences.

Details removed: 15) ‘Many woody branches’

Common elements: 15) ‘liquid wax’; 16) ‘liquid substance’; 16) ‘jojoba oil’; 17) ‘it’. 18) ‘it’.,

17) ‘can be used as a base for’ 18) ‘works well as an ingredient in’

Sentence 15 can be condensed to 'its fruit is 40-60 per cent liquid wax; but we don't end the sentence there. We draw on sentence 16, removing the common element 'liquid substance' and add 'called jojoba oil, which is valuable.' Notice that we have added the word, 'which' which refers to liquid wax. The main clause of this new sentence now reads: 'Its fruit is 40-60 per cent liquid wax.' This sentence has two subordinate clauses: i) 'called jojoba oil' (short for 'which is called jojoba oil') and ii) 'which is valuable.' Remember that the process of condensing sentences requires you very often to combine a sentence in such a way that one or more sentences become subordinate clauses in the new sentences. You must therefore learn how to distinguish main and subordinate clauses and also how to produce these different clauses.

Sentence 17 and 18 have been combined to give rise to 'this can be used in making cosmetic and high quality machine oils'; 'the common element in it can be used as a base for' and 'it works well as an ingredient in', is expressed in 'this can be used in.' This applies to both cosmetics 17) and high-quality machine oils 18), so the two when joined by an 'and' can complete the sentence.

What about sentence 19? It appears difficult to condense this without removing the essential point of the passage, so we can just leave it as it is.

Not read the summary as a whole. Compare it with the original text.

### Summary A

- 1) 1) People depend on plants, especially in the form of seeds, or grains, for their existence because these are the principal ingredients of human diet. 2) Yet most of the plants that are important to people, for example, corn and wheat, were domesticated in pre-historic times. 3) Records of the domestication of a plant are very recent and can help predict some problem areas in domesticating a plant. 4) However, all the problems cannot be guessed in advance because i) scientists have never been successful in taming a wild plant; ii) records have been kept for a relatively short time; and iii) each plant is unique.
- 2) 1)The jojoba is an example of a plant that scientists are trying to domesticate. 2) The jojoba, a wild desert bush, that grows in some parts of the United States and Mexico, is about 2 metres high. 3) Its fruit is 40-60 per cent liquid wax, called jojoba oil, which is valuable. 4) This can be used in making cosmetics and high quality machine oils. 5) By domesticating the jojoba, scientists hope to change unproductive desert land into productive agricultural land.

Now let us go over the summary and consider whether each sentence is appropriately linked to the following one.

Look at sentence 2 of paragraph 1 of the summary. Sentence 1 and 2 are connected by means of the word 'Yet'. This word suggests that something different from what is stated in sentence 1 is going to be presented. Is that however the case? The fact that most plants were domesticated in pre-historic times (sentence 2) is not being stated in contrast to people's dependence on plants (sentence 1). So the use of 'Yet' is confusing. What is being contrasted occurs in sentences 2 and 3, namely the fact that though plants were domesticated in pre-historic times (sentence 2), yet records of this domestication are very recent (sentence 3). So the placement of 'Yet' in the sentence has to be changed. Sentence 2 and 3 can now read:

'Most of the plants that are important to people, for example corn and wheat, were domesticated in pre-historic times, yet records of the domestication of plants are very recent. These can help predict some problem areas in domesticating a plant.'

Notice that sentence 2 is made to carry the contrast mentioned above with the help of part of sentence 3. Sentence 2 now becomes quite long. So the second part of sentence 3 (summary A) is made to stand alone here.

Are the other sentences linked? Looked at the connection between sentences 3 and 4. The linking word 'however' appears at the beginning of sentence 4. This indicates that only some problem areas in domesticating plants can be predicted, but all problems cannot be

predicted/guessed in advance. This would seem to be a suitable way of joining the two sentence. Sentence 4 goes on to outline the reasons why all problems cannot be predicted in advance.

A new paragraph is started at this point. Why is it necessary to separate the passage into two paragraph? The reason is that the passage moves from a general statement of the issues to a short case study of the jojoba plant. A new paragraph is needed to indicate this change in focus. What is the point of connection between the paragraphs? Paragraph 2, sentence I states that the jojoba in an example of plants that scientists are trying to domesticate. This word 'example' very clearly indicates the nature of the relationship between the jojoba tree and the rest of the discussion that has taken place earlier.

How is sentence 2 of paragraph 2 linked to sentence I? It repeats the word 'jojoba', indicating that it is going to make a statement about it. So sentence 2 merely says something more about sentence I. Sentence 3 is connected to sentence 2 by means of the pronoun 'its'. This also makes a statement about the jojoba tree. Sentence 4 is connected to sentence 3 by means of the word 'this' (sentence 4) which refers to jojoba oil (sentence 3). Sentence 5 makes a general statement about the effect that domesticating the jojoba plant will have on the productivity of the land. It is therefore connected to the whole of paragraph 2 and is also linked to the word 'solutions' in paragraph I.

Write the new version of the summary here. (Only sentence 2 and 3 have changed.)

**Summary B**

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If you wish to shorten this summary further, what can you do?

Different statements are being made in paragraph I, namely the ones given below. Which of these are absolutely essential for you to retain? Your decision about items to retain in paragraph 1, should be guided by the nature of the information presented in paragraph 2, so choose only those ideas which are required to connect paragraph 1 and 2.

- i) People's dependence on plants
- ii) The domestication of plants in pre-historic times
- iii) The fact that records of the domestication of plants are very recent
- iv) Problem areas in domesticating plants can be predicted by studying records of the domestication of plants

Perhaps the points that can be removed are iii) and iv) because these are not absolutely essential. If the first two are removed, the whole meaning of the passage will collapse.

The next thing to learn in order to condense a passage further is to be able to combine two or even three sentences into one by creating complex sentences with subordinate clauses. Notice the way in which statement i-iv have been written. What changes have been made to the form in which these statements occurred in summary A/B?

'People depend on plants' ..... People's dependence on plants 'plants..... were domesticated in pre-historic times' .....the domestication of plants in pre-historic times.

The verb 'depend' ha been turned into 'dependence' — a noun; the verb 'were domesticated' has been turned into a noun 'domestication'; as nouns, these become the subjects of new sentences and can take other verbs in order to combine two sentences/ clauses. Consider the following sentence as an opening sentence for Summary C:

'People's dependence on plants has led to the domestication of plants and grains that are important for man's existence.'

This is based mainly on sentence 1 of Summary A/B, though ‘the domestication of plants in pre-historic times’ is drawn from sentence 2. The change of verb into noun has enabled us to produce this shorter version because the main parts of the two sentences, namely, ‘people depended on plants’ and plants... were domesticated’ can be combined into one sentence: ‘people’s dependence on plants has led to the domestication of....’,

‘the principal ingredients of human diet;- important for man's existence,’

The second sentence of summary C can read:

‘Most of the important plants, e.g... corn and wheat, were domesticated in pre-historic times, but scientists are still trying to domesticate more plants.’

What changes have been introduced here to make it different in summary B? Note them down here before reading further.

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The changes that have been made are:

- i) for example
- ii) ‘but scientists are still trying to domesticate more plants’.

(Summary C) is taken chiefly from paragraph 2, sentence 1 (Summary B), namely, ‘the jojoba is an example of a plant that scientists are trying to domesticate.’ It is stated here as a generalisation, which links it to the description of the jojoba plant in the second paragraph.

The first sentence of paragraph 2 can read:

‘The jojoba is one example of successful domestication in recent years.’

The first part of this is drawn mainly from sentence I quoted above. However, this also contains the words ‘successful’ domestication and ‘in recent years’. Both these words/phrases are drawn from the sense of the passage from those parts of summary A/B that have been left out of summary C so far.

The second sentence of paragraph 2 can read:

It is a wild desert bush found in some parts of the United States and Mexico which has fruit consisting largely of liquid wax.

What are the changes that are made here? Note them down in the space given below.

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Notice that the following changes are made:

The jojoba—It

That grows in—(which is) found in

Its fruit is 40-60 per cent liquid wax—consisting largely of liquid wax. Two sentences from the previous summaries are combined to form a complex sentence with two subordinate clauses. The subordinate clauses are:

- i) found in some parts of the U.S and Mexico
- ii) which has fruit consisting largely of liquid wax

**Study Skills**

The third sentence of paragraph 2 reads:

‘This can be used to produce oil for making cosmetics and high quality machine oils.’

In what ways has summary A/B been changed to produce this sentence?

Write down your answer here.

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.....  
.....

In order to get this sentence, two sentences from summary A/B have been combined, namely, ‘called jojoba oil’ and ‘this can be used in making cosmetics and high-quality machine oil’.

The last sentence of paragraph 2 can read:

‘In addition, by domesticating the jojoba, unproductive desert land can be changed into productive agriculture land.’

What changes have been made in Summary A/B in order to produce this sentence?

Note down your ideas here.

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.....  
.....

The main change consists in bringing in the words ‘in addition’. This indicates that there are two advantages in cultivating the jojoba: i) it can be used to produce oil and ii) unproductive desert land can be changed into productive agriculture land.

Now read summary C as a whole.

**Summary C**

People’s dependence on plants has led to the domestication of plants and grains that are important for man's existence. Most of the important plants. e.g., corn and wheat, were domesticated in pre-historic times, but scientists are still trying to domesticate more plants.

The jojoba is one example of successful domestication in recent years. It is a wild desert bush found in some parts of the U.S. and Mexico, which has fruit consisting largely of liquid wax. This can be used to produce oil for making cosmetics and high-quality machine oils. In addition, by domesticating the jojoba, unproductive desert land can be changed into productive agriculture land.

Do you think this is better than summary B? Why/why not?

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.....  
.....  
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### 5.3 LET US SUM UP

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In this unit we have given you practice in:

- separating the essential ideas in a passage from the non-essential ones, and
- observing how the ideas in a passage are linked to each other.

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## 5.4 KEY WORDS

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<b>Condense</b>	:	Express in fewer words
<b>Noun</b>	:	A word or phrase used as the name of a person, place, or thing.
<b>Subject</b>	:	About which something is said; subject and predicate are the essential parts of a sentence.
<b>Subordinate clause</b>	:	A clause serving as a noun, an adjective or an adverb in a sentence and is dependent on the main clause, i.e. it can not stand alone.
<b>Summary</b>	:	A brief account
<b>Systematically</b>	:	Methodically
<b>Verb</b>	:	A word or phrase that predicates e.g., the italicized words in 'the river <i>flows</i> gently', 'plants <i>are</i> important to people.'