

READINGS IN BASIC ENGLISH *for* Higher Education

Edited by:
RICHARD C. IHEJIRIKA



Readings in basic English for higher education By Ihunna, O. I. is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

**READINGS IN BASIC
ENGLISH**
for
HIGHER EDUCATION

Edited by

Richard C. Ihejirika

Cel-Bez Erudite Books

Cel-Bez Erudite Books

Published by Cel-Bez & Co. Publishers

No. 84 Douglas Road, Owerri, Nigeria

Email: cel_bezpublishers@yahoo.com

☎ :08035428158

ISBN 978- 045-211-7

First Published 2008

Copyright: *Richard C. Ihejirika et al , 2008*

All rights reserved. No part of this publication
may be reproduced or transmitted in any form
or by any means without the written permission
of the author.

Designed, printed and bound in Nigeria by
Cel-Bez Printing and Publishing Company
Best in Quality Printing and Publishing

Dedication

This work is dedicated to all our English teachers at all levels of education, who lit the light on us that is now a source of illumination to many.

Chapter 2: Summary Writing	79
2.1 Introduction.....	79
2.2 Techniques in Summary Writing.....	80
2.3 Types of Summary.....	85
2.4 Summary Writing Processes.....	88
2.5 Key Features of Summary.....	88
2.6 Advantages of Summary.....	89
2.7 Organizing your Summary.....	89
2.8 Model Summary Exercises.....	90
2.9 Summary Writing Activities.....	97
 Chapter 3: Outlining	 103
3.1 Introduction.....	103
3.2 Uses of Outline.....	103
3.3 How to Draw outline.....	104
3.4 Procedure for Outlining a Chapter of a Book...	107
3.5 Model Outlines.....	110
Exercises.....	112
 Chapter 4: Vocabulary Development	 113
4.1 Introduction.....	113
4.2 Ways of Improving Vocabulary Base.....	114
4.3 Word Relations.....	116
4.4 The Use of Dictionary.....	119
4.4.1 Types of Dictionary.....	120

Chapter Two

SUMMARY WRITING

By Queen Ugochi Njemanze

2.1 INTRODUCTION

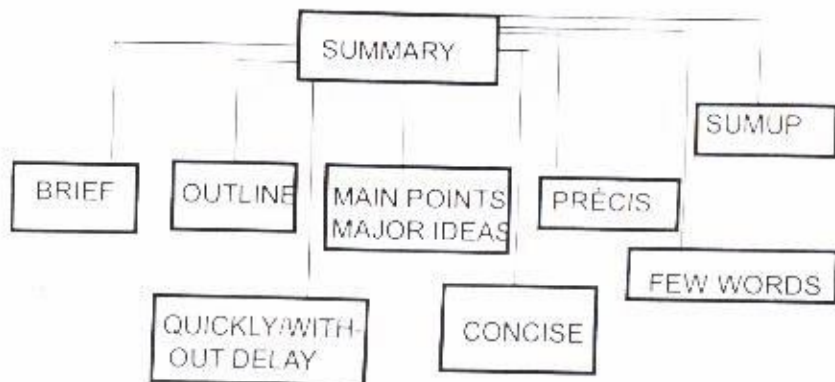
Summary is generally a common type of academic writing. It requires a lot of practice to be successful. A summary restates the authors main point, purpose and intent in the writers own words. It gives a brief description of a document content. The original document is usually reduced to a minimal size. Summary refers to a brief statement that presents the main points in a concise form (Perl 2007).

Summary writing helps the writer to reduce the size of a lengthy article or book to a paragraph size. In the words of Ihejirika (2002) summary is a brief and clear statement in connected and readable shape of the substance of a longer passage.

The word summary is associative in meaning. It accommodates such words as the main points, ideas, precis, in few words, sum-up, concise, brief, quickly, and without delay. This could be represented thus.



Summary writing By Njemanze, Q. U. is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).



In other words a summary is intended to highlight objectively the main points of another writers work. Although it is written in the writer's own words, it does not include the writers opinions and it is naturally shorter than the original. Summary ranges from one fourth to one half the length of the original work.

2.2 Techniques in summary writing:

The writer should be able to:

- * Cross out the less important details.
- * Underline topic sentences and key ideas.
- * Jot down the information that clarifies those major ideas (topic sentence) (Greenway, 2007)

Annander (2007), also posits that to create a successful summary, consideration is given to the writing process stages;

- * planning
- * drafting

- * revising
- * editing

Planning –The planning stage of summary writing requires the writer to gather and organize his materials. The writer reads through the write up, previewing, predicting and questioning where necessary. This will help him develop an understanding of the main ideas.

Drafting: The writer makes his draft, stating in order, the main ideas in the material. He writes basically the authors opinion.

Revising: Every piece of writing requires revision. Reread the summary to be sure the author's main idea is clearly stated, check to see that the points flow. Rewrite the sentences in their proper order.

Editing: Here the writer reads his summary aloud and checks for misspelled words and run-on sentences. He makes final corrections.

After giving due consideration to these writing processes, the writer should be able to compare his summary to the original work and ask himself such questions as :

- * Have I rephrased the authors words well?
- * Did I change any meaning?
- * Have I restated the main ideas and supporting points

accurately?

These will help in self evaluation

Other techniques of summarizing a book; learners need to understand how to summarize contents of texts. This will help their understanding and comprehending ability. They need this skill throughout their formal schooling and even beyond. They should be able to identify important information, recapitulate and organize the information.

They should therefore be able to summarize a book using the technique of:

- (a) hierarchical summarizing or
- (b) mapping

(a) The hierarchical summarizing is composed of main ideas and important details of the passages. It is usually used for summarizing passages with headings and sub-headings.

The main idea of a text is the most significant idea in that text. Some main ideas are conspicuously placed in a text while some are hidden. A reader searching for any main idea has to read, synthesize, paraphrase, create meaning and summarize in order to pick out the main idea.

Baumann, (1986) confirms this statement by saying; the comprehension of main idea is a process that involves the ability to read, identify, remember, summarize, and create meaning. This is because a prior

knowledge, of the subject of reading can have both positive and negative impacts on the readers construction of meaning of a text. This will help the learner differentiate between themes and topics.

(b) Mapping: This is another technique of summarizing a text. It requires writing only the key words. It is used with texts that have no headings and sub-headings. The learner is made to read the text and pick out the main topics. These topics are written in a clockwise manner and also in phrases so as to minimize writing. Boxes are drawn around the topic which is written at the centre of the book; with each box containing a topic with minimized information under it.

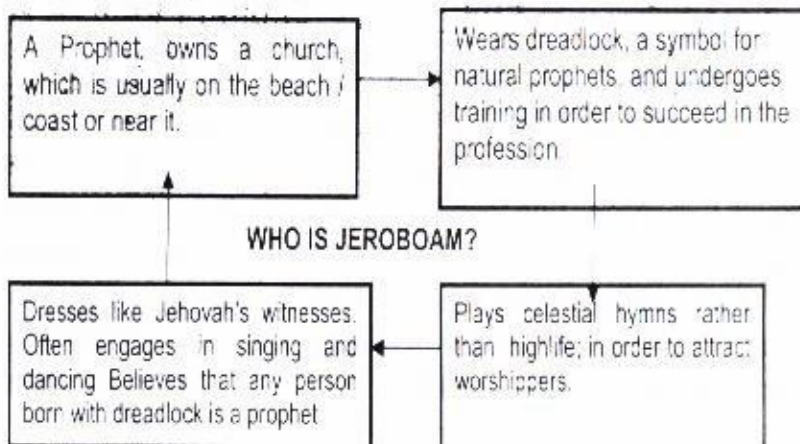
To illustrate this technique, read the story below.

JEROBOAM: I am a prophet. A prophet by birth and by inclination. You have probably seen many of us on the streets, many with their own churches, many in land, on the coast, many curing the deaf, many raising the dead. In fact, there are eggs and there are eggs. Same thing with prophets. I was born a prophet. I think my parents found that I was born with rather thick and long hair. It was said to come right down to my eyes and down to my neck. For them, this was a certain sign that I was born a natural prophet. And I grew to love the trade. It used to be a very respectable one in those days and competition was dignified. But in the last few years, the beach has become fashionable, and the struggle for land has turned the profession into a thing of ridicule.

Yes, it did come to the point where it became necessary for the Town Council to come to the beach and settle the prophets' territorial warfare once and for all. My master, staked his claim and won a grant of land. ... I helped him, with a campaign led by six dancing girls from the French territory, all dressed as Jehovah's Witnesses. What my old Master did not realize was that I was really helping myself. The beach is hardly worth having these days. The worshippers have dwindled to a mere trickle and we really have to fight for every new convert. They all prefer High Life to the rhythm of celestial hymns. And television too is keeping our wealthier patrons at home. They used to come in the evening when they could not easily be recognized. Now they stay at home and watch television.

(Culled from: The Trials of Brother Jero by Wole Soyinka)

A MAP OF JEROBOAM



2.3 Types of summary:

The major goals of summarizing a material is to distribute the writers original ideas to other people using fewer words. In order to achieve this Bleck (2007) articulated three types of summary while Ntia (2001) articulated the fourth one;

- (a) Restatement or précis summary
- (b) Descriptive summary
- (c) Analytical summary
- (d) Itemized summary

Restatement or précis:

A Precise is a shortening, in your own words, of a text of written work. You are expected to give the main assertion of the original. This type of summary writing does not require details or concrete examples, just accuracy. All you say about the text must be factually correct. To achieve this the writer must carefully read the work at least three times before writing.

Descriptive summary

This type of summary requires the writer to provide the reader a map of the original material giving an indebt details, the writer must go beyond giving all information. E.g. giving evidence of an action and also showing how the evidence is organized or realized. The writer should avoid giving concrete examples or paraphrases from the essay within the summary.

Analytical summary:

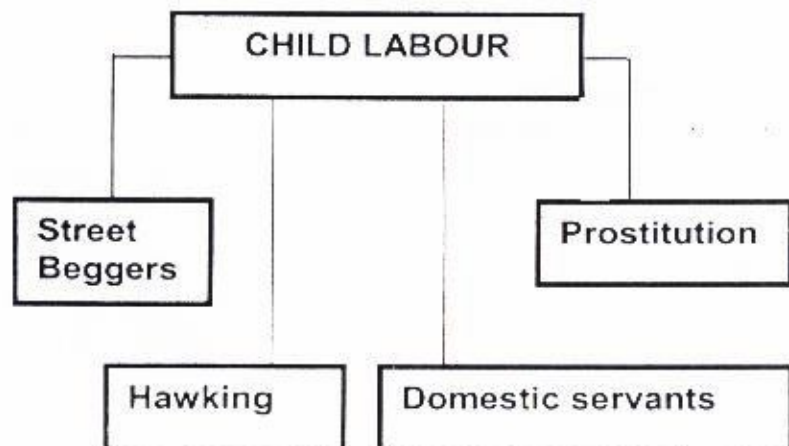
Here the writer gives all information contained in a descriptive summary and goes beyond it. This type of summary requires the thematic structure of a central idea, a thesis statement. It may allow one or two quotations from the document. Analytical summary must provide the reader with a clear and effective understanding of the message contained in the original.

Itemized summary:

This is the process of summarizing a written material using minimal words or expressions. The ideas can be compressed through

- (a) Symbols
- (b) Abbreviations
- (c) Graphic numbers
- (d) Dashes

Example (a)



(b) Using the diagram in (a) above write three sentences relating to child labour.

- (i)
- (ii)
- (iii)

(c) In four sentences summarize the implications of prostitution as a form of child labour.

- a.
- b.
- c.
- d.

(d) Using a table represent (3) three implications of each form of child labour.

CHILD LABOUR:

A	STREETBEGGERS	HAWKING	DOMESTICSERVANT	PROSTITUTE
i.	Highly dependent	Victim of Accidents	Usually Battered	Prone to diseases (STI's)
ii.	Lacks creativity	Victim of Rape	Often starved	Unwanted pregnancy
iii.	Lacks education	Lacks quality Education	Deprived of Education	Prone of HIV/AIDS

(e) Use illustrations from examples a – d and compile a ten-line summary of child labour.

2.4 SUMMARY WRITING PROCESSES:

To write an effective summary:

- * Read a text bearing the writer purpose in mind
- * Underline the major points bearing in mind that you are summarizing a text.
- * Be concise using co-ordination and subordination to compress ideas. Check your summary to be sure that you have properly documented any word(s) or phrases that you have taken from the original.
- * Write, revise and edit to ensure the accuracy and correctness of your summary.
- * Check your summary for objectivity. Your opinions are not part of the original work. Read the summary to a teacher or peer for additional feedback.
- * You may make a final statement reflecting the significance of the article from the writers point of view.
- * Ask for feedback.
- * Use the feedback to make changes that will improve the quality of the summary.

2.5 KEY FEATURES OF SUMMARY:

- (1) It is shorter than the source.
- (2) It repeats the ideas of the source in different phrase and sentences.
- (3) It represents its source accurately and comprehensively.
- (4) It does not accommodate external examples and

explanations.

2.6 ADVANTAGES OF SUMMARY WRITING:

- * Summary writing enhances the ability to write in a concise and quick manner.
- * The learners intellectual background is expended from numerous reading.
- * Summary is used in rating students ability to discern main points in a topic.
- * Summary assesses the flexibility of the writers ability. He also expresses his views economizing his writing.

2.7 ORGANISING YOUR SUMMARY

To write a well organized summary Jamieson (1999) advocates the following format,

- (a) The Introduction
- (b) The body of a summary
- (c) Conclusion

The introduction: This is usually written in one paragraph. It contains a one-sentence thesis statement that sums up the main point of the source. It is a one-sentence summary of the entire text.

- * The introduction gives the title of the source.
- * It provides the name of the author of the source.
- * Some times it also provides pertinent background information about the author or text to be summarized.

The body of a summary:

- * This contains one or more paragraphs.
- * It paraphrases and condenses the original piece.
- * Writes only important points.
- * Adds one or more of the authors examples or illustrations.

Conclusion:

There is customarily no conclusion in summary writing. You are only required to summarize the source text. Do not add any conclusion.

2.8 MODEL SUMMARY EXERCISES:

Model Summary One:

Read the passage and answer the questions that follow

For general reading, there are several hints you might bear in mind; you will say, 'How very obvious these hints are' Agreed; but are they so obvious that they have become second nature? Don't expect the literature of knowledge or information - expository books - to contain a 'story'. If the information (history, geography, criticism, science, technique, etc.) is conveyed in an orderly, lucid manner, that should be enough. In fact, however, you will find much history, geography, criticism and even science is attractively written, but you have no business to expect it to be attractive. The pleasures of expository literature are primarily intellectual, only secondarily aesthetic.

On the other hand, don't expect the literature of imagination – poetry, drama, novels, short stories – to have a moral or 'message', for primarily it is not didactic. It aims to delight – to enrich us emotionally – to move us. Nor is imaginative literature a matter of logic – of arguments and propositions; it is not to be criticized by the standards applicable to the literature of knowledge, except in so far as all literature whatsoever should be artistically coherent and consistent.

Midway between the literature of knowledge and the literature of imagination stand the essay and the imaginary conversation of which the latter usually approximates more closely to the literature of knowledge, whereas the former may emphasize either the one or the other. Do not, therefore, be dogmatic about this half-way literature, wherein the writer has considerable freedom.

As, on the one hand, the literature of knowledge may be structural, as in history; analytical; structural and critical, as in philosophy; or persuasive, as in theology or propaganda; so, on the other hand, the literature of imagination is of various kinds, poetry being epic, lyrical, dramatic, reflective, etc; drama being comedy, farce, tragedy, tragedy-comedy; fiction being short or long, the novel itself being historical, domestic, adventurous, satirical, etc. be careful not to condemn one genre for differing from another.

(Culled from English: A Course for Human beings,

Questions: *by Eric Partridge)*

(1) State four objectives of general reading.

Answers:

- (i) It should be informative.
- (ii) It should be orderly.
- (iii) It gives emotional delight.
- (iv) It transfers morals.

(2) List three qualities of literature of knowledge.

Answer:

- (i) It has to be structured.
- (ii) It must be analytical (iii) It must be critical.
- (iv) It must be persuasive.

(3) Mention types of poetry listed in the passage.

Answer:

- (i) Epic poetry (ii) lyrical poetry (iii) dramatic poetry
- (iv) reflective poetry.

(4) How many types of novel were mentioned in the passage? List accordingly.

Answer:

- (a) 4(i) historical novel (ii) domestic novel
- (iii) adventurous novel (iv) Satirical novel.

Model Summary Two:

Read the following passage and answer the questions asked.

When six members of the varsity football team were suspended for fighting, it marked yet another instance

where an athlete from this school has come under fire.

Last August former wide receiver connie moore was arrested in his college dormitory in Arizons for involvement in an attempted robbery the previous march. This year, six more players continue the trend. The suspended players, among them starting from wide receiver Malcolm Tatum and quatereback Mack Merritt, who had since moved away, were forced to miss the game against Braddock on September 21.

"Anytime you lose players on your team for any length of time it hurts your program", assistant football coach said.

According to Tatum, the trouble started when Merritt got involved in some trash – talking on the basket ball court with some guys who do not attend palmetto. "Mack was talking to some guys and then they started fighting and I went over there to defend mack", Tatum said.

The problem of athlete in trouble is not limited to this school. Sports figure all over, in any level of competition, are finding themselves in trouble for things more serious than fighting.

In a recent incident, former maimi athlete was caught using and dealing on cocaine, one was arrested for rape; another accused of murdering his cousin. The other athlete has been a known wife – beater. The list goes on and on. Cespedes says that life must go on when players are suspended "We will try to continue to be successful no matter who we lose", he said.

Many sport psychologists believe the problem with athletes stem from their early day of playing sports when they are reared to be tough, dominant, and in charge. Psychologists feel discipline boundaries should be enforced during adolescence, instead of giving athletes free education and getting up set when there are problems.

(Culled from The Panter Maimi Palmetto South High School, Florida by Stephen Hills)

Questions and answers:

(a) In few sentences summarize this passage.

Summary:

This work x-rays the microcosm of the society which we live. Athletes all over the world and in any level of competition are finding themselves in troubles for things much more serious than fighting. Hence harder ways of disciplining them should be adopted.

(b) Choose appropriate titles for this passage:

- (i) Not just a game anymore
- (ii) A wave of violence among athletes
- (iii) Fight breakout between athletes
- (iv) School athletes under fire.

(c) From the passage describe a typical athlete:

- (i) He is tough.
- (ii) He is dominant.

(ii) He is in – charge.

(d) Write five offences prevalent in an athletes life.

(i) Fighting

(ii) Drugs / Cocaine deals

(iii) Rape

(iv) Murder case.

(v) Wife battering.

Model Summary Three:

Read the passage and answer appropriately.

Trust, communication and involvement are perhaps three most essential elements of a successful relationship. Many teenagers find that these areas are difficult to maintain with their parents. A new product called Drug Alert seems as if it will only augment the problems of already tumultuous teen / parent relations.

Drug Alert is a \$20 kit that can detect traces of up to 30 illicit drugs from marijuana to heroine. Parents can purchase a kit which contain a moist pad they can wipe on their child's belongings. They can send the pad back to the manufacturers for scientific analysis for which confidential results are available.

Although this may sound like sure fire way for parents to detect drug use, it can lead to false conclusions. Traces of drug could be inadvertently picked up or left from another person. The entire process itself, secret and covert, could undermine the trust in a child / parent relationship, especially if false accusations are made.

However, this is not an effective way to detect or combat the problem. Continuing education and open, honest communications are the only real solutions America's teen drug problem. This kit disregards all rights to privacy and will only create or widen gaps of trust and communication. (culled from – THE AXE – South Eugene, Oregon).

Questions and Answers:

- (a) What titles do you consider appropriate for this passage?
- (i) Drug Alert kit: sure fire way for drug use detection
 - (ii) America's teen drug problem
 - (iii) Drug Alert undermines trust and communication
 - (iv) Drug kit problematic.

- (b) In one sentence summarize the passage.

This passage gives information on the use of Drug Alert kit to detect teenage use of illicit drugs by their parents.

- (c) In two sentences explain how this kit is used?

Drug Alert is a kit which contains a moist pad which is rubbed on a child's belongings.

The pad is sent back to the manufacturers for analysis; which either proves that a child is involved in drug use or not.

- (d) S^o S^o says of controlling Drug use in America.

This can be achieved through;
Continuing education and open, honest communication between parent and child.

2.9 SUMMARY WRITING ACTIVITIES: READ THE PASSAGE AND ANSWER THE QUESTIONS THAT FOLLOW

Activity one:

A plan has been set up to actualize the NEPAD fish for all summit set by the just past administration. The following are the target plan set for the year 2005 – 2007. Fingerlings production (2 billion / year). Table size fish production (0.5 million tones / annum) through adoption of modern technology. Fish health care and tertiary services. Fish farmer marketing promotion services.

This is massively promote private sector managed aquiculture parks in partnership with state, LGA's NGO's, CBO's and other institutions. The financing plan is over three year's period between 2005 – 2007.

A renewal of the Administration's commitment to fisheries development started with the aquaculture and inland fisheries of the National Special programme for food, security and was strengthened by the presidential initiative on fisheries and Aquacultures development. (culled from Saturday Vanguard).

Questions:

- (i) What is the thesis statement of this text?
- (ii) How many key points were raised?

- (iii) In three sentences summarize the passage.
- (iv) List three importance of Aquiculture development.

Activity two:

For almost 350 years, horses have been ridden into the River Eden to be washed. But this year, the annual ritual at Appleby Horse fair ended in a sickening spectacle. Although dozen of horse swam safely in the water by the bridge in the Cumbrain Town, one appeared to lose its footing and drowned despite frantic efforts at a rescue by onlookers.

The fair for horse trading began at the site in 1685. it is attended by 25,000 visitors each year. At the event, horse are raced in front of prospective buyers. They are washed in the Eden. The animals are ridden bare into water, when their feet come off the ground, they begin to swim. Tradition dictates that horse's head should be dunked beneath the surface before it is ridden on to dry land again. This distressed animal pulled away from its owner in a panic, lost its footing and possibly broke a leg. It sank beneath the water and re-emerged, but its rider continued the ritual; dunking the horse's head under the water. The animal disappeared, but did not surface again. It was dead. The rider fled.

Questions:

- (i) In three sentences discuss the process that led to the death of the horse.
- (ii) Summarize the passage in one paragraph

- (iii) In four sentences write out the disadvantages of the fair.
- (iv) Suggest a title for the passage.

Activity three:

There is much Onitsha market Literature that is below the standard of even its own audience. The best of its examples do not attain a high literary standard. The English is rather poor though sometimes exciting, and is made worse by printing. Most of the characters are undeveloped types. Themes are treated much too superficially. Some of the authors know this and explain the handicaps under which they work. The publishers dictate to them about subject matter and number of pages. Some of the writers have no other source of income and since they do not receive much for a manuscript they have to produce rather fast.

The audience dictates to them. For example, Love is the most popular theme and sometimes titles are distorted to attract interest. Okenwa Olisah's *My Seven Daughter Are After Young Boys*, for example, has a deceptive title by his three wives whom he had 'sack' following the evidence of his servant Godwin that they had tried to make love to him.....

The audience also demands vigorous action in love or crime or politics. It also demands big words. There is a middle group of better educated writers who try to psychologise in good but simple English and they are finding it difficult to make any impact or money.

With these handicaps it is surprising that so books of

definite interest are produced. And these books are significant both as literary efforts and in their revelation of the popular attitudes to socio-cultural phenomena. We have a new life and a new language. In the unassuming simplicity and directness of Onitsha Market Literature we find authentic evidence of what these new elements mean to the common man and what his reactions are to them.
(Culled from Onitsha market Literature by Donatus Nwoga)

Questions:

- (a) In two sentences sum up the faults of 'Onitsha market literature'.
- (b) Using three sentences state five major handicaps writer of this type of text encounter.
- (c) These books are described as being..... ?

Activity four:

A great deal has been said and written on the cultural development of the people of Africa. It is commonly said in high places, 'what we need in Africa today are cultural revolution equal to its political revolutions.' These are great and noble words indeed but what has been done to implement them? I wish to forward a few suggestions.

To me theater has always meant two things – acting and writing. These two aspects are inseparable; they are interdependent. The death of either means the death of the theatre. The purpose of theatre is to express the ideas and actions of individuals or groups; to translate into life, on the stage, the way of life of people; to let them see

themselves sages or absurdly mirrored. Perhaps a second purpose is the one of providing simple entertainment. And in these days entertainment is a very welcome panacea to the harassed thousands living on the brink of nervous breakdowns.....

In Africa today, we live in a period that does not seek to involve only a few intellectuals, but whose urgency must embrace and entangle all groups. It is very disconcerting to hear of the numerous cultural centers purporting to disseminate culture among the people of Africa when in reality these centers are mere nesting home for a group of hand – picked intellectuals who bluff themselves into false sense of satisfaction and achievement.

(Culled from Theatre and the Common Man in Africa by Bob Lesshoai)

Questions:

- (a) According to the writer what do we need in today's Africa?
- (b) List the purposes of theatre
- (c) In one sentence describe the period we live in?

Activity five:

Science and technology are veritable tools in the social, economic and political development of any society. Evidence of their importance is seen in the areas of health services, communication, food supply, housing, energy, transportation and education, science and technology

control almost all human activities in the world today, and a large number of these activities involve reading, comprehension and interacting with human and non-human materials in the individual's environment. This underscores the importance of reading and comprehension and the application of the substance of reading to daily living. Safety sustainability, personal development and the improvement of the society depend to a large extent on the ability to read and understand print and graphic materials.

In terms of science and technological development, a child must be able to decode scientific ideals, principles and concepts which are encoded in written materials and apply them to solving the science related problems the person will come across in life. It is on this premise that a child should master reading and comprehension skill early in life.

(Culled from Journal of Applied literacy and Reading Vol.2)

Question:

- (i) What title is appropriate for this passage?
- (ii) List two minor points in this passage
- (iii) In three sentences write out factor associated with science and technology
- (iv) Summarize the passage in one paragraph.



Summary writing By Njemanze, Q. U. is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).