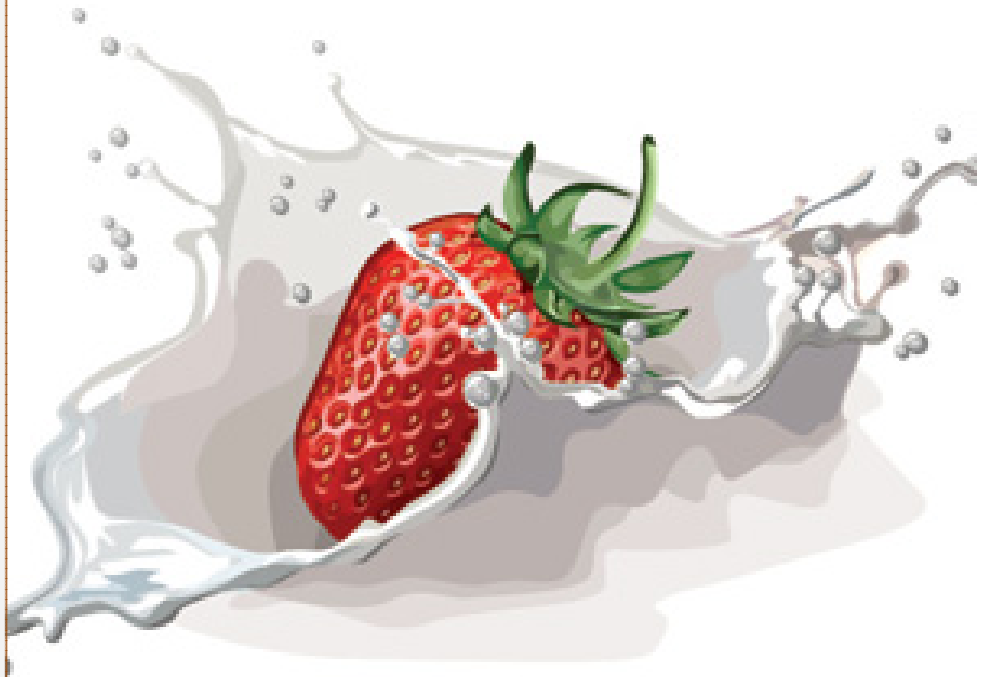


# Summary Writing

*Compiled by: Mr. S. Kirusanthan.*



## General Method

1. Use a pencil to underline important points.
2. Read the passage quickly to find out its theme, that is, the main idea(s) and how the author develops it (or them). Look for the way he arranges his points. He may use one of these methods:
  - ❖ Time order - step by step
  - ❖ Advantages and disadvantages
  - ❖ Cause-event-result
  - ❖ Place order - what happens in different places
  - ❖ Order of importance
3. Read the passage again but more carefully than before. Make rough notes of the important and relevant points. Leave out details, examples, illustrations and irrelevant points. Your rough notes should be about half as long as your target. You should try not to omit any of the important points.
4. Use your rough notes to write your draft or (if you are good at this work) your final summary. Add words to make your final summary fluent.
5. Check for length. Add or omit words to get to the right length.

### How do you write a summary?

- ✍ Read the whole text before you start your summary.
- ✍ If a title is given, see how much of the material is relevant to the title.
- ✍ If a title is not given, while you are reading the passage, think of what you would consider to be the main topic. This is one way of finding out the objective of the writer.
- ✍ As you go through each passage or section of a text, look for the main point. Jot it down or highlight it so that you can find it later.
- ✍ When you finish reading the entire passage, think of what the main point is - this is what we call "the bottom line" (or gist of the matter).
- ✍ Then write down the main points. In some situations, this is all that is required, especially if you are asked to write down a summary in point form.
- ✍ If you are simply asked to write a summary as a paragraph, look up the main points or notes you have jotted down, and put them together in a passage.
- ✍ Add 'discourse markers' such as "Also", "On the other hand", "Additionally", "But", "However" to connect the sentences, and make your passage easy to read. This is necessary to prevent a disjointed or 'jumpy' passage.
- ✍ If you are asked to limit your summary to a paragraph or two, make sure you do so, because summaries are usually read in hurry, or only to grasp the main points.
- ✍ Select direct statements and simple vocabulary, because the purpose of a summary is to state clearly and directly, the main point(s) of the passage or document.

## General Comments

### 1. *Be confident. Don't be frightened.*

*You need to learn to command your material, and not to let the material command you.*

### 2. *Find the theme of the whole passage (or of the part you must deal with).*

*You should unearth a central theme, and trace its development through a series of clearly defined stages. You should try to grasp the passage as a whole.*

### Exercise-1

**Read each passage and write a sentence to give its theme.**

- I. My sister is very interested in dressmaking. Yesterday evening, she went to visit a friend. The two girls discussed the latest fashions for some time. When my sister left her friend's flat, she got in a lift. Then she had the surprise of her life. The lift stuck between the fifth and sixth floors. At the time there was another girl in the lift, and they were trapped for over an hour. Eventually they managed to attract the attention of a boy, who informed the janitor. A mechanic arrived and succeeded in repairing the lift sufficiently to move it down to the fifth floor. The girls got out and left the mechanic to complete the work.

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- II. Ten or twenty thousand years ago, men lived on what they could catch rather than on what they could grow. Whether as fishermen or as hunters, they had to rely for survival on their ability to trap, kill and eat other animals. In the process of time, men learnt that seeds produce plants. (They already knew with some accuracy which plants were edible). It is no surprise that our ancestors gradually learnt to grow their own food. This, coupled with skill in taming and domesticating animals, enabled them to store food – whether in bins or on the hoof. With more experience, farmers learnt to produce more food than they needed for their own families. They used this surplus as a form of money with which to buy tools, weapons and even ornaments. Thus trade started and craftsmen (who were neither hunters nor farmers) managed to earn a living.

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- III. All countries feel the effects of any sharp decline in world trade. One might suppose that countries that are rich in natural resources – such as rubber, tin and oil – would remain unaffected, but this is not so. Any decline in world trade is accompanied by a fall in the demand for products. Manufacturers either reduce their output or close down altogether. The demand for raw materials falls sharply and this inevitably has an effect on primary producers. The prices of raw materials fall, often to a point at which it is unprofitable to produce them. Indeed, the producers of raw materials are sometimes more seriously affected by a recession than industrialized countries are.

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Read each passage again and then choose the sentence which gives its theme.

- 1. (**Exercise-1**, Passage - I)
  - a) My sister often visits her friend to discuss dressmaking.
  - b) Yesterday my sister went to a friend's flat to talk about current fashions in dressmaking.
  - c) Yesterday my sister was trapped in a lift for an hour.
  - d) When people are trapped in a lift, a mechanic comes to free them.
  
- 2. (**Exercise-1**, Passage - II)
  - a) Our ancestors gradually learnt to grow their own food.
  - b) Early men were mainly hunters, who relied on what they could catch.
  - c) When men tamed animals, they could get their own food.
  - d) Early men were hunters, then farmers and eventually traders as well.
  
- 3. (**Exercise-1**, Passage - III)
  - a) Countries that produce raw materials are greatly affected by a world recession.
  - b) When developing countries stop producing raw materials, there is a fall in world trade.
  - c) Rubber, tin and oil are examples of natural resources.
  - d) Countries which have many raw materials are not affected by a fall in world trade.

3. *Leave out details, examples and illustrations.*

**Details:** The farmers grew rice, maize, wheat and barley.

**Generalization:** The farmers grew cereals. (*or crops or food*)

**Details:** She could play the piano well and even had some idea of how to play the violin and guitar. She could read music and had written several of her own songs.

**Generalization:** She was an excellent musician.

**Details:** The population was two million in 1965, over three million by 1970, and then rose rapidly to four million by 1976. Much to the surprise of the Government, it reached six million by the end of 2000.

**Generalization:** The population increased rapidly between 1965 and 2000.

**Exercise-2**

**Make a summary of each of these passages in not more than 12 words. Omit details. Use your own words as far as possible.**

- I. It is quite clear to everybody that large number of taxis, Lorries, vans, buses and private cars use King's Road every day, and one often sees motor-cycles and bicycles trying to squeeze through the dense traffic.

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II. Lack of care, particularly on the part of the drivers of vehicles, is probably the major cause of traffic accidents, although pedestrians are sometimes to blame. This carelessness can take many forms. A driver may be chatting with a companion. He may be watching somebody in another vehicle. He may be thinking about some trouble at work or at home. He may be smoking and trying to find ash-tray. Whatever the reason may be, there is no excuse for many of the accidents that occur.

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III. When they leave school, girls have a wide choice of careers in most countries. They may become teachers, secretaries, nurses or shop assistants, for example. They may decide to become a doctor, a lawyer or even an engineer. Many women are highly successful in business; where then tend to be conscientious, creative and very hard-working. The modern girl cannot complain that she is forced to stay at home and look after her parents, or later, her children.

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IV. Nature has provided each living thing with its own means of defence. Sometimes this is obvious to anybody. Cats can climb trees to escape from dogs. A lizard can 'freeze' in the grass when chased by an inquisitive dog. It can shed part of its tail if necessary, thereby distracting an enemy. Birds can fly away. Frogs can jump into water and hide in the mud at the bottom of the pool. Each creature has its own way of staying alive.

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**4. Don't copy from the passage.**

*Use your own words as far as possible. This does not mean that no words from the passage are to be used. It always happens that certain words cannot readily be replaced, and the use of such words is not penalized.*

### Exercise-3

**These sentences are based on the passages in Exercise-1 and 2. In each case, say which sentence best sums up the main idea of the passage and is not copied from the passage.**

1. (Exercise-1, Passage - I)

- a) My sister is very interested in dressmaking and yesterday she was stuck between the fifth and sixth floors with a friend.
- b) Yesterday my sister was caught in a lift for more than an hour.
- c) When my sister left her friend's flat, she got in a lift but she was trapped, and later a mechanic arrived and succeeded in repairing the lift.

2. (Exercise-1, Passage - II)

- a) Whether as fishermen or as hunters, they had to rely on their ability to kill animals until they learnt to produce more food than they needed for their families.
- b) Farmers managed to produce more food than they needed and so trade started and craftsmen managed to earn a living.
- c) At first men were hunters but later they became farmers and produced a surplus of food which was used for trade.

3. (Exercise-1, Passage - III)

- a) A recession affects all countries.
- b) All countries feel the effects of any sharp decline in world trade.
- c) A recession is accompanied by a fall in the demand for natural resources.

4. (Exercise-2, Passage - II)

- a) Lack of care is probably the main cause of accidents on roads, although pedestrians are at times responsible for the accidents.
- b) Most traffic accidents are caused by carelessness.
- c) There is no excuse for many of the traffic accidents that occur.

5. (Exercise-2, Passage - III)

- a) When they leave school, many women are highly successful and are not forced to stay at home.
- b) Many careers are open to girls now.
- c) Many girls do not have a wide choice of careers in some countries.

**5. Use your notes to write a fluent summary with no errors of spelling, punctuation or grammar.**

- ❖ Do not omit 'a' and 'the'. Your summary must be in complete sentences and not in note form.
- ❖ Use linking words to connect the idea in one sentence with the idea in the next sentence.

**Exercise-4**

**Make correct sentences from each set of notes. Only one sentence is needed in each case. Use your own punctuation.**

1. carelessness – cause – accidents
2. girls – many careers
3. King's Road – many vehicles
4. recession – all countries affect
5. petrol – price – risen – recent years
6. AIDS – research – no cure yet
7. airport crowded – tourists – new one needed
8. mechanization – workers afraid – lose jobs
9. found abandoned cubs – forest – took to camp
10. China and India – over 1 billion people each – still increasing

**6. Don't do these things:**

- ❖ *Don't add information to a passage. Don't comment on information given in a passage. Give a summary of the main points – whether you agree with them or not.*
- ❖ *Don't write on alternate lines.*
- ❖ *Don't draw vertical columns and put one word in each column. This is an artificial way of writing.*
- ❖ *Don't forget to cross out (very clearly) any rough work or draft summaries.*

**7. Use the correct number of words.**

- ❖ *Follow the limit given in your question. You will lose marks if you exceed it. If your summary is too short, you will probably leave out important points.*
- ❖ *Do not use 90 percent of your words on 50 percent of your facts. This will force you to omit important points in the second part of the passage. If you keep your rough notes very short, you will not have this problem.*

**8. Remember that, as in composition work, you will lose marks for all errors of spelling, punctuation and grammar.**

## Practice Passage - 1 | Summary

Read this passage and then answer the questions about it.

While the intelligence of ants is limited – for example, they have no proper language, cannot be said to reason (to think things out), and do not, except one case, use tools – their mental powers should not be underrated. Experiments have shown that they can learn the correct route in simple mazes which have six blind alleys, and individual ants vary in their ability to do this and in the speed (or number of runs through the maze) with which they learn their lesson. Just as in the maze, so it is in the world of work; some individuals learn to do jobs better and more quickly than other ants in the nest.

These quicker learners are the primitive leaders of the community, the ‘excitement centres’. They are called ‘excitement centres’ because, although they determine what activities are carried out and when, they do not do so by sitting down and thinking about it and then giving directions to the other ants, but they excite the ants into doing the different jobs by starting to do them themselves. The excitement centre ants are in effect the first individuals in each colony to respond to the stimulus of jobs needing to be done. The settling down to work of the twenty or thirty excitement centre ants soon arouses in the other ants feeling of their own hunger and need to go out foraging, or of their own instincts to repair a broken part of the nest or to build new chambers to provide accommodation for a rapidly expanding brood.

Thanks to this leadership, the seemingly complex round of jobs of the ant community is fairly economically and successfully achieved. Food-getting is the most important task. It is no light one to get in food enough for from 40,000 to half-a-million individuals each day. A colony of 40,000 carnivorous ants will eat a quart of insect food (equivalent to over 20,000 insects) every day during the active summer months. Yet there are always several times more ants in the nest than there are out foraging. Inside the nest, the queens must be carefully tended and guarded, and the eggs they lay carried off to the appropriate chamber. The brood requires constant attention, for the larvae (grubs) must be fed and unceasingly licked, so that their skins are kept moist, and the cocoons must be watched so that ants ready to hatch out can be helped to emerge. Few ants can escape from their cocoons or pupa skins unaided. The nest structure also requires continual care and must be kept scrupulously clean, properly drained and proof against enemy invasion. Then there are the aphid cows (greenflies, black flies and whiteflies), both inside and outside the nest, to be milked, or other guests to be tended or kept from prowling too near the queens or brood. For in each ant’s nest there are many such insect guests, especially of the beetle kind. Some 5,000 species of insects and spiders are found only in the nests of ants, living there permanently as either welcome or tolerated lodgers.

### Questions:

1. In your opinion, which of these best sums up the theme of the whole passage?
  - a) Ants
  - b) The intelligence, leadership and life in a colony of ants
  - c) Scientific experiments with ants
  - d) Life inside an ant’s nest

2. Which of these best sums up the first paragraph?
  - a) Some ants are more intelligent than others.
  - b) The intelligence of ants is not particularly great.
  - c) Ants may be more intelligent than others.
  - d) Ants have their own way of communicating.
  
3. Which of these best sums up the ideas in the second paragraph?
  - a) The more intelligent ants are the natural leaders.
  - b) The role of excitement centre ants in a colony
  - c) How ants get their food
  - d) How disputes are settled in a colony of ants
  
4. Which is the theme of the last paragraph?
  - a) The importance of the queen ants
  - b) How ants defend their young against their enemies
  - c) How ants get their food
  - d) Essential duties inside a colony of ants
  
5. If you have to make a summary of about 120 words of this passage, how many words will you try to get in your rough notes?
  - a) 110
  - b) 180
  - c) 50
  - d) 98

### Practice Passage - 2 | Finding the theme & Making notes

- ☼ Read the passage once and see if you can find the theme. It may be shown by the paragraphing. A new paragraph may start a new topic or aspect of a topic.
- ☼ Read the passage again and search for the theme and its development. Summary passages are usually expository and follow one of a number of patterns, e.g.
  - Historical development from the past to the present
  - Advantages and disadvantages
  - Different causes for something
  - Different attitudes to something
- ☼ Once you have found your theme, you know which facts in the passage are important and which are not.

Read the following passage carefully and then, in not more than 150 words of continuous writing, summarize the ways deserts are created by man or nature.

Read the whole of this unit before you make your summary.

In the past 50 years the Sahara has engulfed 251,000 square miles of arable land. More than one-fifth of India is being overrun by the Thar Desert. Hundreds of square miles of northern Chile have been swallowed by the Atacama since 1960. The situation in Iran, the Middle East, southern Africa, Argentina and parts of Siberia, China and the USA is almost as grim. Deserts, arid and semi-arid areas, now cover 43 per cent of the earth's land surface.

What happened to transform these once-thriving lands into deserts? We assume climatic changes were responsible, but this is not necessarily so, say meteorologists. The 3.5 million square miles of desert that have appeared since civilization began were mostly man-made.

When man first turned to agriculture, he cleared the land of trees and vegetation, usually by burning. After a few seasons, the nutrients in the soil depleted, he moved to the next virgin tract. This slash-and-burn method is still common in Africa, Latin America and Asia. The degraded fields became grazing lands for cattle and sheep. As the number of animals increased, edible grasses and herbs were devoured before they could reseed. Such unpalatable woody plants and shrubs as thorn-bush, cactus and mesquite took over. Finally, in the Middle East and Africa, the land was opened to omnivorous goats that stripped all vegetation. At the same time, man had been cutting down forests for timber. Rain washed earth from hills, causing floods and gouging deep gullies in the bare lowlands.

When droughts came, as they do in most generations, winds removed the anchorless topsoil that had taken thousands of years to develop. Eventually the denuded hills were stripped down to 'desert pavement', a tightly wedged mosaic of rock and stones in which nothing can grow.

The desertification of Mesopotamia, where agriculture was practised some 6,000 years ago, was due to a different set of circumstances. With insufficient rainfall to support cultivation, man irrigated his crops. But not for thousands of years did he recognize the importance of proper drainage. Without it, irrigation led to salinisation. As the waters that were let into the fields each spring evaporated, they left behind salts, alkalis and other minerals. As the salinity increased, harvests became progressively poorer. Timber felling in the mountains to the north compounded the problem. Rains rushing down the denuded slopes carried silt, which raised the river beds and clogged the irrigation canals, causing water to overflow the dykes.

The building of great dams has intensified the problem. For 50 centuries, the Nile flooded Egypt every spring, washing away salt and depositing a thin film of fertilizing silt. Since the construction of the Aswan dam, water has had to be pumped to the fields. There is no way to wash away the salt deposits and the rich silt is trapped behind the dam. For the first time in the nation's history artificial fertilizers must be used. Agronomists predict that soon Egypt may produce fewer crops than before the dam was built.

Perhaps the most significant cause of the proliferation of deserts is the proliferation of man himself. In many arid regions, human and animal populations double every 25 years. When a cultivated field or a pasture is exhausted, people can

no longer move on to a new one because the land is already occupied. Fourteen  
 45 inches of rain a year are necessary to raise a crop, but land-hungry farmers are  
 ploughing up ranges receiving as little as an average of six inches annually. In the  
 next drought, the soil on these lands will dry up and blow away. Other farmers are  
 ploughing slopes so steep that erosion sets in from the moment cultivation begins.

Can desertification be stopped? If there is still enough soil for plants to take  
 50 root, the desert can be halted, and even turned back. Ecologists' recommendations  
 are quite simple:

1. Make an inventory of which arid lands are best for grazing, which for agriculture,  
 and which should remain untouched.
2. Limit livestock to what each range can sustain. Goats and sheep should be  
 55 confined to certain areas.
3. Rotate crops and specify the number of years, arable land must remain fallow.  
 Keep production stable even in rainy years.
4. Reafforest the hills; plant stabilizing trees and shrubs on dunes and plains.
5. Promote solar energy, propane and other fuels.
- 60 6. Clear bush and inedible plants from ranges.
7. Redesign irrigation works to provide crops with only as much water as they need.  
 Line canals to prevent leakage and install adequate drainage systems.

Please do not make  
 a summary of this  
 passage yet.

## Finding the Theme

*Very roughly, these are the main points in the passage:*

Good land is turning into desert (line 1-10)

### Causes

- ❖ primitive farming, then grazing, then goats - (line 11-18)
- ❖ cutting trees on hill (+ rain) - (line 19-20)
- ❖ drought (+ wind) - (line 21-24)
- ❖ lack of drainage - (line 27-33)
- ❖ dams (lack of silt and cleansing) - (line 34-40)
- ❖ population increase - farming of marginal land - (line 41-48)

### Remedies

- ❖ check suitability of land - (1)
- ❖ restrict livestock - (2)
- ❖ rotate crops; let fields rest - (3)
- ❖ reafforestation - (4)
- ❖ solar and other fuels - (5)
- ❖ clear useless vegetation - (6)
- ❖ improve irrigation and drainage - (7)

**The theme is in the question**

The question tells us to look for 'the ways deserts are created by man or nature'. This means that:

1. We can almost ignore lines 1-10.
2. We can completely ignore line 50 to the end.
3. All we have to do is make notes on the 'ways deserts are created by man or nature'.

Then we can make these notes:

**By man...**

primitive method of farming takes goodness out of soil  
 grazing and goats cause further deterioration – no plants left  
 cut timber on hills – causes erosion and flooding  
 lack of irrigation – increases salinity, reduces crops  
 dams – no silt, no cleaning away of salt deposits  
 increasing population – over-intensive cultivation, causing erosion on hills

**By nature...**

rain – erosion and floods  
 droughts and winds – remove topsoil  
 ? salinity caused by deposits of salts  
 ? increase in population of human beings

These notes add up to about 71 words with two doubtful points in them or 59 words without them. I propose to leave them out, so I have to write out an answer of 'not more than 150 words' using about 60 words to start with.

**Now it is time for you to write your summary.** You can use the above notes or you can make up your own notes. Try *not* to copy from the passage. You can start in this way: 'Primitive methods of farming helped to create deserts by...'

## Language in use

### Preposition - time and date

in	on	at	no preposition	during/for/since/ago
in the morning	on Monday	at 9.00am	last Monday	during the day
in the evening	on 25 <sup>th</sup> July	at half past six	next Sunday	during the night
in July	on my birthday	at night	last/next July	for four days
in 1984	on Christmas Day	at the weekend	yesterday	for a few minutes
in the early afternoon	on Monday morning	at the same time	last Monday morning	since (last) Monday
early in the morning			tomorrow	since five o'clock
in the day-time				four days ago

## Obstacles to understanding

A passage consists of many different sentences. If you fail to understand a key expression, you may fail to understand an important part of the passage.



### Passive and active verbs

When a verb is **active**, the action often moves from left to right:

⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒

a) A spectator **attacked** a player *at a football match*.

However, when a verb is **passive**, the action moves from right to left:

⇐ ⇐ ⇐ ⇐ ⇐ ⇐ ⇐ ⇐ ⇐

b) A player **was attacked** by a spectator *at a football match*.

### Test

We will call the spectator Peter and the player John. Then:

In a) Who was hurt?

In b) Who hurt somebody?

In a) Who assaulted another person?

In b) Who may have been injured?

### Conclusion

When you are reading, do not confuse 'he was arresting' and 'he was arrested'.



### So...that

You already know this pattern:

a) He was so angry that he could hardly speak.

b) She was so delighted that she started to cry.

However, a writer can start a sentence with 'So' in this way:

a) So angry was he that he could hardly speak.

b) So delighted was she that she started to cry.



### Had hardly...when

We can use this pattern with the meaning 'one thing had only just happened when something else happened'.

a) He had hardly sat down when the telephone rang.

b) We had hardly started to play when it began to pour with rain.

Remember that 'hardly' means 'only just' here.



### Anything but = not; nothing but = only

a) He is anything but intelligent. (= not intelligent)

b) We were anything but pleased. (= We were not pleased at all.)

c) It was nothing but borrowing. (= It was only borrowing.)

d) He is nothing but a fool. (= He is a fool.)



### Dashes = brackets

Some writers use dashes in place of brackets. Both of these sentences are correct:

- a) My wife and I – we live next door – have just come here to settle some matters.
- b) My wife and I (we live next door) have just come here to settle some matters.



### What about...?

This is a short form of 'What shall we do about...?'.

- a) Mary: What about Peter?  
Anne: We'd better invite him, too.

This expression can also be a suggestion or an invitation:

- b) John: What about going for a swim?  
Tom: That's a good idea.



### Sometimes it is helpful to simplify a long sentence

When a sentence is very long, it is sometimes helpful to look for the key word and find out the main idea is. When you have done this, you can consider the details.

- a) Despite the mud and surge of flood water, **Peter managed to** struggle slowly towards the slippery bank of the river and at last, with one major effort which almost completely exhausted him, to **drag himself up to safety**.
- b) Consequently **people**, who are habitually engaged **in** some form of **agriculture**, **can** generally **keep whatever they have gained** or earned through their hard work **unless**, indeed, **they are conquered** or plundered by some stronger and more violent people from outside.



### Three at a time

Many sentences make three statements at one time. This pattern can take various forms:

- a) She was tired, disappointed and rather angry.
- b) The ship's activities, now that they are exposed, embarrass South Africa (from where she operates), Britain (who insures her), and Norway (who provided her harpoons and whaling equipment).
- c) Someone had quarrelled over its possession, someone else had joined in and suddenly, without anyone knowing exactly why, the volcano of passion had erupted and a lava of blood had flowed.



### Inversion of subject and verb

After words with a negative sense and after certain adverbial expressions, the subject may come after the verb (or after part of the verb).

- a) Only on one estate, where the spraying programme was maintained, **did the insects continue** to cause damage.
- b) Never had Mary seen such a remarkable sight.

Notice that this type of sentence is not a question.

**Words with different meanings**

Words such as 'as', 'for', and 'since' can have different meanings. In each sentence, check which particular meaning each word has.

- As I was waiting for a bus, I could not cross the road to talk to Mary. (= Because)
- As I was waiting for a bus, I happened to see a traffic accident. (= When, While)

**Past continuous + when + Past simple**

*I was waiting for a bus when I happened to see a traffic accident.*

**While + Past continuous, Past simple**

*While I was waiting for a bus, I happened to see a traffic accident.*

**Note:** In your own written work, avoid starting a sentence with 'As', 'For' or 'Since', so that the meaning of each sentence is immediately clear to your reader.

**to be + an infinitive**

Planned future action is sometimes shown by a suitable form of the verb 'to be' + an infinitive. This method can be used to give orders.

- She is to be at the manager's office by 3 p.m. tomorrow.
- According to this programme, the Minister is to be met at the airport by local businessmen.

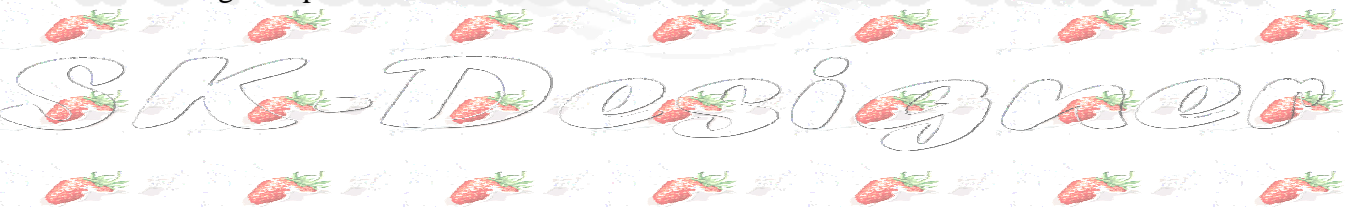
**Starting with an adverbial expression**

When we want to emphasize an adverbial expression (or for another reason), we can start a sentence with it. Then the main subject may not come until much later in the sentence.

- Inside the cage-like structures, small private battles were being fought.
- or*
- Inside the cage-like structures and, indeed, as far as one could see within the walls of the castle, small private battles were being fought.

Participle expressions often occur at the start of a sentence. The reader may then have to wait until he finds the main subject of the subject.

- Horrified at what he had done and worried about the consequences, the man rushed away, hotly pursued by a crowd of angry villagers.
- Not realizing that the last bus had already gone, we waited nearly an hour for a bus to arrive. Then we gave up and decided to walk home.

**References:**

- 📖 General Certificate English - Fourth edition (2001) - Alan Etherton - (University of London & University of Cambridge).
- 📖 General English - G.C.E. Advanced Level - N.I.E.

# Grammar - Punctuation

## Consonants and Vowels

The 26 letters of the alphabet are divided into 21 consonants and 5 vowels

a b c d e f g h i j k l m n o p q r s t u v w x y z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

### Noun

A naming word.

The dog ate  
the bone.



noun

### Full stop

Ends a sentence.

The cat sat on the mat.

### Verb

A doing word.

The dog ate the bone.

verb

### Comma

Indicates a pause in a sentence.

The cat, which was called  
Penny, sat on the mat.

### Adjective

A word used to describe a noun.

The shaggy dog ate  
the tasty bone.

adjective

### Question mark.

Used instead of a full stop.  
Indicates a question.

Did the cat sit on the mat?

### Sentence

A set of words which can stand alone.

The dog ate the bone.

sentence

### Exclamation mark.

Used instead of a full stop.  
Indicates a strong emotion.

Take that cat off the mat!

### Pronoun

Used in place of a noun.

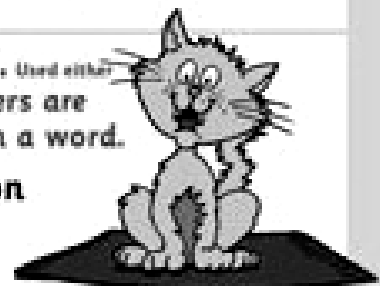
The dog ate the bone.  
It was tasty.

pronoun

### Apostrophe. Used either:

1) to show letters are missing from a word.

The cat's on  
the mat.



2) to show possession.

The cat's mat is where it sat.

### Adverb

A word used to describe a verb.

The dog ate the bone noisily.

adverb

### Quotation marks/Inverted commas

Used to enclose direct speech.

The boy said,  
"The cat sat on the mat."

### Conjunction/Joining word

A word used to join words  
phrases or sentences.

The dog ate the bone  
and enjoyed it.

conjunction

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