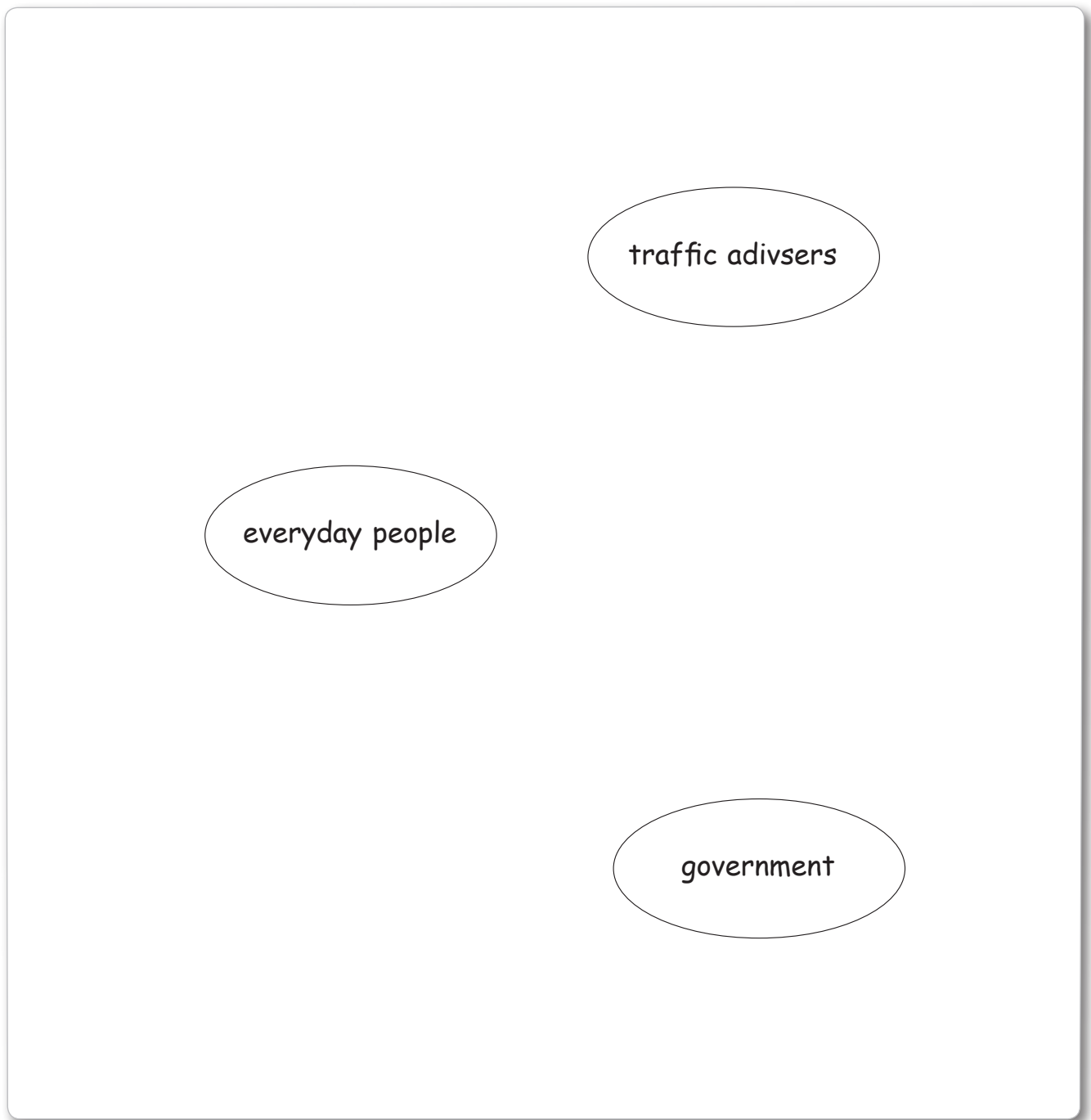


b) A good first step for a summary is a mind map. Write down what the different groups of people say, think or do.



c) There is another way to structure a text for a summary: Write a fact sheet with the help of "wh"-questions and list the important points. This will make it easier to sum up the text in your own words.

1. What is the aim of the British government?
2. What does the government want to do to achieve its aim?
3. What specific methods are used to achieve this aim?
4. What criticism of the project is there?
5. What are the side effects of using the car less often?

2 Writing an introduction

Write an introduction for your summary and include the following information:

- text type (here: newspaper article)
- title (here: Hello, I'm your personal travel adviser. Can I persuade you to get on your bike?)
- author (here: Ken Webster)
- place (here: Great Britain)
- time (here: today's society)
- person(s) (here: British government, people, traffic advisers)
- things that happen (here: government wants people to use their car less often, reduce traffic jams, fight environmental pollution)

3 What's the word?

Find the right words to complete the text. The lines tell you how many letters the word has.

Tourism and the environment

A day in the country should be an opportunity to enjoy its beauty. ___ tourism is endangering the environment more and more. There are now 12 national parks __ England and Wales covering about 10 per cent of the area. Much of the land is privately owned but the government ___ local authorities pay a lot of money __ preserve the natural beauty.



The Lake District is the largest national park and popular ____ walkers, canoeists, swimmers and climbers.

Visitors are welcome, but too _____ visitors can cause a lot of damage.

In the summer _____ of people use the footpaths _____ the countryside. Often the grassy surface is damaged and _____ it can be dangerous to walk on. In addition to _____, many roads in the park are extremely narrow, and farmers complain that traffic makes it difficult ___ them to do their work. Because there are ___ enough car parks, many tourists park their cars in areas _____ parking is not permitted.

_____ of the number of people using lake shores for picnics, some of the vegetation _____ the lake is being destroyed. _____ can be bad for wild animals which build their nests _____ the shores. The rubbish which tourists leave behind also causes _____ to suffocate.

There are now conflicts _____ those who see tourism as creating wealth and jobs (in cafés, restaurants, hotels and industries, such as arts and crafts) in the Lake District, and those ___ complain that large numbers of visitors damage the _____.

4 Writing the main part and the ending

- a) *To write the main part and the ending of your summary, you need your notes from exercise 1 b) or c). Write complete sentences. Make sure that the information you give is in logical order so that your readers understand what the text is about.*
- b) *Show your summary to a classmate. Ask him/her for his/her opinion. Share your ideas and try to improve your texts.*

TIP

How to summarize a text:

1. Use the simple present.
2. Change direct speech into indirect speech.
3. Follow the order of the paragraphs in the text.
4. Only summarize facts, don't add any personal comments or interpretations.
5. Use your own words wherever possible, work with word families and conjunctions, change the structure of the sentences.
6. Try to shorten the text with the help of shorter expressions. Remember to watch the word limit.
7. Read your summary again: Is it short and precise? Can anybody who hasn't read the text understand the most important aspects?

Checklist

Meine Zusammenfassung ...

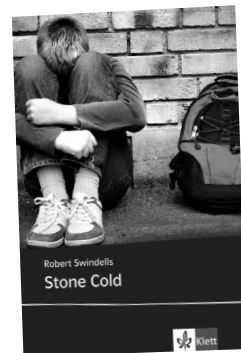
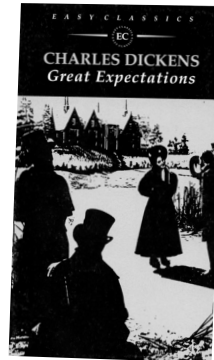
- ☐ ist im *simple present* geschrieben.
- ☐ ist ca. 20% kürzer als der Ausgangstext.
- ☐ hat eine Einleitung und einen Schlusssatz.
- ☐ hat die wichtigsten Punkte des Ausgangstextes zusammengefasst und die w-Fragen beantwortet.
- ☐ benutzt Synonyme und andere Satzkonstruktionen als der Ausgangstext.
- ☐ verwandelt direkte Rede in indirekte Rede.
- ☐ verbindet Sätze durch Konjunktionen.
- ☐ ist auf Rechtschreib- und Grammatikfehler überprüft.

2. A reading journal

If you are reading a novel, a drama, etc. and want to present it to your class, then keeping a reading journal is one of the best ways of exploring a piece of writing. Thus you can take in every detail, every description and avoid hasty analysis.

1 Writing an outline

Choose a story or a book. Then write a summary of each chapter or scene (no longer than one paragraph). Remember to answer the *wh*-questions: *who? what? when? where? why?*



2 Descriptions, thoughts and observations

Write each heading on a separate page. Make notes for each of them as you read through the book.

1. Questions (what I ask myself about characters, events, etc.)
2. What this reminds me of (my own experience, other texts, ideas)
3. Description of characters and events
4. Guesses (how you think the story and/or the characters will develop and why)
5. Comments on how the story is being told / the action is being shown (words, phrases, whole passages that make an impression, motifs the author keeps using)

TIP

Here are some criteria to help you comment on how the story is written:

	ordinary style	more formal / elaborated in style
vocabulary	<ul style="list-style-type: none"> easy vocabulary short forms (don't; he's) 	<ul style="list-style-type: none"> high-level vocabulary (synonyms, opposites, word families) long forms (do not, he is)
sentence structure	<ul style="list-style-type: none"> simple / basic grammar short sentences 	<ul style="list-style-type: none"> elaborate grammar (passive voice, gerund, etc.) long sentences
style	<ul style="list-style-type: none"> colloquial/informal English you write as if talking to somebody 	<ul style="list-style-type: none"> written from an observer's perspective narrator is not directly involved and keeps a certain distance metaphors are used (e.g. 'She has a heart of stone.') (rhetorical) questions are used