

## PRÉCIS

### Central Superior Services Examination (CSS) 1995

#### Passage.

When you see a cockroach, or a bed-bug your first reaction is one of disgust and that is immediately, followed by a desire to exterminate the offensive creature. Later, in the garden, you see a butterfly or a dragonfly, and you are filled with admiration at its beauty and grace. Man's feelings towards insects are ambivalent. He realizes that some of them for example, -flies and cockroaches are threats to health. Mosquitoes and tsetse flies have in the past sapped the vitality of entire tribes or nations. Other insects are destructive and cause enormous losses. Such are locusts, which can wipe out whole areas of crops in minutes; and termites, whose often insidious ravages, unless checked at an early stage, can end in the destructing of entire rows -of houses. Yet men's ways of living may undergo radical changes if certain species of insects were to become extinct. Bees, for example, pollinate the flowers of many plants which are food sources. In the past, honey was the only sweetening agent known to man in some remote parts of the world. Ants, although they bite and contaminate man's food are useful scavengers which consume waste material that would otherwise pollute the environment. Entomologists who have studied insect fossils believe them to have inhabited the earth for nearly 400 million years. Insects live in large numbers almost everywhere in the world, from the hottest deserts and the deepest caves to the peaks of high Mountains and even the snows of the polar caps. Some insect communities are complex in organizations, prompting men to believe that they possess an ordered intelligence. But such organized behaviour is clearly not due to developed brains. If we have to compare them to humans, bee and ant groups behave like extreme totalitarian societies. Each bee or ant seems to have a determined role to play instinctively and does so without deviation. The word "instinct" is often applied to insect behaviour. But some insect behaviour appears so clear that one tends to think that some sort of intelligence is at work. For example, the worker bee, upon relating to the hive after having found a new source of nectar, communicates his discovery by a kind of dance which tells other bees the direction and distance away of the nectar.

## Final Draft

## Man's Feelings Towards Insects

The author explores that some insects make humans scary to eliminate their existence. Contrarily, some insects inspire the sights of men. According to the author, men have different feelings for numerous insects. Humans know that some insects pose threat to their health. Many others can harm the existence of humans' lives. The author ascribes that insects live in different seasons across the globe. Some insects live in groups while other live separately. The writer describes that insects have different roles. Insects perform different activities within groups. According to the writer that insects have different behaviours. This makes the appearance of insects behaviours

(Total words of  
precis 102)

**Remarks by Examiner**

**In main précis**

	Yes	No
1. Main idea is picked	<input type="checkbox"/>	<input type="checkbox"/>
2. Main aspect(s) of an idea is/are covered	<input type="checkbox"/>	<input type="checkbox"/>
3. Written in student's own language structure	<input type="checkbox"/>	<input type="checkbox"/>
4. Cohesion/rhythm/orgnization needs improvement	<input type="checkbox"/>	<input type="checkbox"/>
5. Spelling(s) mistakes are found	<input type="checkbox"/>	<input type="checkbox"/>
6. Need for improvement in grammar	<input type="checkbox"/>	<input type="checkbox"/>
7. Is length per Requirement?	<input type="checkbox"/>	<input type="checkbox"/>

**In Title**

	Yes	No
1. Title matches with précis/main idea	<input type="checkbox"/>	<input type="checkbox"/>
2. Language of title is weak/incorrect	<input type="checkbox"/>	<input type="checkbox"/>
3. Length of title as per standard	<input type="checkbox"/>	<input type="checkbox"/>

**Marks**

Main Précis: \_\_\_\_\_ / 15      Title: \_\_\_\_\_ / 5

**Remarks**

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