

### UNIT 3: Writing summaries

**Recommended prior knowledge:** Students should have an understanding of the different purposes for which texts are written, particularly to present narrative, information and argument. Students who have followed the Checkpoint curriculum will already have had practice in writing summaries at a more straightforward level than that tested in IGCSE.

**Context:** This unit follows Unit 1 and, with Units 4 and 5, prepares for the reading content of Components 1 and 2 of IGCSE First Language English.

**Outline:** The sub-sections of the Unit focus on the separate skills involved in summarising. Each skill is introduced in general terms and then focused on a summary exercise. Activities involve writing and speaking and listening.

3	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
A	Summarise by speaking and listening  <b>C1; C2: 3</b> <b>R 1-3</b>	Define and emphasise 'summarise' as short way of stating chief points of a longer document. Students listen to texts, make notes as lists, and use notes in a variety of ways. 1: List main events of a newspaper story. Present as one - paragraph news item. 2: List arguments from controversial articles, one-sided or two-sided. 3: List facts from an informative text.	1: One-paragraphed summaries with sequenced sentences, for writing, reading or speaking from lists.  OR  2: Lists can be expanded into articles ( <b>C3: 1</b> ) or talks ( <b>C5, C6</b> ).	Selection of texts for listening:  Newspaper stories  Newspaper/magazine articles  Informative magazines/books  Radio/TV broadcasts

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B	<p>Concision</p> <p><b>C1; C2: 3</b> <b>R 1-3</b> <b>S 1-5</b> <b>W 1-2</b></p>	<p>Learn the word.</p> <p>Start with the general idea. Play 'Keep it Short': say all you can about a topic in 30 seconds. Then write thumbnail sketches of teachers, friends. (Read out.) Then write a summary of a short story in no more than six lines.</p> <p>(Note that concision is achieved by word-choice and by omitting description, explanation and repetition)</p>	<p>1: Write a complete short story in 100 words.</p> <p>2: Work in pairs; read each other's literature and discuss how to shorten them by at least a third. Use first drafts. <b>(C6).</b></p>	<p>A short story</p> <p>Essays written for IGCSE Literature</p>
C	<p>Use your own words</p> <p><b>C1; C2: 3</b> <b>R 1-4</b> <b>S 1-5</b> <b>W 3-4</b></p>	<p>Stress 'own words where possible' means <i>do not copy whole phrases and sentences</i> (in any examination reading exercise).</p> <p>General idea: turn an official leaflet, letter or document into 'normal-speak'.</p> <p>Specific practice: write a paragraph summary of an informative text; list notes in own words and work from notes. Length: a third of the original.</p>	<p><b>C6 opportunities for assessment</b></p> <p>1: Discuss different language for different audiences and ages.</p> <p>2: Discuss formal language and the language of speech.</p> <p>3: Discuss language used in advertisements, newspaper headlines.</p> <p>4: Discuss the range of one student's language.</p>	<p>1: A science textbook</p> <p>2: A letter from the Principal/Head teacher</p> <p>3: A short story written 150 years ago</p> <p>4: A story written for very young children</p> <p>5: A school report</p>

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D	Re-order a text  <b>C1; C: 3</b> <b>R 1-3</b> <b>S 1-5</b> <b>W 2</b>	<p>An advanced skill: best summaries place like with like to enhance easy understanding.</p> <p>General idea: cut a section from a short story into paragraphs and jumble the order. Students discuss the correct order. <b>(C6)</b></p> <p>Specific practice: Set a summary of a factual text, e.g. about a species of animal. Set specific focus, e.g. on unusual features, danger to humans. Students select from different parts of the text and have to re-order.</p>	<p>1: Give paragraph with muddled sentence sequence. Students re-order.</p> <p>2: Work on a newspaper report to see whether it can be re-ordered.</p> <p>3: Give out some answers to a summary question and check out the best orders.</p>	<p>A prepared short story (photo-copied and cut into paragraphs).</p> <p>An informative text with plenty of fact related to different aspects of the topic.</p> <p>A paragraph re-written in the wrong order.</p> <p>Newspaper reports.</p> <p>Some answers to a summary question.</p>
E	Write a focused summary  <b>C1; C: 3</b> <b>R 1-3</b> <b>W 2-4</b>	<p>Use past IGCSE papers. Summary questions are set on two passages and answers should cover approximately one side. Revise B, C, and D and add that answers must be focused on the passage and the question. No comments, no introduction or summary of the summary at the end. In <b>C1</b> summaries are shorter and simpler.</p>	<p>Practice in reading examination questions.</p> <p>Highlight essential words.</p> <p>Plan answers around the wording of the question.</p>	<p>Past or specimen IGCSE First Language English papers.</p> <p>Mark schemes.</p> <p>Reports on the examination for further guidance.</p>

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F	<p>Assess summaries</p> <p><b>C1; C: 3</b> <b>R 1-3</b> <b>S 1-5</b></p>	<p>Mark an answer to a summary question by a fellow student.</p> <p>Work in pairs <b>(C6)</b>.</p> <p>1: Identify points out of 15, ticking and numbering points as they occur.</p> <p>2: Give mark out of 5 for aspects of writing as in the mark scheme.</p> <p>Discuss student's ability to write concisely, in own words and to give a focused answer. Look for evidence of re-ordering. Suggest improvements.</p>	<p>Teacher offers own version of summary answer (easily done direct from mark scheme before students see it!) Examples available in recent reports on the examination.</p> <p>Make comparisons with student versions.</p>	<p>Past or specimen IGCSE First Language English papers.</p> <p>Mark schemes.</p> <p>Examples of students' answers to summary questions.</p>