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RW6. Writing a Summary

Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

For media links in this activity, visit [the LLC ESL Tutoring website for Upper Level SDLAs](#). Find your SDLA number to see all the resources to finish your SDLA.

Section 1: The Summary

What is a Summary? A summary is when you take the information that was written or spoken in a larger work and shorten it to only its main points. Watch Section 1 video to understand exactly what you should and should not include in a summary.

After you watch the video, complete the chart below with the Dos and Don'ts of summary writing.

Copy full sentences from the original text

Include only the main ideas and important details

Use your own words

Keep it short

Use your own words

Dos

Include the title of the original in your topic sentence

Include small details

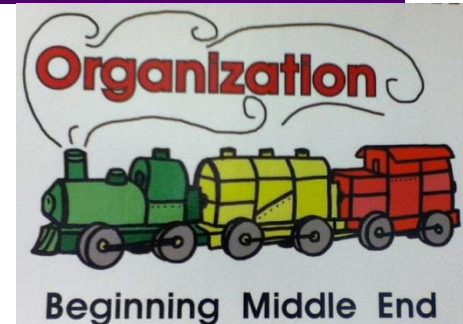
Include new ideas

Include your own opinion

Don'ts

Section 2: Beginning, Middle, End

When you write a summary, you organize it into 3 parts: the beginning, the middle, and the end. Think of it like a train. The first or beginning car is the engine, and it is green for go. That is the start of your summary and helps to lead or guide your summary. The second car is the middle, the most interesting and exciting part. In the middle of your summary, only include the most important points, actions, or events that happened. The last car is the end and is red. This means stop and the end of your summary.





English Self-Directed Learning Activities

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Adapted from: *Ms. M's Blog*. (2012). <http://msk1ell.blogspot.com/2012/02/beginning-middle-end.html>

Read the following short story and then complete the chart below.

The Old Couple

A couple in their nineties is having problems remembering things. During a checkup, the doctor tells them that they're physically okay, but they might want to start writing things down to help them remember.

Later that night, while watching TV, the old man gets up from his chair. "Want anything while I'm in the kitchen?" he asks. "Will you get me a bowl of ice cream?" she asks.

"Sure..."

"Don't you think you should write it down so you can remember it?" she asks. "No, I can remember it" he said.

"Well, I'd like some strawberries on top, too. Maybe you should write it down, so as not to forget it?"

He says, "I can remember that. You want a bowl of ice cream with strawberries."

"I'd also like whipped cream. I'm certain you'll forget that. Write it down." She says.

Irritated, he says, "I don't need to write it down, I can remember it! Ice cream with strawberries and whipped cream - I got it for goodness sake!"

Then he walks into the kitchen. After about 20 minutes, the old man returns from the kitchen and hands his wife a plate of bacon and eggs. She stares at the plate for a moment and asks, "Where's my toast?"

Source: Sunny Skyz. (2014). <http://www.sunnyskyz.com/funny-jokes/88/An-Old-Couple-Is-Having-Trouble-Remembering-Things>

What happened at the beginning of the story?

What happened in the middle of the story?

What happened at the end of the story?

The old couple can't remember things, so they have to write things down.

Section 3: Using Time Order Words

To help the reader follow the organization of your summary, it is important to use time order words. Below are some examples of time order words you can use in a summary.

Beginning

At first
At the beginning
Before

From this point

Starting with
To begin
Not long ago

Middle

After
After a while
After that



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Not long after
Shortly after
Later
Then

End
Afterward
At last
Eventually

At the end
Thereafter
To conclude
Ultimately

Step 1: To help you become more familiar with time order words, watch the Titanic movie trailer under Section 3.

Step 2: After you watch the trailer, listen to the recorded summary of Titanic. Listen to how the speaker describes the beginning, middle, and end of the movie. Please ask an ESL tutor or a person at the LLC desk if you need help listening to this audio file.

Step 3: The summary includes 5 time order words to organize the beginning, middle, and end of the movie. As you listen to the summary, circle the 5 time order words in the chart above that you hear.

Section 4: Creating a Summary

Now it's your turn!

Step 1: Think about **1** book or movie you've read or seen recently to write a summary about. Write the title in the chart below.

Step 2: Use the chart below to help you organize the most important points, actions, or events that happened in the book or movie. This is just for your notes. You don't have to write complete sentences, just your ideas.

Book/Movie Title: _____
What happened at the beginning?

What happened in the middle?

What happened at the end?







Step 3: Now you'll record yourself saying your summary. Don't forget to use some time order signals from Section 3.

To record your response: Record yourself reading your summary. Two choices for recording a) use your phone if you can or b) use the Sanako recorder in the LLC to record and save your mp3 file `ClassFolder\ESL__ESL TUTORING\` in the LLC (ask for help from the Front Desk if necessary). Save it.

Section 5: Student Self-Assessment

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET. 	I can do this WITH help. 	I can do this WITHOUT help. 	I can TEACH this to a classmate. 
I can talk about the relationship between food and family.				
I can make predictions about a story based on pictures.				
I can write a description of part of a film.				
I can talk about the story and ideas in a short film that has very little dialogue (speaking between characters).				

Here are some words/phrases I need to practice.

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Good Job!

Now make an appointment




with a tutor on the LLC ESL Tutoring Website

(www.mtsac.edu/lc/passportrewards/llctutoring).

Section 6: Practice with a Tutor!

After completing the self-assessment, meet with a tutor and give this completed SDLA to the tutor. The tutor will give you feedback.

Grading Rubric

Possible Points	Need Practice  (0-1 Point)	Good Job  (2-3 Points)	Excellent Work  (4-5 Points)
Content	Not enough information provided in responses and often does not use correct vocabulary.	Provides most important information in responses and some of the time uses correct vocabulary.	Provides all necessary information in responses and most of the time uses correct vocabulary.
Skill: Speaking	More than 6 mistakes saying words; needs guessing more than 3 times.	Not more than 5 mistakes saying words; needs guessing on 1-2 words or sentences.	Not more than 2 mistakes saying words; needs no guess about meaning.
Oral Fluency	Speaks mostly in phrases, individual words; many pauses.	Sometimes speaks in complete sentences; several pauses.	Speaks in complete sentences; a couple pauses okay.

*Students must receive at least 10 points to move on

Possible Points: _____ / 15

Tutor Comments:

Congratulations! Keep going.

You have successfully completed this SDLA and are ready to continue to the next.

Work on this more.

You have not yet mastered this SDLA. It is recommended that you complete it again.

Tutor Signature: _____

Date: _____