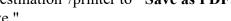


- 1. Click printer icon (top right or center bottom).
- 2. Change "destination"/printer to "Save as PDF."

RW06. Writing a Summary

3. Click "Save."





RW06. Writing a Summary

Student Name:	_ Student ID Numbe	r:
Instructor:	_ Level:	_Date:
For media links in this activity, visit the LLC ESL your SDLA number to see all the		

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.





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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

After After a while After that

Middle



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RW06. Writing a Summary

Not long after	End	At the end
Shortly after	Afterward	Thereafter
Later	At last	To conclude
Then	Eventually	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 identify the dos and don'ts of writing a summary.				
I can identify what happens at the beginning, middle, and end of a story.				
I can use time order words to organize my summary.				
I can write a summary of a book/movie.				

Here are some words/phrases I need to practice.		

RW06. Writing a Summary

Good Job!

Now make an appointment

with a tutor on the LLC ESL Tutoring Website

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