
Teacher - summary & response

Text: The world is going to University (The Economist, 2015)

Link: <http://www.economist.com/news/leaders/21647285-more-and-more-money-being-spent-higher-education-too-little-known-about-whether-it>

Lesson

- Discuss the title: 'the world is going to university'
- Create a discussion, students write key ideas
- Go over key summary skills / response skills ([back of this document](#))

Supported reading

1. Give out text – ask students to read and highlight key main ideas of each paragraph (10-15 mins)- put ideas on board ([use summary points answer sheet](#))
2. Ask students to highlight main support for each idea (2-3 points only per paragraph)
3. Feedback – put on board
4. Students write summary using ideas (30mins)
5. Give out model answer to compare / take in and mark
6. Discuss how to write a response and in groups ask students to discuss parts of the text they agree / disagree with and why? Put ideas on board.
7. Encourage basic structure and language – two significant points...
8. Students write response (30 minutes) – After give out model answer / or take in & mark.

Tests

Lesson#1: [easy] *** ** [B2/C1]

1. Give out text a week /day before the test – students read, check vocabulary and meaning.
2. Test day – give out a new copy of text with the summary & response question
3. Set 1hr 30min to read text and write the summary and response
4. The summary – only one paragraph (200-250 words) / the response – only one paragraph (150 words)
5. Feedback¹: take in and mark ([must achieve 4 key points and 4 support points](#))- [[use correction code*](#)]
6. Feedback²: give out key points & model answer

Correction code*: www.academic-englishuk/error-correction

Lesson #2: [hard] **** * [C1]

1. Set 1hr 30min to read text and write the summary/response
2. The summary – only one paragraph (200-250 words) / the response – only one paragraph (150 words)
3. Feedback¹: take in and mark ([must achieve 4 key points and 4 support points](#))- [[use correction code*](#)]
4. Feedback²: give out key points & model answer

Copyright: These materials are photocopiable but please leave all logos and web addresses on handouts. Please don't post these materials onto the web. Thank you

Reading and writing practice

Part A (200-250 words)

Summarise in your own words the main points and significant supporting detail in The Economist article on the topic of:

The world is going to university

Part B (100 – 150 words)

Critically respond to two points from your summary in Part A. Support your view with your own ideas.

Key points:

Do not copy - paraphrasing

Use an academic style

Use academic vocabulary

Use reference verbs and correct in-text citations

Response Language / critical evaluation language

The world is going to university

Summary:

According to The Economist (2015), the modern university is exceeding in research but failing in educational performance. They question investment in Higher Education without clear educational output parameters and common testing procedures.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]. One argument is that universities are rewarded for research and this has become the main focus over pedagogical development. In addition, the Professional Services Foundation as cited in The Economist (2015) highlight that employers tend to hire from prestigious universities suggesting cost outweighs

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Overall, improving resource allocation and improving teaching quality but may need government support to be successful.

Response:

There are two significant points that The Economist (2015) has raised that need to be addressed. The first point that the American university has become the 'gold standard'

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]. The second point is that universities are failing to improve literacy and numeracy skills is true to certain extent; however [REDACTED]

[REDACTED]

[REDACTED]. Therefore, it seems that secondary and further education is failing in its responsibility in developing literacy and numeracy skills.

Summary Writing

How to write a summary...

Take notes:

- **In-text reference**
- **Paragraphs: main points / key ideas** (take notes)
- **Supporting points** (key support for main ideas)
- **NO Examples**
- **NO dates** (Basic overviews)
- **NO data** (basic overviews)
- **Decide what is important – be specific**

Writing:

- **According to (source)...** *According to Smith (2017),*
- **Linking ideas:** the author also suggests, another point discussed by the author is....
- **Use key terms** (*Higher Education, Climate Change, Government policy, Genetics*)
- **Paraphrase / rewrite ideas**
- **Check / edit**

Response Structure

Topic sentence	There are two significant points emphasised / claimed / suggested by ... (author & date)
The first point	The first most important point is the ... [include the point from the text]
Your response / view	This argument holds validity. In India...
The second point	The second area of importance is that...
Your response / view	This view lacks credibility to a certain extent. It is true that ..., however, the main beneficiary... Therefore, governments should provide grants.

Support Language

It could be argued that / it seems that

This point holds validity...

It is true up to a certain extent...

It is reasonably credible in that...

This is a noteworthy point as...

The writers correctly identify an important point which is....

A clear strength of this point is that..

Against Language

One major criticism/drawback with/of this (view) is...

This concept is possibly inaccurate because...

One flaw in this point is that... / One of the limitations is...

The key/main problem with this is...

Although this article contains overwhelming/convincing/compelling evidence, there is one/two point/s that warrant/s further discussion.

This appears to be true to a certain extent; however,...
