

Summary Writing 1A: General Academic

Aim: To support students in their understanding of what a summary is, the steps in writing a summary and practice in using the suggested steps to produce five summaries.

Time: 90+ minutes.

Delivery: This lesson can be delivered face-to-face or online. For online delivery, each worksheet could be placed in a class document on OneDrive or OneNote.

Lead in

- Distribute or project **worksheet 1**. Students complete **tasks 1 – 4**.
- Feedback: nominate individual students to answer, then display **ANSWERS** to **tasks 2 & 3**.

Skills Support

- Distribute or project the '**Suggested Steps in Writing Summaries**'. Students read and compare their ideas from **task 4**.

Guided Practice

- There are five practice summary writing tasks (**worksheets 2,3,4,5 & 6**) and they all follow the same format:
 1. Read.
 2. Take notes.
 3. Write summary.
 4. Compare with a partner.
 5. Compare with the model answer.
 6. Identify strengths and weaknesses.

Reflection/Classroom Assessment Techniques

- Distribute or project **worksheet 7**. Students complete **task 1**: answer the true/false statements to assess their understanding of summary writing.
- Feedback: distribute or project the **ANSWERS** to **task 1**.
- Students complete **task 2 & 3**: Classroom Assessment Techniques. This will help the teacher gauge who needs more support.
- If students need more support with their summary writing, go here: <https://academic-englishuk.com/summary-skills/>
- For summary writing 2A General Academic. This lesson follows on from summary writing 1A General Academic. Go here: <https://academic-englishuk.com/summary-skills/>

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Worksheet 1: Introduction to summary writing

Task 1

- Which of the following statements are true for you? Compare with a partner. Do you have similar answers?

		Yes	No	Not Sure
1.	I understand what a summary is.			
2.	I understand how to write a summary.			
3.	I understand what information should and should not be included in a summary.			
4.	I always start my summary writing by taking a good set of notes.			
5.	I understand that I will have to write summaries on the course I'm currently on.			

Task 2

- Complete the gaps in the summary definition using a word from the box. Compare with your partner when you've finished.

points words relevant third text understood

A summary is a synthesis of the main _____ of an article written in your own _____. It is a combination of selecting the _____ information and condensing it so that it is no more than a _____ of the length of the original _____. A good summary illustrates that you have _____ the text clearly.

Task 3

- Rewrite the summary definition in one sentence. Compare with a small group. Who has the best one? Why?

Task 4

- With your group, what are the steps to writing a good summary?

Steps

Suggested Steps in Writing Summaries

Task 1

- Read the following information on how to write a summary and then compare with your answers from **worksheet 1 task 4**.

1.	Read the source text.	Read the article as many times as you need to. You won't be able to write a good summary if you don't understand the source text.
2.	Make notes.	Note down the key information and important supporting details, but avoid examples, dates, numbers, statistics and data .
3.	Write the summary from your notes.	Use your own words but keep the key words of the original text, and use transition words to link ideas. Don't add your own opinion.
4.	Add the reference.	Check what referencing system your school uses (Vancouver, Harvard, APA) and then add the in-text citation and the full reference.
5.	Reread the original.	Check you haven't forgotten important information.
6.	Proofread and edit.	Read through your summary carefully. Can it be made more concise? Are there any language errors?

Worksheet 2: Guided Practice

Task 1

- Write a summary of between 30-50 words of the following paragraph using the 'suggested steps in writing summaries'.

Goal-setting Theory

Developed in 1968 by Edwin A Locke, goal-setting theory is based on the premise that setting specific and measurable goals is more effective than establishing unclear goals. In his article, Locke illustrates five principles for setting clear objectives. Clarity: goals need to be clear and specific. Challenge: goals should be challenging because goals that are too easy are demotivating. Commitment: People need to be committed to the goal or they are less likely to achieve the goal. Feedback: Regular feedback should be provided to ensure the individual remains on track. Task complexity: goals should be broken down into smaller goals (Wroblewski, 2019).

Note-taking area

Summary

Task 2

- Compare with your partner. Have you included the same points?
- Compare with the model answer.
- How are you going to improve your next one? Complete the sentence below.

I'm going to improve by:

Worksheet 3: Guided Practice

Task 1

- Write a summary of between 30-50 words of the following paragraph using the 'suggested steps in writing summaries'.

Reiki

Reiki, which is derived from the Japanese *rei* meaning 'universal life' and *ki* 'meaning 'energy', is a type of natural, complementary therapy. It has often been referred to as a spiritual, energy-healing and therapeutic type of alternative medicine, especially for patients suffering from continuous physical or emotional imbalance. The main aim of a Reiki session is to reduce a patient's stress and stimulate more relaxation by increasing or changing their energy levels. Unlike other alternative medicines, such as massage, it is generally a non-invasive and non-manipulative form of treatment (International Association of Reiki Professionals (IARP), 2021).

Note-taking area

Summary

Task 2

- Compare with your partner. Have you included the same points?
- Compare with the model answer.
- How are you going to improve your next one? Complete the sentence below.

I'm going to improve by:

Worksheet 4: Guided Practice

Task 1

- Write a summary of between 60-100 words of the following paragraph using the ‘suggested steps in writing summaries’.

Assistance Dogs

Assistance dogs are specifically trained canines to help those who require additional support managing their everyday lives. The dogs typically aid people with epilepsy, autism, visual or hearing impairments and physical disabilities. One particular charity, Medical Detection Dogs (2021) argue that thanks to a dog’s incredible sense of smell, it is capable of identifying the smallest possible changes in smell emitted before an emergency and therefore alert the patient of an impending situation. Thanks to this prior warning, the patient can then take preventative action, resulting in fewer emergency calls and hospital admissions. Known as a Medical Alert Assistance Dog, these animals are able to give people with conditions such as Type 1 diabetes, Addison’s disease and Postural Orthostatic Tachycardia Syndrome (POTS) more independence and confidence in doing everyday tasks. Similarly, Bio Detection Dogs are claimed to be able to detect not only bacterial and viral infections, but also cancer, malaria and neurological disorder. According to research undertaken in 2014, dogs can detect approximately one part per trillion of the odour created by these different diseases. This is particularly useful for the UK, as it has one of the worst cancer survival rates in Europe due to late diagnosis.

Note-taking area

Summary

Task 2

- Compare with your partner. Have you included the same points?
- Compare with the model answer.
- How are you going to improve your next one? Complete the sentence below.

I’m going to improve by:

Worksheet 5: Guided Practice

Task 1

- Write a summary of between 60-100 words of the following paragraph using the ‘suggested steps in writing summaries’.

Polyglots

The term polyglot, which is derived from the Greek *poluglōttos* meaning ‘many-tongued’, can be defined as someone who knows and uses several languages. For years, scientists have tried to discover how, if at all, a polyglot’s brain differs from any other. As revealed by *The World* (2020), an American public radio magazine, several studies have reported results such as men being more likely to become a polyglot than women, or those who are left-handed being more inclined to be multilingual. However, very little research has been conducted into how a polyglot’s brain works, until now. A study undertaken at the Massachusetts Institute of Technology (MIT), in which both monolinguals and multilinguals were inundated with audio clips of languages they knew well, quite well, or not at all, discovered that the monoglots’ regions of the brain that are associated with language were much larger, compared to polyglots, on activation maps, implying that the polyglots were, in fact, much less engaged when hearing the different languages, further suggesting that their brains do not need to work as much as monoglots when processing a language. Moreover, the study’s laboratory director argues that polyglots are simply ‘people who blend talent with extreme dedication’.

Note-taking area

Summary

Task 2

- Compare with your partner. Have you included the same points?
- Compare with the model answer.
- How are you going to improve your next one? Complete the sentence below.

I’m going to improve by:

Worksheet 6: Guided Practice

Task 1

- Write a summary of between 90-150 words of the following paragraph using the ‘suggested steps in writing summaries’.

Gentrification

The term gentrification originates from the Middle English *gentrie*, via the French word *genterie*, meaning of high or aristocratic birth or rank. The first use of the word *gentrification* can be traced back to the beginning of the 1960s, in which a British sociologist coined the term to describe an area whose population changes suddenly, with more affluent people displacing the previous, more deprived residents. One city which has experienced notable gentrification is London. According to the Trust for London (2021), the displacement of established residents, in the outer boroughs especially, is largely due to the rapid increase in rent prices and local services, and results in “the breakup of established communities and social networks [particularly among] the working-class and black and ethnic minority residents”. This is supported by Bale (2021), a trainee barrister at the Faculty of Law at the University of Oxford, who argues that areas chosen to be gentrified tend to be those which are thought of as areas with high levels of social problems and have a “large ethnic community presence”. Bale (2021) further suggests that gentrification of these “sink estates” is often described publicly as regeneration, focusing on improving areas in order to become more desirable, especially for younger people who view such areas as trendy or charming, and can also afford to pay higher ground rent. The rise in rent prices appears to be due to local councils allowing private housing associations to build “large, self-contained, private developments”, encouraging these new, more affluent residents to occupy the accommodation in order to foster economic growth (Trust for London, 2021). However, it is relatively unaffordable for the many existing households who once occupied this space, and thus they are forced to leave. This often leads to conflict between different communities in the area, and more worryingly, homelessness.

Note-taking area

⇒ Write your summary on the next page.

Summary

Task 2

- Compare with your partner. Have you included the same points?
- Compare with the model answer.
- Have you improved your summary writing ability in today's session? Answer the true/false questions in worksheet 7.

Worksheet 7: Reflection

Task 1

- What do you remember about summary writing? Complete the following statements and then compare with your group.

	Are the following statements true or false?	True	False	Not Sure
1.	A summary needs to be the same length as the original article.			
2.	You should make sure you fully understand the original text before you start writing a summary.			
3.	You should take notes of the original text before you write a summary.			
4.	You don't need to use your own words when writing a summary. You can copy the original text.			
5.	You should include as many examples, statistics and figures as you can in your summary.			
6.	You should use linking words to connect your ideas.			
7.	You need to add your own opinion to the summary.			
8.	You should always reference your summary.			
9.	You don't need to proofread your summary. It's fine as it is.			
10.	It's a good idea to reread the original source to make sure you haven't missed any important information.			

Task 2

- Do you feel that you have made progress today in your summary writing? Tick the box that is true for you.

	Statements	Tick
1.	I still don't feel confident at writing summaries.	
2.	I feel a little more confident at writing summaries.	
3.	I feel a lot more confident at writing summaries.	

Task 3

- Do you have any questions about writing summaries for your teacher?

Write your questions here...

Summary Writing **ANSWERS**

Worksheet 1

Task 2

Definition of a Summary

A summary is a synthesis of the main **points** of an article written in your own **words**. It is a combination of selecting the **relevant** information and condensing it so that it is no more than a **third** of the length of the original **text**. A good summary illustrates that you have **understood** the text clearly.

Worksheet 1

Task 3

Sample Paraphrase

A summary is a reduced version of the main points of an article written in your own words, and demonstrates your comprehension of the text.

Worksheet 2

Task 1

Sample Notes

GST: specific & measurable goals more effective than unclear goals (Edwin A Locke, 1968).

5 princ.:

1. Clarity: goals = clear & specif (Wroblewski, 2019).
2. Chall: Not too easy → demot.
3. Commit: No commit., no achieve.
4. FB: provide fb reg.
5. Task complex.: Div. tasks into manageable tasks.

Summary

Goal-setting Theory

Drawing on the work of Edwin A Locke, Wroblewski (2019) defines goal setting theory as an idea where setting specific and measurable goals is more productive than specifying unclear goals. There are five fundamentals for setting clear aims: clarity, challenge, commitment, feedback and task complexity.

Worksheet 3

Task 1

Sample Notes

alt. therapy 2 ↓ stress & ↑ energy = +relax.

complement. ppl w/ lng-trm. physic. & mental. probs (IARP (2021)).

Summary

Reiki

According to IARP (2021), reiki is a form of alternative therapy whereby practitioners aim to reduce a patient's stress and increase relaxation. As its focus is on increasing energy, it is recommended as a complementary therapy for patients suffering from long-term physical and mental ill health.

Worksheet 4

Task 1

Sample Notes

assist. dogs help ↑ confid. & independ. in ppl w/ serious med. cond.
MDD say dogs alert ptnt. 2 potent. Danger (Medical Detection Dogs charity, 2021)
pwrfl. smell can detect e.g. cancer; 1 prt. per trill. concent. = diagnose +early.

Summary

Assistance dogs

Assistance dogs are trained to help those who suffer from life-threatening conditions manage daily tasks with more confidence and independence. This is according to the Medical Detection Dogs charity (2021), who also claim that these dogs cannot only avert danger by giving prior warning of an imminent emergency to a patient, but they can also detect the onset of infections and serious illnesses such as cancer, thanks to their powerful sense of smell which can sense substances of one part per trillion concentrations, and therefore lead to a speedier diagnosis.

Worksheet 5

Task 1

Sample Notes

MIT study polyglots vs. monoglots
monoling. areas of brain re. lang. +engaged; wrk. +hard (The World, 2020).
multiling. – smaller on active. maps
phps. polyglots = talent + dedicat.

Summary

Polyglots

A recent study regarding how a polyglot's, or multilingual's brain works has revealed that surprisingly, monolinguals are more engaged and work harder when processing a language. Conducted at MIT, and reported by the US radio magazine, The World (2020), it was discovered that polyglots' regions of the brain associated with language were much smaller than monoglots, supporting the laboratory director's view that polyglots are perhaps born with a talent for learning a language, but they are also extremely dedicated.

Worksheet 6

Task 1

Sample Notes

mean. high rank/birth
+rich pop. move 2 +deprived areas (Bale, 2021).
LDN – same areas r +attract.
Govts → Priv. Assoc. → Dvlprs: rent ↑ as does econ (Trust for London, 2021).
Exist. resids. r BAME; can't aff. 2 stay = +conflict. / +homeless.

Summary

Gentrification

Gentrification takes its name from high rank or birth and describes the process of affluent populations displacing the existing, often poorer residents in the area. It is publicly described as regenerating an area, but the areas targeted are usually those with social problems and higher numbers of working-class and BAME residents (Bale, 2021). In London especially, these areas are also attractive for younger, wealthier people who are not only fascinated by its charm but also are able to pay the higher rents and boost economic growth (Trust for London, 2021). Unfortunately, as local governments allow

private housing associations to develop these areas accordingly, conflicts can arise between existing and new residents, and those who are priced out must leave, and often have nowhere else to go.

**BAME (Black, Asian and Minority Ethnic)*

Worksheet 7

Task 1

	Are the following statements true or false?	True	False	Not Sure
1.	A summary needs to be the same length as the original article.		✓	
2.	You should make sure you fully understand the original text before you start writing a summary.	✓		
3.	You should take notes of the original text before you write a summary.	✓		
4.	You don't need to use your own words when writing a summary. You can copy the original text.		✓	
5.	You should include as many examples, statistics and figures as you can in your summary.		✓	
6.	You should use linking words to connect your ideas.	✓		
7.	You need to add your own opinion to the summary.		✓	
8.	You should always reference your summary.	✓		
9.	You don't need to proofread your summary. It's fine as it is.		✓	
10.	It's a good idea to reread the original source to make sure you haven't missed any important information.	✓		

Task 2

Students' own answers.