

O Level English Language 1123

Unit 9: Summary Writing – Content Points

Recommended Prior Knowledge

Students should have some experience in reading English texts. They should be familiar with the idea of answering questions on written texts as a means of demonstrating comprehension.

Context

This Unit should be done after Units 1, 2, 7 and 8 and before Unit 10. It can be done before or after any of Units 3, 4, 5 or 6, at the discretion of the teacher and dependent on the preference and skill of the students.

Outline

The Unit explains to students the nature of summary questions and the importance of topic sentences, elaboration points and distractors. It teaches students how to select content points from a text to be summarised and the importance of the rubric. It defines, and gives students the opportunity to write in, formal, continuous prose. It also provides opportunities for pair and group discussion.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(v)	Understanding the nature of summary questions	Give a class-lesson on the rubric of a short passage for summary, with given content points.	<i>English For O Level</i> (Reynolds and Toner) Chapter 24
(v)	Understanding the nature of summary questions	Give a class-lesson on the rubric of a past paper for summary, with given content points.	Online: http://teachers.cie.org.uk , past question papers, 1123/2
(v)	Revising topic sentences	Give a class-lesson in which you revise the function of topic sentences.	<i>English For O Level</i> (Reynolds and Toner) Chapter 3 <i>The Cambridge Revision Guide</i> (Glover, Rodway, Shirley and Toner), Unit 4, Chapter 3 Online: http://www.geocities.com
(v)	Learning how to select content points	Give a class-lesson in which you explain techniques for selecting content points by adhering to the rubric and avoiding elaboration points or distractors.	<i>The Cambridge Revision Guide</i> (Glover, Rodway, Shirley and Toner), Unit 4, Chapter 3

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(iii), (iv) and (v)	Selecting topic sentences from given texts	Put the class into groups and ask them to select the topic sentences from paragraphs of given texts.	Online: http://www.timesofindia.indiatimes.com http://www.dawn.com http://www.independent-bangladesh.com
(v)	Listing content points in note form	Keep the class in the same groups and ask them to jot down in note form the content points in the paragraphs of the given non-fiction texts from which they have already selected topic sentences.	Online: http://www.timesofindia.indiatimes.com http://www.dawn.com http://www.independent-bangladesh.com
(v)	Listing content points in note form	Ask students to work with a partner to make a list of content points in a short fiction text they have read	Online: http://www.timesofindia.indiatimes.com http://www.dawn.com http://www.independent-bangladesh.com
(iii)	To provide opportunity for pair discussion	Ask students to make a list of the content points of a story, not written, but from their own imagination. Ask each student to swap with a partner and write a version of their partner's story using only the content points.	Online: http://creativewritingworld.britishcouncil.org/
(v)	Finding content points	Give the class some exercises to do in which they are to select and list content points from texts.	<i>English For O Level</i> (Reynolds and Toner) Chapters 24 and 25
(v)	Revising rules for summary writing	Give a class-lesson in which you recap on rules and general principles for summary writing.	Online: http://iws.ohiolink.edu/~sg-ysu/sumwg.html <i>English For O Level</i> (Reynolds and Toner) Chapter 24
(x)	Writing content points in formal, continuous prose	Give a class-lesson on writing summaries in formal, continuous prose with appropriate example(s)	
(x)	Writing content points in formal, continuous prose	Give the class some exercises to do in which they are to write given content points in formal, continuous prose.	<i>English For O Level</i> (Reynolds and Toner) Chapters 27

AO	Learning outcomes	Suggested Teaching activities	Learning resources
(iii) and (iv)	To provide an opportunity for whole class discussion and to encourage personal reading	Ask the students to summarise a novel or short story they have read. Then ask students to sit in a 'safe circle' and read out their summaries. This could give rise to group discussion and encourage private reading.	School or class library texts Students' own resources
(iii) and (iv)	To provide an opportunity for whole class discussion and to encourage personal reading	Ask students to summarise a newspaper article they have read. Then ask students to sit in a 'safe circle' and read out their summaries. This could give rise to group discussion and encourage private reading.	Online: http://www.timesofindia.indiatimes.com http://www.dawn.com http://www.independent-bangladesh.com
(x)	Writing summaries in formal, continuous prose	Give a class-lesson in which you recap on the main points covered in this Scheme Of Work, Units 1 and 2 (Key Writing Skills) which are relevant to writing in formal, continuous prose.	O Level English 1123 Scheme Of Work Units 2 and 2 : Key Writing Skills Online: http://www.edufind.com/english/grammar/toc.cfm Online: http://owl.english.purdue.edu/handouts/grammar/
(x)	Writing summaries in formal, continuous prose	Ask students to complete exercises in which they have to correct passages containing errors in formal, continuous prose.	<i>English For O Level</i> (Reynolds and Toner) Chapters 28
(v)	Selecting content points for summary	Give a class-lesson in which you select the content points of a past paper summary question.	Online: http://teachers.cie.org.uk , past question papers, 1123/2
(x)	Writing a summary in formal, continuous prose	Ask the students to write out the content points from the previous exercise in formal, continuous prose.	Overhead transparency prepared by teacher listing the content points of the previous exercise.