

## Scheme of work – Cambridge IGCSE® First Language English (0500)

### Unit 3: Writing summaries

#### Recommended prior knowledge

Students should have an understanding of the different purposes for which texts are written, particularly to present information. Students who have followed the Cambridge Secondary 1 curriculum will already have had practice in writing summaries at a simple level.

#### Context

This unit follows Unit 1 and, with Units 4 and 5, prepares for the Reading content of Components 1, 2 and 3 of Cambridge IGCSE First Language English.

#### Outline

The sub-sections of the unit focus on the specific skills involved in summarising. Activities involve Writing and Speaking and Listening, as well as Reading.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
<b>C1 C2:3 R1–R3 S2 S5</b>	Summarise by removal	<ol style="list-style-type: none"> <li>1. Teacher lists features NOT to be included in summaries: repetition, imagery, minor detail, comment, quotation, explanation, introduction, conclusion.</li> <li>2. Students put brackets around parts of a text, e.g. in a news report, which would not be included in a summary of it.</li> <li>3. Students form what is left after the removals into a summary statement in as few sentences as possible.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students in pairs decide which content is redundant and why to reduce a list of information about an experience, e.g. an expedition, to its essential points.</li> <li>2. Students compare a short informative text with a narrative and a descriptive one, and comment on the differences of content.</li> </ol>	<p>Range of short texts, including informative ones.</p> <p>(N.B. Wikipedia is a source of short informative texts which lend themselves to the removal of non-essential material.)</p>

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<b>C1 C2:3 R1 R3 W2 W4 S1 S5</b>	Summarise by selection	<p>1. Students scan short informative texts, e.g. travelogues, for key points and highlight/underline them. Choices are compared and discussed in class; teacher will give judgement.</p> <p>2. Students find specific points in a text in answer to a specific question, e.g. What are the difficulties of polar exploration?</p> <p>3. Students identify and list facts from an informative text, e.g. from a nature magazine. [Teacher may differentiate by telling students how many there are to be found.]</p>	<p>1. Students reduce a passage to a list of key notes.</p> <p>2. Students work in pairs to choose single words or short phrases from paragraphs in an informative text, e.g. a leaflet or a report, to act as sub-headings for each paragraph.</p> <p>3. Students put into a news report short sub-headings which come from and summarise the following section of the text.</p>	Selection of short, informative texts, including news reports and scientific articles. (N.B. These can be found in coursebooks and on websites.)
<b>C1 C2:1 C2:3 R1–R3 W3 W4 S1–S5</b>	Paraphrase and use own words	<p>1. Teacher stresses the importance of using own words, but also that sometimes this is not possible, e.g. for technical terms, where no synonym exists, or where a paraphrase would be much longer than the original. Teacher also points out that the summary question will require a response in the third person and present tense, although the passage may be in the first person and past tense. Class discuss the reasons for these requirements for summarising.</p> <p>2. Students change short passages of informative writing into their own words, staying as near as possible to the original meaning.</p> <p>3. Students are given a list of quotations from a text to paraphrase. Class judges best answers when read out.</p>	<p>1. Students in pairs do thesaurus exercises to decide on the nearest synonym to words underlined in a text.</p> <p>2. Students find blander or more tactful language, including euphemisms, to convey criticism or complaint, e.g. in a school report or headteacher's letter to parents; this activity can also be done in reverse, replacing anodyne comments with more direct language. <b>[E]</b></p>	<p>Past exam paper passages.</p> <p>Selection of quotations from a seen passage.</p> <p>Mock school report or letter to parents.</p> <p>Assertive complaint letter to be modified for vocabulary use.</p>
<b>C2:1 C2:3 C3:1 R1 R2 W2 S1</b>	Re-order material	<p>1. Teacher explains that different genres have different structures which need to be followed when modifying text, and that responses to texts need to group related points in order to give</p>	<p>1. Students are given a paragraph with a jumbled sentence sequence and have to reorder it logically or</p>	<p>Lists of points relating to a topic.</p> <p>Jumbled sentences in</p>

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		<p>coherence, concision and clarity of meaning. Students in pairs put a list of points into groups of related ideas.</p> <p>2. Students then give numbers to the groups to show a logical order for a piece of informative writing on the topic.</p> <p>3. Students identify relevant material in a text for a specific question, to extract the material as a list of points (paraphrased), to agree on a grouping and order for the points, to write a paragraph using the selected and re-structured material.</p> <p>4. Students change a narrative version of a journey to a summary of its dangers, re-ordering the material to group similar items. <b>[F]</b></p>	<p>chronologically.</p> <p>2. Students practise reordering jumbled reports so that the logical and chronological order is reconstructed.</p> <p>3. Students study example of summary responses and rank order them for the best structure. <b>[E]</b></p>	<p>paragraphs.</p> <p>Jumbled reports, e.g. for science experiments, made by cut and pasting in Word.</p> <p>Narrative account of a dangerous journey from a coursebook, media or online source.</p> <p>Past Paper 2 Passage A texts.</p> <p>Mock exam samples of summary responses.</p> <p>Model summary answers in Examiner Reports (on Cambridge Teacher Support website).</p>

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<b>C1 C2:1 C2:3 C3:1 C6:1 R3 W1 W2 W4 S1–S5</b>	Concision and focus	<p>1. Students are shown examples and write a mini-saga, i.e. a complete short story in 50 words. Redundant words will probably need to be deleted from the first draft, and grammar structures made more concise (e.g. passive changed to active voice), in order to achieve the exact length.</p> <p>2. Students write a one paragraph plot synopsis of a film of their choice which mentions only the essential elements of the story. Students read outcome to the class for them to guess the name of the film.</p> <p>3. Students prepare for 2 minutes and give an impromptu talk for 3 minutes on a topic they choose randomly from folded papers in a box. Class judges the best performance, i.e. the one which conveyed the most relevant information within the time and did not run out of material. <b>[F]</b></p>	<p>1. Students reduce short passages to a third of their original length by writing economically, e.g. by removing repetition of ideas, changing phrasal verbs to single-word verbs, and using colons and semi-colons to replace connectives where appropriate. <b>[E]</b></p> <p>2. Students in pairs underline parts of a text which lack concision of expression and bracket parts which contain irrelevant material which drifts from the topic.</p> <p>3. Class revises the language of headlines, then students in pairs read short news reports and give them headlines, of no longer than 6 words, which summarise the event.</p>	<p>Sample mini-sagas (N.B. these exist online).</p> <p>Selection of titles for impromptu speaking.</p> <p>Workbooks containing exam-type summary passages and tasks.</p> <p>Selected texts written in an uneconomical style.</p> <p>Coursebook material on language of headlines.</p>
<b>C2:1 C2:3 C3:1 W2 W4 W5 S3 S4 S5</b>	Fluency and clarity	<p>1. Teacher reminds students of the ways in which complex sentences can be constructed and of the list of possible connectives.</p> <p>2. Students join together 10 simple sentence points to construct a half-page summary which does not contain 'and' or 'so' as a connective.</p> <p>3. Students check their work to ensure that the new sentences begin in a variety of ways, contain a variety of connectives, and do not sound 'list-like'. They should improve the style where necessary.</p>	<p>1. Students study model answer summaries from examiner reports, after doing the summary themselves, and comment on how their sentence structuring and ordering of material differ from the examiner's version. <b>[E]</b></p> <p>2. Students in pairs improve a half-page summary from a previous activity which received a mark of only 1 or 2 for writing.</p>	<p>Coursebook or workbook exercises on complex sentences.</p> <p>Past Paper 2s.</p> <p>Paper 2 Q3 writing mark scheme.</p> <p>Examiner Reports for</p>

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		4. Students work in pairs to familiarise themselves with the mark scheme for summary writing and mark 2 (anonymous) fellow students' sample answers, giving a mark out of 5 for concision, clarity, focus and fluency after discussing and justifying their decision. They should write a comment which uses mark scheme band descriptors. <b>[E]</b>	<b>[E]</b>	Paper 2 Q3 for previous sessions.