

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Part Six: The Summary and Book Report		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	2
授 课 要 点	本 (章) 节 教 学 目 标	<p>I The Summary:</p> <ol style="list-style-type: none"> 1. To help students understand the exact meaning and uses of summary writing 2. To help students learn about the procedure of summary writing 3. To help students learn how to write a summary 	
	教 学 重 点 和 难 点	<p>Key Points:</p> <ol style="list-style-type: none"> 1. Uses of Summary Writing 2. Procedure 3. Writing <p>Difficult Points:</p> <ol style="list-style-type: none"> 1. To learn to find out the main idea and to get the gist of the original passage 2. To learn to make compression in writing 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Review what steps can be applied in summary writing. 2. Do an exercise in compression. 3. Write a summary based on an original passage. 		

教学内容与组织安排

Part Six

I The Summary:

Teaching Focus: Uses of Summary Writing;
Procedure
Writing Practice

Time Allotment:

Lead-in	5 minutes
About the meaning of summary writing	8 minutes
About uses and procedure of summary writing	20 minutes
How to make compression in writing	15 minutes
How to write a summary	20 minutes
Practice	20 minutes
Assignment	3 minutes

Teaching Procedures:

I. Lead-in (5 min)

Activity:

1. Show the difference between a summary and the related original article by comparing their lengths, and ask students to **read** the summary and the original article so as to **figure out** the difference and similarity between them.

2. **Re-read** the article. Underline important ideas. Circle **key terms**. Find the **main points** of the article. Divide the article into sections or **stages of thought**, and label each section or stage of thought in the margins. Note the main idea of each paragraph.

Q: What is a summary? What is a composition?

A: A composition means a long piece of writing---an article or essay, which consists of three parts: Introduction, Body, and Conclusion.

A summary is a brief restatement of the essential thought of a longer composition. It reproduces the theme of the original with as few words as possible. When one writes a summary, one should not interpret or comment. All one has to do is to give the gist of the author's exact and essential meaning.

II. About the Meaning of Summary (8 min)

1. The definition of summary

Q: What is the exact meaning of summary?

A: A summary is a brief restatement of the essential thought of a longer composition. It reproduces the theme of the original with as few words as possible. When one writes a summary, one should not interpret or comment. All one has to do is to give the gist of the author's exact and essential meaning.

2. The features of summary

Activity: Discussion

Q: What are the features of a summary?

A: When we write a summary, we should make it clear, concise, understandable and faithful to the original.

Note:

- Write in the present tense.
- Make sure to include the title and main idea of the work.
- Be concise: A summary should be in brevity compared with the length of the original text.
- If you must use the key words of the author, cite them.
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

III. About Uses and Procedure of Summary Writing(20min)

1. Uses of Summary Writing

To improve reading comprehension

To be helpful to composition writing, especially for a clear, concise and effective expression

To sound practical for scientists, businessmen, layers, and government officials, etc.

2. Procedure of Summary Writing

Writing a good summary demonstrates that you clearly understand a text, and that you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much or too little information. But by following our easy 8-step method, you will be able to summarize texts quickly and successfully for any class or subject.

1) Divide...and conquer. First of all, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read.

2) Read. Now that you've prepared, go ahead and read the selection. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.

3) Reread. Rereading should be *active* reading. Underline topic sentences and key facts. Label areas that you want to refer to as you write your summary. Also label areas that should be avoided because the details—though they may be interesting—are too specific. Identify areas that you do not understand and try to clarify those points.

4) One sentence at a time. You should now have a firm grasp on the text you will be summarizing. In steps 1–3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details.

5) Write a thesis statement. This is the key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.

6) Ready to write. At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some transition words (*then, however, also, moreover*) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:

- Write in the present tense.
- Make sure to include the title and main idea of the work.
- Be concise: A summary should be in brevity compared with the length of the original text.
- If you must use the key words of the author, cite them.
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

7) Check for accuracy. Reread your summary and make certain that you have accurately represented the author's ideas and key points. Make sure that you have correctly cited anything directly quoted from the text. Also check to make sure that your text does not contain your own commentary on the piece.

8) Revise. Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. If you have time, give your summary to someone else to read. This person should be able to understand the main text based on your summary alone. If he or she does not, you may have focused too much on one area of the piece and not enough on the author's main idea.

IV. How to Make Compression in Writing(15min)

- 1. Omit the details:** Only the important points should be included in the summary; all the details that explain the main points can be left out.
- 2. Reduce the examples:** Out of five or six examples given in the original passage one or two may be chosen for the summary; the rest are to be omitted.
- 3. Simplify the description:** If in the passage there are ten sentences describing a person or an object, it will be enough to keep one or two in the summary.
- 4. Eliminate all repetitions:** Sometimes when a statement is repeated for emphasis, it is not necessary to keep it in the summary. Sometimes when an idea is repeated in different words, such a veiled repetition should also be avoided.
- 5. Compress wordy sentences:** Change phrases to words and sentences to phrases, and make phrases do the work of clauses or sentences.
- 6. Use general words instead of specific words**
- 7. Use the shortest possible transitions**
- 8. Put the main points of a dialogue in indirect speech.**

V. How to Write a Summary (20 min)

Since the summary often consists of three parts: the main point, the main stages of thought, and the article's conclusion, we should discuss the ways to write the three parts.

When we write a summary:

1. Restate the main point of the original passage first.
2. Emphasize the essential thought: perception, reflection, opinion(感知, 思考, 主张).
3. Restate the original's conclusion.
4. Summarize rather than give a table of contents.
5. Keep summary short: 5 to 7 sentences.

Q: How can we combine the information?

A: Basically, **NOTE:** Include all the important ideas.

Use the author's key words.

Follow the original organization where possible.

Include any important data.

Include any important conclusions.

Example:

Wrong:

This article covers the topic of measuring the extent of global deforestation. The article discusses reasons for concern, the technique, the results, and the project's current goal.

Right:

According to the author of "Seeing the Forest," the extent of global deforestation was difficult to measure until satellite remote sensing techniques were applied. Measuring the extent of global deforestation is important because of concerns about global warming and species extinctions. The technique compares old infrared LANDSAT images with new images. The authors conclude the method is accurate and cost effective.

VI. Practice (20 min)

Write a summary respectively for the lessons from 5-10 of New Concept 3:

Lesson 5 The facts

Summary

Though the journalist immediately set out to get the facts after receiving instructions from his editor, he did not send them at once. Meanwhile, the editor was getting impatient, so he sent three faxes, finally threatening to fire the journalist. When the last fax was unanswered, the article was published in its original form. The journalist sent the editor a fax a week later explaining he had been imprisoned after

counting the steps and measuring the height of the wall. (80 words)

Lesson 6 Smash-and-grab

Summary

A large car entered an arcade near Piccadilly and stopped outside a jeweler's. Two thieves got out and smashed the shop window. The owner of the shop was upstairs at the time, so he threw furniture at the thieves hitting one of them with a heavy statue. The raid lasted only three minutes and the thieves drove away. Running after them, the owner threw ashtrays and vases, but the thieves got away, stealing thousands of pounds worth of diamonds. (79 words)

Lesson 7 Mutilated ladies

Summary

John Butlin runs a successful furniture business and after a very good day, he put his wallet containing £3,000 into the microwave oven for safekeeping. Then he and his fiancée, Jane, went horse-riding, after which Jane cooked their dinner in the microwave oven only to find to their dismay that the money had been destroyed. John went to see his bank manager who sent the remains to the Mutilated Ladies department who identified the remains and returned the money. (79 words)

Lesson 8 A famous monastery

Summary

The St. Bernard's Pass is visited by thousands of people in summer, who cross the Pass in cars. Because there are so many people about, the dogs are kept in a special enclosure. As the temperature in winter falls to -30° , there are few visitors, so the monks prefer this season. The dogs are also free to wander outside their enclosure. Parties of young skiers regularly visit the monastery in winter, during Christmas and Easter when they are warmly welcomed.(80 words)

Lesson 9 Flying cats

Summary

The New York Animal Medical Centre recently made a study of 132 cats. All these cats had one thing in common: they had fallen off high buildings, yet only eight had died from shock or injuries. One cat, Sabrina, had fallen 32 storeys but only suffered from a broken tooth. When falling at speeds up to 60 miles per hour, cats stretch out their legs which increases their air—resistance and reduces the shock of impact on hitting the ground. (79 words)

Lesson 10 The loss of the Titanic

Summary

The Titanic was sailing across the icy waters of the North Atlantic when an iceberg was spotted by a lookout. After the alarm was given, the ship turned sharply and sailed alongside it. Suddenly, a faint noise was heard from below, so the captain went down to investigate, only to find that five of the sixteen

compartments had been flooded. On hearing the order to abandon ship, people jumped overboard, but 1,500 drowned because there were not enough lifeboats.(79 words)

VII. Assignment (3 min)

1. Review what we have learned and discussed today.
2. Read the passages in Exercises carefully, and write a summary of each of them.

VIII. Worksheet and Answer Key

Worksheet

The Original Passages in Exercises of the Textbook(omitted)

Answer Key

1. Jiayuguan is now a city of 120,000 people, 37,000 of whom work in the massive Jiuquan Iron and Steel Complex, even nothing here about 30 years ago. In the middle of the city stands a memorial to the pioneers of prospectors, some of whom lost their lives. The plant, named after the nearest town Jiuquan, lies some 25 kilometers to the east. In Ming Dynasty, Jiayuguan was built as a fort, set midway between the snow-topped Qilian Mountains to the south and the Black Hills to the north, guarding the 15-kilometer-wide Jiayuguan Pass and putting a full stop to the Great Wall. In one corner of the fort a large sounding stone served as a posting for the ancient soldiers, who believed they could tell if all was at home by striking the note. As the gateway into China from the west in the ancient times, Jiayuguan Fort is the best-preserved of all the Great Wall forts. The climb to the north tower is rewarded with a spectacular view of the stony desert that seems to stretch away forever—except the new city and its steel works.

2. Dickens, Charles (John Huffam) (born Feb. 7, 1812, Portsmouth, Hampshire, Eng.-died June 9, 1870, Gad's Hill, near Chatham, Kent) British novelist, generally considered the greatest of the Victorian period. The defining moment of Dickens's life occurred when he was 11 years old. With his father in debtors' prison, he was withdrawn from school and forced to work in a factory. This deeply affected the sensitive boy. He began work at 15, then became a freelance reporter. His fiction career began with short pieces reprinted as Sketches by Boz (1836). He exhibited a great ability to spin a story in an entertaining manner and this quality, combined with the serialization of his comic novel The Pickwick Papers (1837), made him the most popular English author of his time. The serialization of such works as Oliver Twist (1838) and The Old Curiosity Shop (1841) followed. After a trip to America, he wrote A Christmas Carol (1843) in a few weeks. With Dombey and Son (1848), his novels began to express a heightened uneasiness about the evils of Victorian industrial society, which intensified in the semiautobiographical David Copperfield (1850), as well as in Bleak House (1853), Little Dorrit (1857), Great Expectations (1861), and others. A Tale of Two Cities (1859) appeared in the period when he achieved great popularity for his public readings. Dickens's works are characterized by an encyclopaedic knowledge of London, pathos, a vein of the macabre, a pervasive spirit of benevolence and geniality, inexhaustible powers of character creation, an acute ear for characteristic speech, and a highly individual and inventive prose style.

3. Wherever there is urban life, there will be violence. All the aspects of life are not the source of violence but absolutely basic to cities. The new town of Milton Keynes is a good example. If we do nothing to disturb the urban pattern of specialization and impersonality, circumstances will result in violence. The appearance of communes is an attempt to create harmonious circumstances where people feel more in control of their destinies and freer to organize their lives and surroundings. As we know, communes are organized on a small scale and by individuals rather than an official organization, and they have their own neighborhood councils which were set up by voluntary action, so they can solve the community problems by themselves, reducing the feelings of alienation that lead to violence in the first place. All government can do is to nudge people gently to foster a sense of community. Because urban violence results from a mental attitude gradually induced by circumstances, and not directly from the circumstances, the suggestions made above cannot be implemented overnight and come into effect promptly. It follows that, if the circumstances are changed, the mental attitude of violence will only gradually disappear.