

## HOW TO WRITE AN EXTENDED SUMMARY

To write an extended summary that will demonstrate to your instructor that you have a solid understanding of the text, you must complete the following tasks:

### **STAGE ONE Close Reading:**

1. Carefully read text
2. Label (in margins) each stage of thought in the text (paragraph groupings)
3. Underline key ideas and terms and make margin notes to clarify
4. Circle unknown vocabulary and look up
5. Divide text into sections (introduction, body, and conclusion)

### **STAGE TWO – Note Taking:**

1. Write one or two sentence summaries of **each major idea** (stages of thought above)
2. **USE YOUR OWN WORDS** except for key concepts and terms.
3. Condense – leave out all extra material. Deal only with main ideas
4. Find the thesis
5. Move thesis to the top of the page

### **STAGE THREE -- Writing the Summary:**

1. Compose a title that includes the name of the article but lets the writer know it is a summary
2. Write a first sentence that introduces the name of the article and the author
3. Write second (and third) sentence(s) that states the author's thesis in your own words
4. Use transitions to string other sentence summaries (above) together until the summary is complete.
5. You may want to repeat the thesis in the conclusion.
6. **DO NOT give your opinions about what the article says. Just report what the author says**

### **STAGE FOUR – Author References:**

1. For the first in-text reference, use full name, first and last, but not titles or Mr./Ms. (Alison Knox)  
**NOT FOR PARENTHETICAL REFERENCES!**
2. For second and all other references, use last name only (Knox)
3. Useful phrases to smoothly refer to authors:

according to . . .                      as discussed by . . .  
as pointed out . . .                      x's thesis is . . .

4. Useful verbs to use when discussing an author's ideas:

◆ says	◆ explains	◆ names	◆ defines	◆ discusses	◆ points out
◆ emphasizes	◆ writes	◆ lists	◆ recognizes	◆ reports	◆ refers to
◆ reveals	◆ proposes	◆ states	◆ presents	◆ asserts	◆ thinks
◆ finds	◆ notes	◆ insists	◆ tells	◆ adds	◆ argues
◆ shows	◆ indicates	◆ observes			

# HOW TO RENDER AN ARTICLE (A STORY)

## PLAN AND USEFUL STRUCTURES

### I. INTRODUCTION

#### 1. **The title/headline of the story/article.**

- The headline of the article is ... The article is headlined ... The article goes under the headline... The article is entitled...
- The author of the article; where and when the article was published (\*if this information is given).
- The author of the article is ... The article is written by ...
- The article is taken from the newspaper... It is (was) published in ... It is (was) printed in... The article I'm going to give a review of is taken from...
- The publication date of the article is... The article is dated the first of October, 2013... The article is printed on the second of October, 2013...

### II. MAIN BODY

#### 1. **The topic/subject matter of the article.**

- The article deals with the topic... The article is about ... The article is devoted to ... The article touches upon the topic of... The key issue of the article is... The basic subject matter of the article is...
- The article describes the situation... The article assesses the situation... The article informs us about... / comments on...
- The article deals with / is concerned with / describes / examines / reveals / exposes / dwells on / explains / addresses / discusses / presents / covers / outlines / states / offers / considers / looks into / treats...

#### 2. **The purpose/aim, the problem and the main idea of the article.**

- The purpose of the article is to give the reader some information on ... The aim of the article is to provide the reader with some facts/material/data on ...
- The article addresses the problem of... The article raises/brings up the problem...
- The main idea of the article is ...

#### 3. **The summary/contents of the article/story (facts, names, figures; the plot of the story).**

- The scene is laid in ... The action takes place in ... The story is set in ...
- The article can be divided into some logically connected parts... The first part deals with... The second covers the events... The third touches upon the problem of... The fourth part includes ...
- The author starts by telling (the reader) (about, that ...) ... At the beginning of the story the author describes / depicts / touches upon / explains / introduces / mentions / recalls / makes a few critical remarks on ... The story begins (opens) with the description of / introduction of / mention of / analysis of / summary of / the characterization of / author's opinion of / author's recollections of / the enumeration of ... The opening scene shows (reveals) ... We first see (meet) ... (the name of a character) ...
- Further/next/then the author reports (says) that ... The article goes on to say that ...
- In conclusion ... The author comes to the conclusion that .... In conclusion the author says / makes it clear that ... At the end of the story the author sums it all up by saying ... The author concludes by saying that... / draws a conclusion that / comes to the conclusion that ...

#### 4. **\* The style/vocabulary of the article.**

- The author's vocabulary is rather vivid, poor, rich... The author resorts to colourful general phrases / exaggerations / words with negative/positive connotation / descriptive adjectives / comparisons / metaphors / epithets ... (to create a vivid picture, a humorous effect / to enforce the influence on the reader...). We see the author's mastery in conveying the main idea to the reader with the help of ...

### III. CONCLUSION

**Summarize / restate the message (main idea) of the article (story). Comment on the way the author managed to convey it. Say whether or not you agree with the author's point of view. State your own opinion of the article (story) and the problem discussed.**

- In conclusion I'd like to ... To come back to what I was saying... The message of the article is that ... / The main idea of the article is ...
- I fully agree with / I don't agree with ...
- From my point of view... As far as I am able to judge... My own attitude to this article is...
- The article is... / I find this article interesting / entertaining / exciting / gripping / amusing / enjoyable / funny / witty / banal / dull / slow-moving / fast-moving outdated / boring / of no value / too hard to understand... because .... In my opinion the article is worth reading because ...