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Summarise information from a text

Learning objective

- select relevant points from a text and group them together logically.

When you summarise a text, you need to select key points and write them out briefly so that they make sense in order.

Getting you thinking

Read this magazine article.

Scary monster

I was sitting outside yesterday when a wasp kept pestering me. I swatted the wasp with my newspaper. Now I could sit in peace and enjoy the sunshine. I didn't feel sorry for the wasp; he asked for it, didn't he?

But then I heard about the terrifying Zombie Wasp. Yes, that's right – a zombie. Remember that scene from *Alien*? The one where the alien bursts out of someone's stomach? That is what zombie wasps do to ladybirds, caterpillars and other creatures. A female wasp injects its egg into the body of another insect, like a ladybird. The **larva** hatches from the egg and eats the ladybird's insides. Then it bursts out through the **abdomen**. Venom from the mother wasp **paralyses** the ladybird. The ladybird twitches but can't move.

The problem is that each relatively harmless little insect has a cousin that is terrifying. Like the zombie wasp. Or the Bullet Ant. This isn't just any old ant but one that makes you feel like you've been shot when it stings you! Then there's the Giant Centipede, which can catch bats in its jaws. Nasty!

All of this has made me think twice about attacking the little insects that wander or fly into my house. After all, they might ask one of their relatives to pop round!



Glossary

larva: an insect just after it has hatched

abdomen: the middle section of the body

paralyses: makes something unable to move

- 1 Try to sum up what this article is about in one sentence.

Now you try it

1.6

You have been asked to write a summary of this article in no more than 100 words, focusing on

- insects the writer has heard about, and why they are so frightening
- how the writer has changed his behaviour towards insects.

- 2 Use the bullet points as headings, and make some simple notes under each one. These will form the basis of two paragraphs. Make sure you do not include unnecessary information (for example, do you need to mention the film *Alien*?). Your notes may look like this:

Insects - why scary?

- *ant - sting like gun shot*

- 3 Complete this first paragraph dealing with the writer's thoughts.

The writer mentions several insects: for example, the _____. This insect is frightening because _____.

Try to use your own words if you can (you won't be able to change technical terms like 'larva').

Apply your skills

- 4 Now write out the second paragraph, summarising how the writer has changed his behaviour towards insects.

As you write, check

- you have only included the information needed
- you don't go over 100 words.



Check your progress

Some progress

I can write a paragraph that includes some points from the text.

Good progress

I can sum up the main points from a text.

Excellent progress

I can sum up a text using my own words, within a given word count.

Recognise texts from the same genre

Learning objective

- recognise pirate stories.

Pirate stories have typical objects, places, clothing, speech, settings and characters in common.

Getting you thinking

- 1 Look at the picture on the right.
 - a) Do you know who this character is?
 - b) What do you know about him?
 - c) What would you expect to happen in a pirate story or film?
- 2 Now read aloud this passage from a play version of *Treasure Island* by Robert Louis Stevenson. Don't forget to use pirate voices!



Hands Grab 'im

Death 'old 'im!

Hands Trap 'im between you, ya dogs.

Merry You miserable dolts! How far can he get? We're on a Ship!

Bonny I got him!

Black Dog Got him!

Rathbone (*caught*) Ahhhhhhhhhhhhhhhhh!

The pirates tackle him and pin his arms behind him.

Black Dog Bonny, hold him down!

Captain James Flint steps out of the **fo'c's'le**. He looks evil beyond description. He has a hideous scar on one side of his face. He has a mop of greasy red hair sticking out of the sides of his black, tattered hat. He's missing three fingers from his left hand.

Rathbone Oh, Cap'n Flint! Thank God above you's 'ere. They was gonna kill me, Cap'n. Kill me fer nothing!

Israel Hands brings his cutlass down towards **Rathbone's** head and **Captain Flint** parries the blow with a flick of his wrist, saving **Rathbone's** life.

from *Treasure Island* adapted by Ken Ludwig

3 Note down any pirate words and phrases in the script and the stage directions.

4 Share your list of words and phrases with a partner. Then, with your partner, write a comment explaining what makes each one a pirate word/phrase.

Now you try it

Read the following paragraph.

You never forget the first attack. I was **cotton-mouthed** and terrified, standing at the ready, waiting to hear the two ships grind and splinter together. The waiting is the worst of it. I've seen strong men turn pale as porridge, and dash to the heads to relieve themselves, or vomit over the side[...] No-one mocks or jeers at them, even these men who seem to laugh in the face of death itself [...]

Pirates by Celia Rees

4 How do we know this is a pirate story?

Apply your skills

Here are three pirate objects:

- a locked treasure chest
- an eye patch
- a crumpled map

5 Imagine the map shows the place where treasure is hidden. In pairs, tell each other a story about the pirates and why they hid the treasure. Try to use pirate words and phrases in your story.

Glossary

fo'c's'le: forecastle, the front part of the ship where the crew live.

parries: blocks.



Glossary

cotton-mouthed: dry-mouthed

Check your progress

Some progress

I can spot some pirate story features.

Good progress

I can recognise common features in two pirate stories.

Excellent progress

I can explain something about the conventions of pirate stories.