 Province of the

EASTERN CAPE

EDUCATION

**DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)**

**HOME SCHOOLING SELF-STUDY WORKSHEET**

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| **SUBJECT** | English HL | **GRADE** | 12 | **DATE** | 31.03.2020 |
| **TOPIC** | Summary writing | **TERM 1**  **REVISION** | (Please tick)  √ | **TERM 2 CONTENT** | (Please tick) |
| **TIME ALLOCATION** | 50 Minutes | **TIPS TO KEEP HEALTHY**  1. **WASH YOUR HANDS** thoroughly with soap and water for at least 20 seconds. Alternatively, use hand sanitizer with an alcohol content of at least 60%.  2. **PRACTICE SOCIAL DISTANCING** – keep a distance of 1m away from other people.  3. **PRACTISE GOOD RESPIRATORY HYGIENE**: cough or sneeze into your elbow or tissue and dispose of the tissue immediately after use.  4. **TRY NOT TO TOUCH YOUR FACE.** The virus can be transferred from your hands to your nose, mouth and eyes. It can then enter your body and make you sick.  5. **STAY AT HOME.** | | | |
| **INSTRUCTIONS** | * On the next page there is a passage entitled **“Coping with stress in a modern world”.** * Read the passage carefully as well as the instructions before it. * You may write your responses on your daily activity book or any other book that will be accessible when requested by your teachers. * Go through the steps below one at a time to ensure that you are able to cover everything: * Skim through the text for the main idea. * Re-read the text carefully, to understand its purpose and structure. * Underline the main points that support the central idea (topic sentence) and circle statements (linking words) that show movement from one point to another. * Decide what you are going to include in your summary and what you are going to leave out. * Try to keep the same emphasis as that of the original text. * **Use your own words, but do not introduce your own opinions (unless asked for).** * Remember that the summary should be considerably shorter than the original text (about one third). The question will guide you. Avoid giving examples e.g. instead of saying mum, dad, sister, cousin, brother etc. you simply say, my family. * **Revise and “polish”** your summary and check that you have covered the whole text. Be consistent with the tenses – the present tense is the most common. * Do count the number of words. * **Remember for HL you are expected to write a coherent paragraph.** * Read the **NOTES ON CONTENT** at the bottom to assist you with the general approach to summary writing. * Mark your summary. |

**SUMMARISING IN YOUR OWN WORDS**

The text below provides insight into coping with stress in the modern world. Summarise in your own words **how mentally strong people are able to cope with stress**.

**NOTE:**

1. Your summary should include **SEVEN points** written in a fluent paragraph and must NOT exceed **90 words**.
2. You are NOT required to include a title for your summary.

Indicate the word count at the end of your summary.

**Coping with stress in a modern world**

While stress causes some people to crumble, mentally strong people are able to thrive despite added tension. They view adversity as an opportunity for growth. Mentally strong people don't let stress drag them down.

While some people waste time and energy thinking things like, "I shouldn't have to deal with this," mentally strong people know that setbacks are *inevitable*. When [stressful](https://www.psychologytoday.com/us/basics/stress) situations arise, they devote their efforts to do what they can to move forward.

Rather than think that a flat tyre has the power to ruin their whole day, mentally strong people keep inconveniences in proper perspective. When tempted to [catastrophize](https://www.psychologytoday.com/us/basics/catastrophizing) a minor event they respond by reframing the message and refusing to allow a pessimistic inner monologue to take hold.

Mentally strong people recognize the importance of keeping their bodies in smooth, operating condition. They exercise, get plenty of sleep, and maintain a [diet](https://www.psychologytoday.com/us/basics/diet) that keeps them healthy. While some people turn to [alcohol](https://www.psychologytoday.com/us/basics/alcohol), junk food, or other unhealthy vices to help them escape stress, mentally strong people cope with discomfort in a productive manner. They allow themselves to feel uncomfortable emotions like [anxiety](https://www.psychologytoday.com/us/basics/anxiety), [fear](https://www.psychologytoday.com/us/basics/fear), and sadness head-on; and use healthy activities, like going for a walk or participating in a hobby, to cope with emotional pain.

Sometimes, in an attempt to avoid facing problems, people fill their schedules with social activities. Others deal with stress by withdrawing from friends and family. Mentally strong people strike a balance by maintaining a healthy [social life](https://www.psychologytoday.com/us/basics/social-life) even when they're stressed. They also reserve time to be alone with their thoughts.

Stress can cause people to feel like victims of bad circumstances. Mentally strong people acknowledge that everything they do, from the time they wake up until the time they go to sleep, is a *choice*. They're willing to say no to things they don't want to do and they accept responsibility for their behaviour.

Mentally strong people don't necessarily see the world through rose-coloured glasses—they have a realistic outlook—but they do look for the silver lining in tough circumstances. They recognize that good things can come from stressful situations. Rather than allowing hardship to turn them into bitter people or helpless victims, they choose to use stressful circumstances to become stronger and better.

*Amy Morin* [*https://www.psychologytoday.com/us/blog/what-mentally-strong-people-dont-do/201507/7-ways-mentally-strong-people-deal-stress*](https://www.psychologytoday.com/us/blog/what-mentally-strong-people-dont-do/201507/7-ways-mentally-strong-people-deal-stress)

**Total: 10**

**NOTES ON CONTENT**

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| Summarising is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.    Summary skills equip you to find the most relevant information in a passage and reproduce it in another format.    This skill will equip you to study better in all subjects and to read with a purpose.  Summarising teaches you to be brief and get straight to the point.  The exercise of summarising forces you to analyse and simplify your material.  Summary writing goes hand in hand with analytical skills. With practice, both techniques will benefit.    **What Are We Doing When We Summarize?**  We strip away the extra words and examples. We focus on the heart of the matter. We try to find the key words and phrases that still manage to capture the meaning of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.  **What do you have to do to get full marks in the summary?**  **Step 1:** Identify the topic you have to summarise.  Read the instructions very carefully. Identify the topic of the summary and write it in big letters above your planning page.  **Step 2:** Read the passage with the topic in mind.  Now that you know what to focus on, read the passage once, keeping the topic in mind.  **Step 3:** Ask yourself: "What can I leave out?”  Use a pencil. Read each sentence in the passage and ask yourself, does this have anything to do with the topic? If your answer is yes, then leave the sentence, if your answer is no, cross out the sentence.    **Step 4:** Look at the sentences that you are left with and find the main idea.  Write down the remaining points in short hand on your planning page, double checking that it is linked to the topic of your summary.  ***Tricks:***  **Ignore unnecessary or trivial information.** (E.g. who cares if the house is yellow, if the rest of the details are about firemen rescuing the family from the burning house?)  Create one category name for lists of items. (E.g. Substitute the word "family" for the words: mom, dad, brother, sister, cousin, etc.)  Substitute an overall term for components of an action. (E.g. Substitute, "They finally went to school." for "They went down the walk and got in the car, they drove down Elm Street and made a right on Oak Street, they could see the school ahead of them. The car pulled up to the front of the building, and they scrambled out of the car. They were at school at last."  Remember the magic words: Who, What, When, Where, Why, and How! Answer only them!  **Step 5:** Say it in your own words.  When you decide you have captured all the main ideas on your planning page, use your own words to restate the main idea without changing the meaning. It will help you check your understanding and keep you from simply copying or plagiarizing.  **Step 6:** Count your words.  After you have completed your final summary, cross out your planning clearly and count the number of words that you have used in the final essay. Be accurate in your count.  How to simplify sentences:  **Eliminate the following:**   * Repetition (she is a stunningly beautiful gorgeous girl – she is a beautiful girl) * unnecessary detail (The tall dark man with a white coat told me to go to school – The man told me to go to school) * figures of speech (He was as big as a house – He was big) * Quotations * Minor detail * Examples or illustrations * Colloquialisms and slang * Change direct speech to indirect speech. * Make sure your summary is logical. * Summarising skills are used daily, i.e.:   -When recounting what has happened to you during the day.  -When recounting television programmes or films.  -When recounting what you have read in books, newspapers or magazine articles.  **Guidelines for writing a summary of a text.**   1. Skim through the text for the main idea. 2. Re-read the text carefully, to understand its purpose and structure. 3. Underline the main points that support the central idea (topic sentence) and circle statements (linking words) that show movement from one point to another. 4. Decide what you are going to include in your summary and what you are going to leave out. 5. Write an outline. Group the essential information and ideas – main points and sub-points – in an order that shows the relations of the ideas. It doesn’t have to be the same order in which the ideas are presented in the article. 6. Try to keep the same emphasis as that of the original text. 7. **Use your own words, but do not introduce your own opinions (unless asked for).** 8. Remember that the summary should be considerably shorter than the original text (about one third). The question will guide you. Avoid giving examples e.g. instead of saying mum, dad, sister, cousin, brother etc. your simply say, my family. 9. Revise and “polish” your summary and check that you have covered the whole text. Be consistent with the tenses – the present tense is the most common. 10. Identify the author and the title. 11. Useful words: to refer to what the author says, e.g. says, states, discusses, suggests, argues, believes, asserts; to express the author’s development of ideas, e.g. begins, continues, goes on to, concludes. |