**ЛЕКЦІЯ 11**

**SPECIAL TECHNIQUES IN WRITING**

**ПЛАН**

**1. Спеціальні техніки при написанні наукової роботи**

**2. Структура написання Саммері (summary)**

**SPECIAL TECHNIQUES IN WRITING**

There are different ways of incorporating other writers' work into your own writing which differ according to the closeness of your writing to the source writing.

Quotations, paraphrases, and summaries serve many purposes. You might use them to:

* Provide support for claims or add credibility to your writing
* Refer to work that leads up to the work you are now doing
* Give examples of several points of view on a subject
* Call attention to a position that you wish to agree or disagree with
* Highlight a particularly striking phrase, sentence, or passage by quoting the original
* Distance yourself from the original by quoting it in order to cue readers that the words are not your own
* Expand the breadth or depth of your writing

**1. Summarizing**

A **s**ummary, also called a synopsis, is an abridgement or condensation of its original. A summary is not an explanation or a substitute for the original. Rather, its purpose is to refresh the writer’s memory about what the original said or to give others enough information about the original to let them decide whether they want to read the original (Millward, 1980).

**The goal of summarizing**

The goal of summarizing material is to pass along the ideas belonging to another. You should do this with fewer words than the original. You are also expected to maintain the integrity of the original document: not distorting the original views, ideas, attitudes, or their importance in the original as well as not adding your own.

The summary, therefore, becomes a tool for understanding what you read; it forces you to read critically, differentiating between main and minor points. Summary writing also forces you to write clearly because you cannot waste any words.

**Characteristics of a summary**

Since summary is a shortening of a text of written work, you are to describe as accurately and briefly as possible main ideas contained in a text. Summary

* begins by citing the author of a summarized text, its title and the main idea.
* does not change the meaning of the original text *(objectivity).*
* should be quite short: six to eight sentences or one third/one fourth of the original *(brevity).* The length of a summary depends on

1. The assignment
2. The length and complexity of the article

* presents all the main ideas and major points – not all the details – in the original text *(completeness).*
* does or does not use concrete examples, or details, or quotes from the original; if does not use quotes, then everything is put into your own words.
* does not make any conclusions about the original, its audience, or anything relating to the text.

**The process of summary writing**

**Step 1. Reading and underlining**

1. Read the article carefully, making no notes or marks and looking only for what the writer is saying. Answer the following questions:

a). What is the **topic** of the passage?

b). What is the author's purpose in writing? Does the author describe something, analyze a problem, give information, review a book or movie, try to persuade the reader to adopt his point of view or take some action, state a personal opinion etc?

2. After you're finished reading, look for the writer's **thesis** and underline it .

3. Highlight or circle the **major points** supporting the thesis; these could be key sentences, phrases, or words. In addition, underline **key transitional elements** which show how parts are connected. Omit unnecessary details, examples, description, and explanations.

**Step 2: Summary organizing**

**Introduction**

The introduction should contain the **title of the source** (essay or article) and the **name of the author** of the source. It also includes **thesis statement** which is not your main point; it is the main point of the source. You have to write this one-sentence statement rather than quote it from the source text. The introduction should not offer your own opinions or evaluation of the text you are summarizing.

**Body**

The body should build on and directly support the thesis. Present the **main ideas** as they occur in the essay and demonstrate how that material supports the **argument** of the thesis. Include one or more of the **author’s examples or illustrations** (these will bring your summary to life) but do not include your own ideas, illustrations, metaphors, or interpretations.  Omit nothing important and strive for overall coherence through appropriate transitions.

**Conclusion**

There is customarily **no conclusion** to a summary essay. When you have summarized the source text, your summary essay is finished.

Before you begin your own summary, you may make a **concept map**, or graphic organizer of the summarized text that shows the main ideas. You can write a summary just by looking at a concept map.

**Exercise 1.** *Study the* ***concept map*** *of the text* ***“Prying Eyes”*** *that follows.*

**Prying Eyes**

In the effort to make schools safe and drug-free, are authorities ignoring students’ rights?

Thirty-two years ago, in a famous opinion defending the rights of students to protest the Vietnam War, United States Supreme Court Justice Abe Fortas wrote that young people do not leave “their constitutional rights at the schoolhouse gate”.

That’s still true.

But these days, depending on where you go to school, before you can enjoy those rights you may well have to make your way through a metal detector at the gate, encounter drug-sniffing German shepherds in the hallways, let school officials search your locker, smile for the security cameras, and be ready to urinate into a cup on demand to be tested for drugs. As to free speech, say what you want, but if you mention acts of violence you may be in trouble.

In most schools, of course, the picture is not that bad. But according to civil liberties groups the rights of students are under attack as never before. Across the country, many school districts have adopted harsh “zero-tolerance” policies in which even thinking about violating the rules can be reason for punishment. And in the process, civil liberties groups say, basic constitutional rights sometimes get ignored.

School officials are in a tough position. They are directed not only to educate their students but also to ensure their safety and maintain an atmosphere where learning can take place. Incidents like the 1999 Columbine shootings have reminded them all too well that the failure to act against that rare student who gives warning signs and then actually does commit an act of serious violence could be deadly.

When the rights of students collide with the will of school officials, it’s up to the courts to decide where to draw the line. Their decisions in these cases could help determine where the line is drawn in your school.

Eric Nagourney, *The New York Times*

|  |
| --- |
| “Prying Eyes” by Eric Nogourney |

**Title and**

**author**

**Main idea**

Schools may be ignoring students’ rights. **Background information:** 32 years ago, the Supreme Court said students do not “leave their constitutional rights at the schoolhouse gate”.

**Major point**

Many types of security measures are used in schools now.

Metal detectors, drug-sniffing dogs, drug tests, security cameras, locker searchers, less freedom of speech

**Supporting**

**details**

Student rights “are under siege”. Many schools adopt “zero-tolerance” policies.

**Major point**

**Major point**

School officials are directed to educate students and ensure their safety.

**Major point**

Courts decide when student rights collide with the will of school officials.

**Exercise 2.** *Choose the best one-sentence* ***summary statement*** *for* ***“Prying Eyes”****. Discuss your answers with the rest of the class.*

1. The essay “Prying Eyes” by Eric Nagourney states that the US Supreme Court protects students’ rights at school.

2. The essay “Prying Eyes” by Eric Nagourney states that student rights may be under attack because of security measures used at schools.

3. The essay “Prying Eyes” by Eric Nagourney states that school officials sometimes search students and their lockers for drugs.

**Exercise 3.** *Read the two sample summaries of the text* ***“Prying Eyes”****. Choose which summary you think best represents the* ***main ideas*** *of the reading. Why?* ***Evaluate*** *the summaries according to the “Characteristics of a summary” (Exercise 1).*

**Summary 1**

The article "Prying Eyes" by Eric Nagourney states that student rights may be under attack because of security measures used at schools. The article in *The New York Times* describes many security methods currently being used - metal detectors, drug-sniffing dogs, locker searches, security cameras, and drug tests. However, according to the writer, a U.S. Supreme Court decision during the Vietnam War era gave students constitutional rights even at school. Civil liberties groups fear that the strict security policies now in force may violate students' rights, Nagourney says. Many schools have "zero-tolerance" policies that call for strict punishment of security violations. The problem is that school officials face a challenge because they must not only educate students but also keep schools safe, he writes. The article suggests that in the future, courts must decide when student rights conflict with school rules.

**Summary 2**

The newspaper article “Prying Eyes” by Eric Nagourney tells us about the types of security devices that are being used in schools today. Nowadays, students must enter schools through metal detectors, have their lockers searched, and undergo drug tests, among other things. These policies take away student rights. Students have rights under the U.S. Constitution, even while they are in school. Even though schools need to keep their buildings safe, they should not make the schools feel like prisons. Courts will need to help students keep their rights, or schools will continue to create more rules and policies that will trample on people's rights. Nobody wants violence in schools, but we also do not want students to be treated like criminals.

**Pair work**

**Exercise 4.** *Read the text* ***“Inflation and the Transition to a Market Economy”****. Work with a partner to mark the* ***main idea*** *in the reading. Make* ***a concept map*** *of the reading.*

**Inflation and the Transition to a Market Economy**

One of the most intractable problems confronting societies in transition from centralized to free market economies is that of inflation. It is, however, a challenge that such societies must meet if they are to enjoy the material benefits that a market economy can provide.

What exactly is inflation? It is an increase in the average price level of the goods and services produced and sold in an economy. Inflation typically occurs in a market economy for one of two reasons: either people increase their spending faster than producers are able to increase the supply of the goods and services; or there is a decrease in the supply of goods and services to consumers and/ or producers, which drives up prices. Inflation has sometimes been described as an increasing amount of money chasing a shrinking number of goods.

Inflation hits economies in transition hard because price liberalization - the removal of government price controls - is an essential step toward a market economy. The initial result of such price liberalization is predictable - a wave of price increases for goods that were in chronic short supply. Why? Because the government held their prices artificially low, so demand perennially outstripped supply, or because of other economic distortions and inefficiencies created by government decision-makers. In addition, if people are holding large amounts of money at the time of this transition (since there was little of value to buy), the pressure of inflation can be even greater.

Nevertheless, the rewards of enduring the inevitable bout of inflation during this transitional period are substantial. Unfettered by government, the market mechanisms of supply and demand can begin to function. High prices signal strong demand and the market, albeit slowly and haltingly at first, responds with increased production. Peoples' money may have lost value, but what money they have is now real and consumers can buy the goods that are beginning to appear in stores. With supplies increasing, prices stabilize and queues begin to disappear as consumers realize that more and varied products will continue to be available for sale.

Entrepreneurs and investors respond to the new economic freedom by starting new businesses and competing to provide goods and services, thereby creating jobs, expanding supply and causing prices to moderate further.

The key element in this transition is for the government to relinquish its role in setting prices and permit the market forces of supply and demand to establish prices for virtually all goods and services. When such a free market is established, inflation may persist. but it is a far more manageable and less threatening problem than in the early, hard days of economic transition.

Michael Watts, *What is a Market Economy?*

**Group work**

**Exercise 5.** *Read the text* ***“Living with Cell Phones”*** *and discuss the* ***questions*** *in a group.*

**Living with Cell Phones**

In today’s technology-driven world, the cell phone has emerged as a great success. If you have any doubt about the popularity of “cells”, just look around you. In buildings, parking lots, stores, vehicles, and on the streets, nearly everyone is carrying a cell. However, the popularity of cell phones is also the problem with cell phones.

Of course, no one can deny that cell phones are very useful. Parents and children carry them around so that they can keep track of each other. Friends use cell phones to chat with each other on the spur of the moment. In emergencies, people use cell phones to call tow trucks, taxis, or ambulances or notify others that they are running late. Users soon discover that their cell phones are so useful that they cannot go anywhere without them.

The fact that cell phones are in everyone’s pocket, purse, and hand means that the noise of ringing phones and conversation has invaded public spaces. Cell phones ring in restaurants, cinemas, and libraries. In stores, shoppers talk long and loudly, asking their family members what size or color clothing they want. People even carry on long conversations about personal topics with friends and lovers where everyone around them can hear. Recently I was sitting in chemistry class, listening closely to the professor's lecture, and "ring" went my classmate's cell phone. All this noise is disrupting the peace.

However, the most significant disadvantage of cell phones is that so many people drive and talk simultaneously. Increasingly, drivers take to the roads and pull out their phones - on highways and on busy streets. It stands to reason that drivers are distracted when they drive and talk. In fact, in 1997, the *New England Journal of Medicine* reported that motorists who use cell phones are four times more likely to crash. A three-year study in Oklahoma found that accidents connected with cell phone use were nine times more likely to result in deaths. Japan, Australia, and numerous other countries have banned the use of hand-held cell phones while driving.

Clearly, cell phones are helpful devices. Still, as long as people use

them irresponsibly, they will cause problems, particularly when their users don't think about others around them. In public, cell phone users often disturb other people with the noise they make; on the road, they put pedestrians and other drivers in danger. People shouldn't throw away their cell phones, but they should get into the habit of using them more considerately and carefully.

1. What is the writer's opinion about cell phones? Underline the thesis

statement.

2. What advantage of cell phones does the writer present? Underline the

sentence that introduces this major point.

3. What disadvantages of cell phones does the writer present? Underline the

sentences that introduce these major points.

4. What examples, facts, or details does the writer include to tell more about each major point?

5. What kind of information does the writer include in the conclusion?

**Pair work**

**Exercise 6.** *Read the following brief summaries of the text* ***“Living with Cell Phones”.*** *Work with your partner. Discuss which is the* ***best summary****.*

1. The essay “Living with Cell Phones” says that there are many benefits to

using cell phones. People can call others anytime or any place. They can talk to them when there is an emergency. People even use cell phones in libraries. However, cell phones make noise.

**2.** The essay "Living with Cell Phones" says that cell phones are useful, but they can cause some problems. One problem is the noise. People talk on the phones and disturb others. Another problem is using cell phones while driving. The writer believes it may be dangerous. According to the writer, people should use cell phones responsibly.

**3.** The essay "Living with Cell Phones" says that using cell phones while driving can distract drivers**.** They may have accidents. I agree with the author. I believe people should pull over and stop driving if they want to talk on their cell phones.

**SUMMARY PHRASES**

**Exercise 7.** *Study the following* ***useful summary phrases****.*

**1. The First Sentence in a Summary.**

Most summaries begin with a sentence containing two elements: the source and the main idea.

**For example:**

In Wieslawa Kaczaj’s article “My Career Dilemma”, (main idea).

According to Wieslawa Kaczaj in her article “My Career Dilemma”, (main idea).

Smith and Shelton’s 2003 paper on investment activity discusses (main topic).

Marcia Barinaga, in her article “Is there a Female Style in Science?” states (argues, maintains, suggests, claims) that (main idea).

**2. Reporting Verbs: objective or evaluative.**

Although, in theory, summaries are supposed to be objective, this is not entirely true. A wide range of reporting verbs can be used in summary writing, many of which reveal the summary writer’s personal attitude toward the source material.

**For example:**

Marcia Barinaga in her article “Is there a Female Style in Science?” *alleges* that men and women exhibit differences in the way they pursue science.

Marcia Barinaga in her article “Is there a Female Style in Science?” *assumes* that men and women exhibit differences in the way they pursue science.

**Exercise 8.** *Some reporting verbs are less objective than others. Can you identify which verbs in the table seem to be* ***objective*** *and which verbs tend to be* ***evaluative****? Translate them.*

**Objectivity of Reporting Verbs**

|  |  |  |
| --- | --- | --- |
|  | **Objective** | **Evaluative** |
| Describe | X |  |
| Discuss |  |  |
| State |  |  |
| Present |  |  |
| Explain |  |  |
| Maintain |  |  |
| Examine |  |  |
| Affirm |  |  |
| Argue |  |  |
| Reveal |  |  |
| Presume |  |  |
| Assume |  |  |
| Assert |  |  |
| Contend |  |  |
| Allege |  |  |
| Claim |  |  |
| Imply |  |  |

**3. Summary Reminder Phrases.**

a). In a longer summary, you may want **to remind** that you are summarizing.

**For example:**

The author goes on to say that ….

The article further states that …..

(Author’s surname here) also states /maintains/argues that ….

(Author’s surname here) also believes that….

(Author’s surname here) concludes that ….

In the second half of the paper, (Author’s surname here) presents …

b). In a longer summary, you may **mention the source author’s name at three points – the beginning, the middle, and the end**. When you mention the author in the middle or end of the summary, be sure to use the surname only.

**For example:**

Goodman goes on to say …

Suzuki also believes that …

c). Some of the following linking words and phrases may be useful in **introducing additional information.**

Additionally In addition to

Also Furthermore

Further Moreover

For example:

The author *further* argues that ….

**Exercise 9.** *Write a* ***summary*** *of the following passages. Follow all steps in the summarizing process.*

**1.** Every marketer’s dream is to launch a new brand that will some day rank alongside the Coca-Colas and Marlboros of the world. But established brands wouldn’t be so highly valued if creating them were easy. Every year manufacturers try, and fail, to win consumer acceptance for new products. The biggest marketers typically spend at least $20 million to introduce a new branded product. With the odds saying that only one in ten new brands will survive, manufacturers are understandably cautious when embarking on the long, tortuous road to the marketplace.

Michael Hiestand, *Marketing Made Easy*

**2.** If you could magically transport a finance minister from, say, Sweden in 1890 to Sweden in 1990 and introduce him to the tax system found in his country today, he would be lost. The major taxes he knew and understood have either been totally abolished or are insignificant part of the modern tax system. New taxes that the centenarian finance minister could not have imagined when he was the head of the national budget – including progressive income taxes, social security taxes, corporate profits taxes, and VATs – now make up approximately 80 percent of total government revenue. Government revenue would also far exceed our finance minister’s wildest imaginings. In 1900, total government revenue constituted only 10 percent of a much smaller GNP [Gross National Product] in Sweden; totally it is over 50 percent of GNP.

Sven Stienmo, *Taxation and Democracy*

**3.** Most companies are looking for people with senior management potential. In

their view, MBA graduates have an above-average chance of fulfilling this need, but they are careful not to raise expectations too high. They also want people who can be effective quite rapidly. Employers’ recruitment operations are becoming much more short term in response to fast-changing markets and technologies. Companies frequently look for specific mixes of skills, and the mix can change rapidly. In the mid-1990s, for example, there was a strong demand for German-speaking MBA graduates because companies wanted to introduce a more international culture and to expand into east European countries, where German is widely spoken. Irene Barrall, *Intelligent Business*

**4**. Tesco’s unusually low-profile US expansion strategy is about to take it to Las Vegas, one of the fastest growing cities in the US, in addition to its plans to open stores in the Los Angeles and Phoenix areas next year. The company would invest £250m ($476m) a year to fund its US expansion, a budget that should enable it to open as many as 200 stores a year. Las Vegas, with 1.7m people, is in Nevada, the fastest-growing state in the US. There is intense competition there for new customers between its existing traditional supermarkets - dominated by Kroger and Safeway - and Wal-Mart, the largest US retailer, which now has about 20 per cent of the overall US grocery market.

Irene Barrall, *Intelligent Business*

**Important Notes for Summary Writing**

* Find important facts, statements and ideas.
* Leave all statistics, dates and names, quotations, details and comparisons, examples, opinions, and decorating expressions unless they are important for the understanding of the text.
* Cut the original text to one third.
* Identify the source being summarized.
* Write a summary in your own words. Do not include your opinion!
* The summary is usually written in the *present tense.*
* But *past* events may be reported in the *past*, *future* events may be reported in the *future*.
* Statements or questions which were made in the *past* may be reported in the *past tense* or the *past perfect.*
* Statements and questions which were made in the past but concern the *future* may be reported in the conditional.