

ACADEMIC ENGLISH FOR PHD RESEARCHERS

Навчально-методичний посібник

За редакцією професора *В. П. Сімонок*

Харків
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У навчальному посібнику надано теоретичний і практичний матеріал для ознайомлення з основними особливостями стилістики та жанрової організації сучасного англомовного наукового дискурсу і розвитку умінь з побудови і написання англійською мовою наукових текстів різних жанрів.

Призначено для аспірантів та для науковців, які прагнуть самостійно оволодіти основами наукової англомовної комунікації.

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ПЕРЕДМОВА

Загальновідомо, що в сучасному глобалізованому світі англійська мова є своєрідною *lingva franca* і вона відіграє особливо важливу роль в науковій письмовій комунікації, про що свідчить невпинне зростання кількості публікацій англійською мовою не лише в міжнародних, а й в національних виданнях. Навчальний посібник ‘Academic English for PHD Researchers’ знайомить з нормами й канонами сучасного англомовного наукового дискурсу (стилю) і формує вміння представляти свої наукові здобутки англійською мовою тих майбутніх українських учених, які хочуть стати рівноправними членами міжнародних науково-освітніх спільнот.

‘Academic English for PHD Researchers’ – навчальний посібник з основ наукової англійської мови, що має за мету ознайомлення з основними особливостями стилістики та жанрової організації сучасного англомовного наукового дискурсу та розвиток базових навичок побудови й написання англійською мовою наукових текстів різних жанрів, оскільки воно може стати головною проблемою для аспірантів. Академічне письмо – це курс спрямований на оволодіння основними знаннями і навичками, необхідними для створення різних видів наукового тексту: наукових статей, тез доповідей, анотацій і т. ін.

Мета посібника:

- ознайомлення з основними особливостями риторики, стилістики та жанрової організації сучасного англомовного наукового дискурсу;
- розвиток базових навичок побудови й написання англійською мовою наукових текстів різних жанрів;
- вироблення стратегії оволодіння науковим письмом як видом комплексної діяльності, що має соціальні, когнітивні та мовні аспекти.

Посібник ‘Academic English for PHD Researchers’ призначений для аспірантів юридичного університету. Це видання можна також використовувати як довідковий матеріал для науковців, які прагнуть самостійно оволодіти основами наукової англомовної комунікації.

В посібнику ‘Academic English for PHD Researchers’ розглянуто загальну побудову цілісних жанрових текстів, а також пояснено мету кожного жанру і лексико-граматичні особливості його організації, а також включено різні моделі написання, такі як резюме, ділові листи, есе, анотація.

Посібник 'Academic English for PHD Researchers' чітко організований у дві частини, він дозволяє швидко знайти потрібну інформацію. Кожна частина поділена на розділи, що містять пояснення, схеми та практичні вправи, для використання на занятті.

Основна частина містить 10 розділів, у яких розглянуто основні англійські жанри письмової комунікації в науково-освітній галузі: реферат (Unit 1), есе (Unit 2), наукова стаття (Unit 3), анотація наукової статті (Unit 4), тези доповіді (Unit 5), усна презентація та участь у конференції (Unit 6) та ін. Тематика цієї частини посібника буде найцікавішою для аспірантів і сформованих науковців, її можна рекомендувати й студентам, тому що розвиток навичок анотування та реферування іноземною мовою передбачено програмними вимогами в більшості вищих навчальних закладів.

У цій частині представлено також жанри, що відіграють допоміжну, але важливу роль у проведенні наукових досліджень та в реалізації наукової кар'єри: огляд (Unit 7), інтерв'ю з роботодавцями (Unit 8), життєпис і біографічні дані (Unit 9), різні види ділових листів (Unit 10). Ці розділи можна також рекомендувати студентам, які планують продовжити навчання в англійськомовних країнах і хочуть набути певних навичок написання автобіографічних даних та офіційних листів.

Матеріалом завдань посібника є різноманітні автентичні тексти.

Бібліографічний опис використаних джерел наведено в розділі 'List of Sources'.

MAJOR ENGLISH

ACADEMIC GENRES

PART I UNIT 3

SUMMARIES (I)

A summary is a shortened version of a text aimed at giving the most important information or ideas of the text. Summarizing is an important part of writing academic papers, which usually include extensive references to the work of others. Postgraduate students should know the rules of summarizing to write scientific papers, abstracts and summaries of professional and scientific texts in English as an examination assignment.

What is a summary?

To write a summary means to use your own words to express briefly the main idea and relevant details of the piece you have read. The purpose in writing the summary is to give the basic ideas of the original reading. The size of the summary is usually *one third of the original article*.

Steps in Summarizing

1. Skim the original text and think about the author's purpose and main idea of the text.
2. Try to divide the text into sections, or, if it has subheadings, think about the idea and important information that each section contains.
3. Now read the text again highlighting important information in each section or taking notes. You may also write an outline of the text.
4. Try to write a one-sentence summary of each section/part of the outline in your own words; avoid any evaluation or comments. Use the words and expressions synonymous to those used by the author of a summarized text. Don't include minor details, descriptions or unnecessary words.

5. Decide what key details may be added to support the main point of the text and write them down.
6. Write the first sentence of the summary with the name of the author of a summarized text, its title, and the main idea.
7. Make sure the ideas in the summary follow the order in the original text. Add appropriate transition devices (logical connectors) to show the logical relationship of the ideas and to improve the flow of the summary.
8. Re-read your summary, check if all the information is correct. Make sure your summary doesn't include your own commentary/ judgment of the original text.
9. Check your summary for accuracy – consider spelling, grammar, style, punctuation.

Requirements for Summaries

A good summary satisfies the following requirements:

1. It condenses the source text and offers a balanced coverage of the original. Avoid concentrating upon information from the first paragraph of the original text or exclusively focusing on interesting details.
2. It is written in the summary writers own words.
3. It does not evaluate the source text and is written in a generally neutral manner.
4. The first sentence of the summary contains the name of the author of a summarized text, its title, and the main idea.
5. The summary uses enough supporting detail and transition device that show the logical relationship of the ideas.
6. It satisfies the requirements set to its length (which may be quite different; however, for a rather short text, the summary is usually between one-third and one-fourth of its length).

A summary must:

1. Be in your own words!
2. Be shorter (by half) of the original passage.
3. May contain some of the words from the original work; however these single words must be contained in "quotation marks".
4. Convey the original meaning but does not evaluate or comment on the author's original work.

Useful Phrases: Beginning a Summary

The purpose of the first sentence in a summary is to acquaint the reader with the summarized text. The first sentence, therefore, includes the name of the author of a summarized text, its title, and the main idea. It uses the present tense. Below are some possible patterns that you may use in your summaries.

According to Charles G. Morris in his book *Psychology*, ... (main idea)

Charles G. Morris in *Psychology* discusses ... (main topic)

Charles G. Morris in his book *Psychology* states/describes/explains/claims/argues that ... (main idea)

In Charles G. Morris' discussion of firstborns in *Psychology*, ... (main idea)

In his book *Psychology*, author Charles G. Morris states/describes/explains/claims/argues that ... (main idea)

Useful Phrases for Longer Summaries

In longer summaries, it is advisable to remind a reader that you are summarizing. For this purpose, you may use the following patterns also adding some logical connectors (such as *further*, *also*, *in addition*, *furthermore*, *moreover*, etc.) and using, if necessary, other reporting verbs.

In the third chapter of the book, the author (*or his name*) presents ...

The author (*or his name*) (also) argues/believes/claims/describes/explains/states that...

The author continues/goes on to say ...

The author (further) states that ...

The author (*or his name*) concludes that...

In longer summaries, the author's name is usually mentioned *at least three times*—at the beginning, the middle, and the end.

Some more useful phrases for writing a summary

In "... (Title)" (source and date of piece), **the author shows that** ... (central idea of the piece). **The author supports the main idea by** using and showing that....

The text (story, article, poem, excerpt...) is about...

deals with...

presents...
describes...

In the text (story, article, poem, excerpt...) the reader gets to know...
the reader is confronted with...
the reader is told about...

The author (the narrator) says, states, points out that...
claims, believes, thinks that...
describes, explains, makes clear that...
uses example to confirm, prove that...
agrees/disagrees with the view /thesis...
contradicts the view...
criticises, analyses, comments on...
tries to express...
argues that...
suggests that...
compares X to Y...
emphasises his thesis by saying that...
doubts that...
tries to convince the readers that...
concludes that...

About the structure of the text:

The text consists of/ may be divided into...
In the first paragraph/ exposition the author introduces...
In the second paragraph of the text / paragraph the author introduces...
Another example can be found in...
As a result...
The climax/ turning point is reached when...
To sum up / to conclude...
In the conclusion/ starting from line..., the author sums up the main idea/ thesis...
In his last remark/ with his last remark / statement the author concludes that...

Task 1

Study the stages of summary writing below, which have been mixed up. Put them in the correct order.

- (a) Write the summary from your notes, re-organising the structure if needed.
- (b) Make notes of the key points, paraphrasing where possible.
- (c) Read the original text carefully and check any new or difficult vocabulary.
- (d) Mark the key points by underlining or highlighting.
- (e) Check the summary to ensure it is accurate and nothing important has been changed or lost.

Task 2

Study the article and follow the process of writing a summary. Then compare with the final version of a summary.

Global Implications of Patent Law Variation

A patent is an exclusive right to use an invention for a certain period of time, which is given to an inventor as compensation for disclosure of an invention.

Although it would be beneficial for the world economy to have uniform patent laws, each country has its own laws designed to protect domestic inventions and safeguard technology.

(This is the main idea).

Despite widespread variation, patent laws generally fall under one of two principles: the first-to-file and first-to-invent.

(The classification of the two principles is important).

The first-to-file principle awards a patent to the person or institution that applies for a patent first, while the first-to-invent principle grants the patent to the person or institution that was first to invent – and can prove it. Most countries have adopted the first-to-file system. However, the United States maintains a first-to-invent system, despite obvious shortcomings.

(It is important to point out that most of the world follows one system and the United States another).

A result of countries employing different patent law principles is inconsistency of patent ownership.

(This first sentence is a general definition.

It may be safe to assume that your audience is already familiar with patents; thus you do not have to include it in your summary).

Patent ownership is not recognized globally.

(Include a description of the problem surrounding variation in patent laws).

On the contrary, ownership may change depending on the country. It is not uncommon for an invention to have two patent owners – one in the United States and one in the rest of the world. This unclear ownership often has economic consequences.

(Provide some support/explanation for the problem, but not all the details).

If a company is interested in using a patented invention, it may be unable to receive permission from both patent owners, which in turn may prevent manufacture of a particular product. Even if permission is received from both owners, pay royalties to both may be quite costly. In this case, if the invention is useful enough, a company may proceed and pass on the added cost to consumers.

International economic tension has also been increasing as a result of differing policies.

(Describe this other problem associated with differing patent principles).

Many foreign individuals and companies believe that they are at a serious disadvantage in the United States with regard to patent ownership because of the logistical difficulties in establishing first-to-invent status. Further, failure of the United States to recognize patent ownership in other countries is in violation of the Paris Conventions on Industrial Properties, which requires all member nations to treat all patents equally.

(Provide some explanation, but not all the details).

The conflict surrounding patents has prompted the World Intellectual Properties Organization (WIPO) to lobby for universality in patent laws. WIPO maintains that the first necessary step involves compelling the United States to re-examine its patent principle, taking into account the reality of a global economy. This push may indeed result in more global economic cooperation.

(Describe the action taken to solve the problem).

Study the final summary of the article:

In his paper “Global Implications of Patent Law Variation,” Koji Suzuki (2011) states that lack of consistency in the world’s patent laws is a serious problem. In most of the world, patent ownership is given to the inventor that is first to file for a patent. However, the United States maintains a first-to-invent policy. In view of this, patent ownership can change depending on the country. Multiple patent ownership can result in economic problems; however, most striking is the international tension it causes. The fact that the United States does not recognize patent ownership in other countries, in violation of the Paris Convention on Industrial Properties, has prompted the World Intellectual Properties Organization (WIPO) to push the United States to review its existing patent law principles.

Task 3

- 1. Study the following summaries and mark (a) the structure, (b) useful words, and other information you might find useful for writing a summary.***
- 2. Rate the summaries according to the requirements described above and try to improve them. Add appropriate first and/or concluding sentences and insert one reminder phrase into the middle of the revised summary.***

A

A Summary of the Short Story “Miss Brill” by Katherine Mansfield

“Miss Brill is the story of an old woman told brilliantly and realistically, balancing thoughts and emotions that sustain her late solitary life amidst all the bustle of modern life. Miss Brill is a regular visitor on Sundays to the Public Gardens of a small French suburb where she sits and watches all sorts of people come and go. She listens to the band playing, loves to watch people and guess what keeps them going and enjoys contemplating the world as a great stage upon which actors perform. She finds herself to be another actor among the so many she sees, or at least herself as ‘part of the performance after all.

“One Sunday Miss Brill puts on her fur and goes to the Public Gardens as usual. The evening ends with her sudden realization that she is old

and lonely, a realization brought to her by a conversation she overhears between a boy and a girl presumably lovers, who comment on her unwelcome presence in their vicinity. Miss Brill is sad and depressed as she returns home, not stopping by as usual to buy her Sunday delicacy, a slice of honey-cake. She retires to her dark room, puts the fur back into the box and imagines that she has heard something cry.”

B

A Summary of “National Security Justifies Censorship” by Roger S. Thomas

Although many journalists contend that the First Amendment guarantees unrestricted printing freedom, the authors believe the press has gained more power than the framers of the Constitution foresaw and therefore neglected to install safe guards that would protect national security. According to the authors, the power of the media has gone far past what the constitutional framers expected; consequently, several acts since the writing of the Constitution have been implemented to deal with the lack of protection regarding national security. The authors continue to affirm that even though significant risk exists when confidential information is released to the press, this danger has remained unresolved by the courts.

The authors cite an example to prove this point. The CIA during the Reagan administration recognized Muhamar Quadaffi as a known terrorist and a potential threat to national security in a classified document. The Washington Post somehow had the document disclosed to them, and they soon published the information. Several months after the operation had been abandoned, the CIA found Quadaffi responsible for the bombing of a West Berlin discotheque. Military action had to be taken because of the earlier release of the classified document. The operation incurred military casualties.

The authors then offer a two-part solution: (1) make the publication of classified information a punishable offense, and (2) incorporate a “code of ethics” into media guidelines that safeguards national security. The paper ends by discussing how ethics are the responsibility of good journalism.