



НАРОДНА УКРАЇНСКА АКАДЕМІЯ

Е. В. Тарасова

**SOME GUIDELINES TO WRITING SUMMARIES  
AND ANNOTATIONS IN ENGLISH**  
(with samples and practical tasks)

Учебное пособие

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для студентов высших учебных заведений, 4-5 курсов  
факультетов «Бизнес-управление» и «Социальный менеджмент»

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Навчальний посібник призначений для студентів старших (4-5) курсів факультетів «Бізнес-управління» і «Соціальний менеджмент» ХГУ «НУА» і містить теоретичні рекомендації та практичні завдання з анотування та реферування англійською мовою статей з професійної тематики та тематики власних дипломних і курсових проектів.

**Тарасова, Елена Владиславовна.**

Т19

Some guidelines to writing summaries and annotations in English (with samples and practical tasks) : учеб. пособие для студентов высших учеб. заведений, 4-5 курсов фак. «Бизнес-управление» и «Соц. менеджмент» / Е. В. Тарасова ; Нар. укр. акад., [общеакад. каф. англ. яз.]. – 2-е изд., доп. – Харьков : Изд-во НУА, 2018. – 44 с.

Учебное пособие предназначено для студентов старших (4-5) курсов факультетов «Бизнес-управление» и «Социальный менеджмент» ХГУ «НУА» и содержит теоретические рекомендации и практические задания по аннотированию и реферированию на английском языке статей профессиональной тематики и тематики собственных дипломных и курсовых проектов.

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## CONTENTS

Введение .....	4
Part 1. Definitions. Illustrations. Examples.....	6
1.1. Abstracts. Annotations. Theses.....	6
1.2. Summary.....	9
1.3. Guidelines to writing a summary.....	10
1.4. Writing an annotation / summary of an article on a business / economics- related topics: step by step directions.....	12
1.5. Template for annotation and summary writing .....	19
1.6. Writing a summary of a diploma / graduation project / paper.....	21
Part 2. From theory to practice.....	23
Task 1. ....	23
Task 2. ....	25
Task 3. ....	26
Task 4. ....	28
Task 5. ....	29
Task 6. ....	32
Task 7. ....	33
Task 8. ....	34
Task 9. ....	35
Task 10. ....	35
Task 11. ....	36
Task 12. ....	36
Task 13. ....	37
Task 14. ....	38
Task 15. ....	38
Task 16. ....	38
Task 17. ....	39
Task 18. ....	39
Task 19. ....	40
Task 20. ....	40
Task 21. ....	41
Task 22. ....	42

## Введение

Развитие навыков письменной речи является одной из важнейших задач обучения иностранному языку в неязыковых вузах. Целью настоящего методического пособия является формирование у студентов навыков аннотирования и реферирования научной литературы на английском языке.

Работа над специальными текстами профессиональной направленности тесно связана с обучением студентов формам аналитико-синтетической переработки содержания и языка первоисточника. Для этого студентов необходимо познакомить со способами и формами обработки первичной информации и методами создания на этой основе вторичного текста. Имеется в виду продуцирование вторичных текстов с целью различной степени компрессии первичного текста и/или его критического анализа.

Пособие состоит из введения и двух разделов.

Первый раздел – теоретический содержит обязательные требования, предъявляемые к составлению аннотаций и рефератов научных публикаций на английском языке. Указанные виды научного письма относятся к научному стилю речи со всеми присущими последнему особенностями. Особое внимание уделяется изучению типовой жанровой структуры аннотации и реферата и специфике их языкового оформления. В пособии объясняются различия между такими жанрами научного письма, как аннотация, реферат, тезисы, резюме и так называемый «абстракт», приводятся их дефиниции и образцы, почерпнутые из оригинальных научных источников по экономической проблематике и социологии.

Создание вторичных текстов предполагают умение выделять ключевую информацию, отделяя ее от избыточных и второстепенных деталей. Для формирования такого умения в пособии предлагается алгоритм составления аннотаций и рефератов, показывающий «шаг за шагом» как следует анализировать содержание и формальную структуру текста, определять его тему, выделять основные информационные блоки, оценивать степень их релевантности для раскрытия темы и т.п.

Продуцирование аннотаций, рефератов и родственных им видов научного письма требует знания особенностей их языкового представления. Для этого в пособии разработана модель-схема, содержащая перечень наиболее употребительных стереотипных фраз и выражений, клише и лексико-грамматических единиц, характерных для англоязычной научно-технической литературы, распределенных по соответствующим рубрикам и расположенных для удобства пользователей в алфавитном порядке.

Второй раздел пособия имеет практическую ориентацию и включает разнообразные задания и тренировочные упражнения, направленные на активизацию навыков аннотирования и реферирования на английском языке. Среди них – задания на множественный выбор, заполнение пропусков в тексте, дифференциацию синонимов, подстановочные упражнения, задания на перевод и др.

Представленные в пособии современные оригинальные текстовые материалы служат основой для пополнения и дальнейшего формирования лексического запаса по специальности.

Пособие адресовано студентам, специализирующимся в различных областях экономики, бизнеса и социологии. Содержащиеся в нем методические рекомендации могут быть использованы как для аудиторной, так и самостоятельной работы студентов.

**“Knowledge is no more important, than the way in which it is presented.”**

**M. Clyne**

“Students must know how to write, because science demands written expression. The goal of scientific research is publication. The scientist must not only “do” science, he must “write” science. ... A scientific paper is primarily an exercise in organization with distinctive and clearly evident component parts. Good organization is a key to good writing. If the ingredients are properly organized, the paper will virtually write itself.” (from R. Day, “How to write and publish a scientific paper”, 1979, pp. 4-62).

### **Part 1.**

#### **DEFINITIONS, ILLUSTRATIONS, EXAMPLES**

##### **Abstracts. Annotations. Theses.**

An **abstract** is usually defined as a brief overview of the key points of an article, report or proposal. The purpose of an abstract is giving the reader as much information as possible in as few words as possible. The **word limit** of an abstract (including a bibliography or examples, if needed) must be **no more than 150 words**. No special form or format is needed for submitting an abstract.

Selected examples of abstracts from “Scientific American”, 1995, v. 270-273, NN. 1-5.

Jamison, Kay Redfield. “Manic-depressive illness and creativity”: *Recent studies have shown a link between creativity and mood disorders such as manic-depressive illness and major depression. The connection is **examined**, and cases like Lord Tennyson, Vincent van Gogh and Robert Schumann are **highlighted**.*

McCloskey, Donald. “An economic uncertainty principle”. *Economists **claim** to know the next month’s interest rates, yet they are not rich. Their claim is also a claim that others in the market do not know the future of the interest rates. The economic uncertainty principle is **examined**.*

Mukerjee, Madhurse, “About face”. *A quick means of reproducing the unique contours of a person’s face from a snapshot into a 3D face **has been developed**. This discovery by computer scientists **may revolutionize** the treatment of burn victims.*

Piel, Gerard. “AIDS and population “control”. *The proposition that AIDS has arrived in time to stop the population explosion **is discussed**. Even the projected AIDS deaths would not be nearly enough to stop the population growth.*

Bulgakova O.V. “Image Economical Discourse on the Newspaper” (on the example of texts published in Business Supplement to the local newspaper “Krasnoe Znamja”. *The specific character of image economical discourse **is investigated**. Image materials **are classified** according to the purpose of their creation and methods of image creation **are considered**.*

**An abstract** is not always easily distinguished from **an annotation**, since both these genres of scientific writing present concise statements of the key ideas in a text or portion of a text or a brief description of a book or article, and both are of approximately the same length (100 – 150 words).

Furthermore, both are commonly referred to as «аннотация» in Russian, which makes differentiation between the two even more confusing. Yet, there is an essential difference between the an annotation and an abstract which consists in the fact that **an annotation** is usually defined as a **critical** or **explanatory** note, a commentary **added to a text** and **making part of the text**. It usually **precedes** the book or article, its purpose being to characterize a publication in such a way that the reader can decide whether or not to read the complete work. An annotation should briefly:

- (re)-establish the topic of the research project;
- give the research problem and/or main objective of the project (this usually comes first);
- indicate the methodology used;
- present the main findings;
- present the main conclusions.

*For illustration, read the following article and look at the sample annotation given below.*

### ***The US is in the Grip of a Financial Meltdown***

Barack Obama and Hillary Clinton both blame deregulation of the money market, and say action needs to be taken with regard to mortgages: Clinton says the Federal Housing Administration may have to step in and write off bad mortgages. John McCain said it is not the job of government to bail out the banks or the money borrowers. He says what's needed is for banks to have more capital so they have more to lend, which can be achieved by removing "accounting and tax impediments". ALL of them consider that there needs to be more regulation of their business practices such as closer supervision of those financial institutions offering mortgages to people.

However, all the presidential candidates seem to be proposing 'let's just muddle through the present emergency' and have no real solutions for the future. Even the Treasury has not come up with anything better - though it is about to release a "blueprint" for future financial regulation.

So, at the moment, all anybody is really suggesting is to try to mend the situation with a patch (just like, if the door on a car won't stay closed, you tie it closed with some rope: it fixes the problem in the short term but is not the long term solution). In fact, there is hesitancy, if not resistance, to thinking in larger and wider terms about just how we should fix the meltdown situation. The Fed. Housing Assoc. and the Treasury won't commit to injecting money to support stressed financial companies, nor to using public tax money to buy up mortgages. But the Bear Stearns (NYSE:BSC) operation has caused the Fed Housing Assoc. to take decisive action. (Bear Stearns was bailed out of its difficulties by the Fed Housing Assoc. in that it paid off its creditors, but did not assist its shareholders); so now, like it or not, the Fed. Housing Assoc. is the owner of \$29bn (£15bn) of mortgage-backed securities: this means, if any of these securities are sold at a loss, it bears all the loss.



The big fear of stepping in and assisting people who get into trouble financially, as with mortgages, is what they term ‘moral hazard’. If you are there, ready to step in and protect banks if they get into such financial difficulties, then there are no consequences if things do go wrong – in effect, you encourage them to be reckless in their financial undertakings because ‘they will bail me out if it goes belly-up’ The debate about future financial regulation is framed around this concept: that Government safety nets would mean there *has to be supervision to guard against any recklessness* on the part of financial institutions.

But the example of Bear Stearns and what happened to that bank hardly encourages others to be reckless. In fact, in bailing out the creditors but not the bank and its shareholders, it is a cautionary lesson: do what Bear did in its financial management of its affairs, and you pay the same price (share prices plummeted). The point is though, did Bear Stearns act recklessly or was it just part of the risk taken with adventurous investments? Whichever, running repairs (patching things up as with Bear Stearns) is not the answer. We need an entirely new model (from ý “Expert Insights on The Economy”: [Financial Crisis Blog - Global Financial Crisis Updates](http://www.cigionline.org/world_economy)ý: [www.cigionline.org/world\\_economy](http://www.cigionline.org/world_economy))

**Annotation.** *The author presents a series of examples of poor financial management, discusses the causes of the situation, naming among them that these are over-free innovation in banking practice, too much risk-taking, and the effects of new Federal procedures. He concludes by saying that a change in how the financial markets are managed is needed.*

Look at another **sample annotation** of a journal article:

### **Globalization Effect on Inflation in the Great Moderation Era: New Evidence from G10 Countries**

(complete text: Duo Qin and Xinhua He. Corresponding Discussion Paper No. 2013-25 | June 05, 2013)

**Annotation.** *Dynamic econometric models are built individually for ten countries from G10 during the Great Moderation period, with the aim of analyzing counterfactually the globalization effect on inflation. The main findings are (i) the effect is highly heterogeneous from country to country; (ii) increases in trade openness could be either inflationary or deflationary whereas increased imports from low-cost emerging-market economies are mostly deflationary; and (iii) there is almost no direct globalization impact as far as inflation persistence is concerned while the impact on inflation variability can be positive as well as negative. Overall, globalization is found to have contributed positively to lowering rather than stabilizing inflation during the Great Moderation era.*

Distinction should also be made between **an annotation and an abstract**, on the one hand, and **a thesis/thesis statement (peziome)**, on the other. These three

genres of scientific writing seem to have much in common, yet they do differ as far as their purpose, content and form are concerned.

The main thing to remember in this connection is that a **thesis statement** appears **near the beginning** of a paper/article. It can be formulated in the first sentence of an essay and it typically offers a concise solution to the issue being addressed. It states the claim of the argument presented in a paper or essay. A thesis statement is usually one sentence, though it may occur as more than one. It is basically a short statement, usually 15 to 25 words, that summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence. If it is an academic piece (which uses thesis statements more frequently), the thesis statement states the subject from which the writer is debating. E.g.: "This book is filled with entertaining words, some of which are very confusing."; "Wikipedia has a fascinating history, especially how it got started!" In case of an essay, the thesis statement contains the focus of your essay and tells your reader what the essay is going to be about. It often states the problem or theme to be discussed in it, e.g.: "If it weren't for the dictionary, we wouldn't know the meaning of words". "Many writers think of a thesis statement as an umbrella: everything that you carry along in your essay has to fit under this umbrella, and if you try to take on packages that don't fit, you will either have to get a bigger umbrella or something's going to get wet" ([en.wikipedia.org/wiki/Thesis\\_statement](http://en.wikipedia.org/wiki/Thesis_statement)).

### Summary

A **summary** (also known as a **précis** - *plur. preces*, or a **synopsis**) can be looked upon as an extended version of an annotation. Like an annotation (or abstract), a summary is also a condensed presentation of the content and ideas of a book, article, speech, or other text. But as distinct from an annotation (or abstract), a summary has a more rigid structure and a more stereotypical format. The basic characteristics of an effective summary are conciseness, clarity, completeness and coherence (a summary may sometime include evaluative comments on the work as well, but it is not very common).

An important point to remember is that a summary is, indeed, a condensed version of a larger reading but IT IS NOT a rewrite of the original piece and should not be long (on average its size should be one third of the original text). To write a summary, use your own words to express briefly the main idea and relevant details of the piece you have read. Your purpose in writing a summary is to give the basic ideas of the original reading: number one - what is it about (**the theme** of the piece), and number two - what does the author want to communicate to the readers in connection with the above stated theme (**the message** of the piece).

**Note:** the terms "précis" and "synopsis" are commonly used to refer to a summary of a piece of **fiction** – a novel, play, short story, etc. (not a scientific or academic paper, article or presentation). Here is an example:

*In the short story "The Secret Life of Walter Mitty," author James Thurber humorously presents a character who fantasizes about himself as a hero enduring*

*incredibly challenging circumstances. In his real life, Walter Mitty lives an ordinary, plain life; he is a husband under the control of an overbearing, critical wife. Thurber uses lively dialogue to give readers an understanding of Mitty's character. The story takes place over a period of about twenty minutes; during this brief time, Mitty drives his wife to the hairdresser and runs errands that his wife has given him while he waits for her. In between his worrying that he is not doing what she wants him to do, he daydreams about himself as a great surgeon, brilliant repair technician, expert marksman, and brave military captain. This story shows that fantasy is often a good alternative to reality.*

Let us now look at some basic **guidelines to writing a summary.**

**Guideline 1.** Always read carefully, think about, and understand what you are being asked to write about (in other words, identify the theme of the text under consideration); write down the thesis statement in a single sentence, stating the main theme/problem of the article.

**Guideline 2.** While reading the original work, take note of **what or who** is the focus and ask the usual questions that reporters use, namely: Who? What? When? Where? Why? How? Use these questions to examine what you are reading - they can help you to structure and arrange the information to be included in your summary.

**Guideline 3.** Mind that more often than not, **the central problem (the theme)** of the piece is stated in the title, or introduction, or the first paragraph of the article, while the supporting ideas of this central theme are presented one by one in the paragraphs that follow.

**Guideline 4.** Always read the introductory paragraph thoughtfully and look for a **thesis statement**. Finding the thesis statement is like finding a key to a locked door. Frequently, however, the thesis, or central idea, is implied or suggested. In that case, you will have to work harder to figure out what the author wants readers to understand. Use any hints that may shed light on the meaning of the piece, in particular, pay attention to the title and any headings and to the opening and closing lines of paragraphs.

**Guideline 5.** In writing a summary, let your reader have **all the information** about the piece that you are summarizing. Remember to identify the title, author and source of the publication. You may want to use the following formula:

In "Title of the Piece" (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 \_\_\_\_\_.

**Guideline 6. Review the material** to make sure you know it well. Use a dictionary or context clues to figure out the meaning of any important word that you don't know. This will help you to:

- state the theme and the main ideas (focal points) of the article;
- identify the most important details that support the main ideas.;
- write your summary in your own words, except for quotations;
- express the underlying meaning of the article, not just the superficial details.

**Guideline 7. Take notes:** write down the main ideas and important details of the article, concentrating on the underlying meaning of the article, not just the superficial details.

**Guideline 8. Organize and outline ideas.** Write down a **plan** of the article, including the important points you need to include in the summary. Try to put them in a logical order, in accordance with the following pattern:

- thesis statement (theme):
- topic sentences / focal points (those constituting the message / main idea of the article) ..... :
- evidence / illustrations / supportive facts:

#1:

#2:

#3:.... etc.

- conclusion/s (if any) ... .

**Guideline 9.** Write your **draft** of the summary. Use blue or black ink. Skip lines. Write on one side of the paper only. Include the title on the top line.

**Guideline 10.** Write the **final version** of your summary and remember:

- your summary should be about **one third** of the length of the original article;
- you should focus on the **main points** of the article and the **most important details**;
- you should use **your own words**: avoid copying phrases and sentences from the article unless they're direct quotations.

**Guideline 11. Revise** your summary. Check if you have indented all the paragraphs. Make sure you have captured the main theme of the article and included the most important details. Revise to ensure sentence variety. Avoid writing short, choppy sentences. Identify and ensure you have used the appropriate transitional words and phrases (logical links) to connect ideas.

**Guideline 12. Proofread and edit** your summary. Check your spelling, grammar, and punctuation. See to it that the verb tenses are consistent and all the names are spelled correctly and capitalized.

**Guideline 13. Read your summary one last time** before you turn it in. Look for careless spelling, punctuation, and grammar errors, omitted words or letters. Cross out errors neatly with a single line and write the correction above.

Please, remember that a summary should be **rigidly structured** and include:

- **an introduction** (usually a one-sentence, maximum one-paragraph statement) which sets **the theme** of the piece. Bear in mind that an introduction should not offer your own opinions or evaluation of the text you are summarizing;
- **the body** of the summary/précis/synopsis (one or more paragraphs) which paraphrases and condenses the contents of the original piece;
- a statement of **the conclusions or results**.

**To sum up:** in writing a summary, try to keep in mind the following recommendations:

- do not rewrite the original piece;-
- keep your summary short;
- use your own wording;
- refer to the central theme and the main ideas of the original piece;
- include important data but omit minor points;
- read the text with who, what, when, where, why and how questions in mind;
- do not put in your opinion of the issue or topic discussed in the original piece, look upon yourselves as a summarizing machine – you are simply reporting what the source text says in as few words as possible (should the student’s opinion be expected, instructors will require to put it in a paragraph separate from the summary);
- include the author’s examples or illustrations (this will bring your summary to life).

**Writing an annotation / summary of an article on a business / economics related topic:** step by step directions

**Step1.** Read the following text carefully.

### **Debt**

Debt is what makes the modern American economy go around. For individual consumers, the purchase of houses, of cars, of washing machines and of so-called big ticket items would be very difficult if not impossible without the widespread availability of easy credit. The same thing is true of both small and large business.

Entrepreneurs owning their own business often find that the use of borrowed capital permits greater growth and greater returns. Debt, in short, is not only a practical necessity for most businesses; it also fuels economic growth in the modern economy and helps to maximize earnings.

On the other hand, debt is dangerous. A business that incurs debt also assumes fixed commitments that may run many years into the future. Economic conditions may change and debt incurred in an earlier era may become a crushing burden. In short, debt increases risk.

When one person (the creditor) lends money to another (the debtor), the first question that arises is what evidence of that debt the creditor should demand. Small non-commercial loans are frequently evidenced simply by a cancelled check, or by a handshake, or simple "thank you".

A slightly greater level of formality occurs when the debtor executes an IOU—a written acknowledgement by the debtor that a debt exists. The initials "I.O.U." simply stand for "I owe you". An IOU may simplify the evidentiary requirements otherwise imposed on a creditor seeking to enforce a debt but it is no, by itself, a promise to repay the debt.

A higher level of formality and potentially greater legal consequences occur when the debtor is required to sign a promissory note. A promissory note states that the debtor "promises to pay to the order of" the creditor the amount of the debt, together with interest.

A promissory note is said to be in negotiable form if it meets minimal statutory requirements: It must be 1) be signed by the maker; 2) contain only an unconditional promise to pay a certain sum of money; 3) be payable on demand or at a definite time; and 4) be payable to order of bearer. Most notes used in commercial transactions are in negotiable form (Robert W. Hamilton "Fundamentals of Modern Business". Little, Brown and Co, Boston, Toronto, 1988).

### **Step 2.** Identify the **theme** of the text.

Start your content analysis of the text with stating **the theme**, i.e. answering the question: "What is the article about?" (remember that the theme is more often than not stated in the title or the first paragraph of the piece). The theme of the article "**Debt**" can probably be defined as: "*Borrowed capital, or credit in the American economy*".

**Step 3.** Identify the **message** which can usually be derived from **the main / focal points** of the article. In case of the article in question, you will probably single out the following focal points:

- *advantages and disadvantages of borrowing capital for American entrepreneurs, business-owners, and the economy at large;*
- *kinds of evidence of debt creditors would typically demand from the borrower (a cancelled check, an "IOY", or a promissory note);*
- *statutory requirements a promissory note must meet.*

**Step 4.** Arrange the above information in the form of **an annotation** (50-100 words) choosing your **leads/openers** from the set of the options suggested:

*The article under consideration deals with / focuses on/concentrates on / is concerned with/ takes a close look at / touches upon the issue of borrowed capital (credit) in the American economy.*

*The author points out / outlines / explains/ considers / discusses the advantages and disadvantages of credit for entrepreneurs, business owners, and the American economy at large. He examines / outlines / concentrates on / focuses on the evidence of debt that can be demanded by the creditor, differentiating between such forms as a cancelled check, an "IOU" ("I owe you") and a promissory note and also lists the minimal statutory requirements a promissory note must meet.*

**Step 5.** Extend the above annotation into a **summary** of the article (100-150 words), choosing one of the suggested options:

*The article under consideration deals with / focuses on/concentrates on / is concerned with / takes a close look at/ touches upon **the issue of borrowed capital (credit) in the American economy.***

*The author examines / points out / outlines / explains / considers **the importance of easy credit as a practical necessity for individual consumers, as well as for entrepreneurs and business owners and explains / explicates /stresses / emphasises the vital role of borrowed capital in fueling economic growth and maximizing earnings in the country.** He/she also examines / lists the various forms of evidence of debt the creditor can demand, pointing out different levels of formality characteristic of such legal documents as "a cancelled check", an "IOU" ("I owe you") and a promissory note. Minimal statutory requirements to be met by a promissory note are also outlined / discussed / considered /listed.*

More step by step guidance on summarizing articles on business and economics:

### **Themes in American Business Life**

A number of recurrent themes weave themselves through the fabric of American business life. Two of them are:

- **Big business or small business?** Since about the time of the Civil War (1861-1865), the United States has experienced several waves of business concentration. One was from 1897 to 1904, when such giant manufacturing firms as United States Steel came into existence. Another was in the 1960s, when large corporations became even larger conglomerates by taking over companies in unrelated lines of business.

Supporters of concentration have argued that only large enterprises can benefit from the advantages of scale that accompany modern industrial methods. The larger a business grows, the lower its overhead costs per unit tend to be. If the American businesses had not grown bigger, they would have been unable to compete with large foreign competitors, supporters of concentration say.

Few if any of Americans believe that complete return to small-scale enterprise would be either possible or desirable. But many have criticized the ways in which concentration has occurred and the degree of economic power that some of the largest corporations have come to possess.

Nevertheless, both sides are still unanimously arguing for vigorous enforcement of laws designed to preserve competition. In recent years, growing competition from foreign companies has added a new element to the debate. By the count, some 75 per cent of America products currently face foreign competition within markets in the United States. (source – my book)

The second nagging theme is:

- **The ups and downs of the business cycle.** Business activity in the United States has followed a cyclical pattern of ups and downs, as is common in market economies. The period of time from the peak (high point) to the trough (low point) of a cycle varies greatly, from as little as three to as many as 15 years. Because of the cyclical nature of business activity, such economic indicators as employment rates and investment levels are constantly fluctuating. Over time, however, the level of business activity has tended to rise. For example, the US Gross National Product (GNP), calculated in constant dollars (that is, not counting the gain due to inflation), doubled between 1960 and 1977. It has risen at a slower rate since 1977, but, despite some inevitable ups and downs, it has been rising slowly but constantly up to the present moment (Robert W. Hamilton “Fundamentals of Modern Business”. Little, Brown and Co, Boston, Toronto, 1988).

**Step 1.** Begin with the **content analysis** of the text. In order to identify the theme, it is necessary to answer the question(s): What is **the focus** of the article? What is the article **about**? With reference to the above article, the most probable answer would be: The article focuses on **two major themes** in the American business life - concentration of business and characteristics of the business cycle.

**Step 2.** Single out the main / focal points by making up a plan of the article. **As for the former theme**, its focal points can be inferred from the following question-plan:

1. How many waves of business concentration has the US experienced throughout its history? What were the outcomes of each?
2. What is the key argument in support of business concentration?
3. What is American attitude to th\*e prospect of returning to small-scale enterprise?
4. What makes Americans critical of large-scale business concentration?
5. What do both supporters and opponents of business concentration agree upon?

As for **the latter**, the main points to be singled out can also be summarized in the form of a question plan:



1. What pattern of business activity is the most common one in market economies?
2. What are the maximum and minimum points of a business cycle?
3. What economic indicators are most subject to fluctuations during the business cycle?

**Step 3.** Write your summary. What we need to do in order to convert our question-plan into a summary of the text is just to answer the above questions. The resulting effort will probably be similar to the sample summary below.

*The article focuses on two major themes in the American business life - concentration of business and characteristics of the business cycle.*

*Referring to the first issue, the author analyzes the outcomes of two main waves of business concentration experienced by the American economy (one from 1897 to 1904, the other – in the late 1960s), examines the arguments of supporters and opponents of large-scale concentration of business, as well as the attitude to that problem acceptable to both.*

*Considering the second theme, the author emphasizes “the cyclical pattern of ups and downs” as the most typical one for market economies and points out employment rates and investment levels as the two major economic indicators which are subject to fluctuation during a business cycle.*

*In conclusion, the author remarks on a steady rise of the US GNP since 1960 up to the present moment.*

Please note that many summary writers tend to use Passive Voice structures in preference to those of the Active Voice. With that in mind, the above summary can be rewritten as follows:

*In the article under consideration, concentration of business and characteristics of the business cycle **are presented** as two major themes in the American business life.*

*With reference to the first issue, the outcomes of two main waves of business concentration experienced by the American economy (one from 1897 to 1904, the other – in the late 1960s) **are analyzed**, the arguments of the supporters and opponents of large-scale concentration of business, as well as the attitude to that problem acceptable to both **are examined**.*

*Concerning the second theme, “the cyclical pattern of ups and downs” **is emphasized** as the most typical one for market economies, while employment rates and investment levels **are claimed to be / are named as** the two major economic indicators which are subject to fluctuation during a business cycle.*

*In conclusion, a steady rise of the US GNP since 1960 up to the present moment **is pointed out**.*

More step by step guidance on summarizing articles on business and economics:

## **Economy of Ukraine**

With rich farmlands, a well-developed industrial base, highly trained labor, and a good education system, Ukraine has the potential to become a major European economy. After eight straight years of sharp economic decline from the early to late 1990s, the standard of living for most citizens declined more than 50%, leading to widespread poverty. Beginning in 2000 economic growth has averaged 7.4% per year, reaching 12.1% in 2006. Personal incomes are rising. The macro economy is stable, with the hyperinflation of the early post-Soviet period now reduced to just over 11.6%. Ukraine's currency, the hryvna, was introduced in September 1996 and has remained stable despite a nominal appreciation in April 2005.

Ukraine is rich in natural resources. It has a major ferrous metal industry, producing cast iron, steel, and steel pipe, and its chemical industry produces coke, mineral fertilizers, and sulfuric acid. Manufactured goods include airplanes, turbines, metallurgical equipment, diesel locomotives, and tractors. It also is a major producer of grain, sunflower seeds, and sugar and has a broad industrial base, including much of the former USSR's space and rocket industry.

Ukraine encourages foreign trade and investment. Total foreign direct investment in Ukraine was approximately \$21.2 billion as of January 1, 2007. At \$447 per capita, this was one of the lowest figures in the region.

While countries of the former Soviet Union remain important trading partners, especially Russia AND Turkmenistan for energy imports, Ukraine's trade is becoming more diversified. Europe is now the destination of over one third of Ukraine's exports, while around one quarter of Ukraine's exports go to Russia and CIS. Export of machinery and machine tools are on the rise relative to steel, which constitutes over 30% of exports. Ukraine imports over 80% of its oil and 73% of its natural gas. Russia's decision to cut off gas supplies for three days in 2006 caused serious problems for Ukraine's economy.

In 1992, Ukraine became a member of the International Monetary Fund and the World Bank. It is a member of the EBRD and the World Trade Organization. Ukraine applied for membership in the WTO in 1995. Progress on its application had been slow but picked up momentum in 2006. The government made accession to the WTO a priority in 2008.

(From [www.http://en.wikipedia.org/wiki/Economy of Ukraine](http://en.wikipedia.org/wiki/Economy_of_Ukraine))

**Step 1.** Start with stating **the theme** of the article, which in this case, is obviously "The economy of Ukraine in the period between the 1990s and the present time".

**Step 2.** Next make up **a plan** to help you summarize the main points of the article, e.g.:

1. Signs of economic recovery of Ukraine after the decline of the 1990s.

2. Factors advantageous for Ukraine's industrial growth.
3. Unsatisfactory situation with foreign investment.
4. Ukrainian imports and exports.
5. Ukrainian membership in international organizations.
6. Ukraine's potential for becoming a major European economy.

**Step 3.** Write a **summary** of the article, which will probably be similar to the sample given below:

*The key issue (theme) of the article is positive dynamics of Ukrainian economy since the crisis of the 1990s.*

*The author **provides statistics** reflecting the country's economic recovery and the positive tendencies observed since 2000, stability of Ukrainian currency, in particular. He/she also **lists / considers / emphasizes** factors advantageous for Ukraine's industrial growth, such as rich natural resources and well-developed chemical industry and agriculture, though **is forced to admit** that the level of foreign investment in the country is still "one of the lowest in the region". Other **issues touched upon** include tendencies in Ukraine's imports, exports, its major trading partners, as well as the country's membership in international organizations.*

*The author **concludes by** expressing confidence in Ukraine's big economic potential.*

Before getting down to **actually writing your own annotation or summary**, please, take a careful look at some useful tips and warnings concerning scientific/academic writing from style specialists.

- Talk on paper; shortening your sentences is the easiest way to successful writing. The 4-6 word sentences is the mark of future success. Use short words; long words are a curtain that prevents people from understanding each other.
- Remember that abstract nouns are almost always longer than their corresponding verbs; both their length and their abstract quality contribute to the ponderous effect. Any narrative written in abstract nouns is clogged with words like "of". Many of them disappear when the abstract nouns are replaced by corresponding verbs.
- Bear in mind that in any type of writing, the active voice is usually more precise and less wordy than the passive voice.
- In order to choose correct and appropriate language for your summary, it is also advisable to familiarize yourself with some standard vocabulary - stereotypical phrases and clichés commonly used in scientific / academic writing. You will find many of them in **the Template** below, in which, for the users' convenience, the pertinent vocabulary is categorized in accordance with the main structural blocks of an annotation / summary and arranged in the alphabetical order.

## **Template for annotation and summary writing**

### **Stating the theme (summary lead):**

The present article/paper/research ...

The article/paper/research under consideration...

- addresses ...
- deals with...
- examines...
- focuses on...
- concentrates on...
- is devoted to ...
- is concerned with...                      the problem(s) / the issue(s) of.....
- presents a detailed study of...
- presents a new approach to...
- presents an in-depth analysis of...
- presents the author's findings/observations on (as to)...
- presents a new methodological framework for...
- takes a close look at...
- touches upon...

### **Stating the purpose (if required):**

The main/chief/general/central/major/primary/key) **aim** (purpose, objective, goal) of the article/paper/research is to.... .

### **The methods used/The methodology adopted (if required):**

The study / analysis / research / paper / article, etc... is based on the approach / assumption / evidence / calculations / methods / findings / idea / observations.... .

The methods / techniques used / applied / utilized, etc. include...

### **Summarizing crucial information - the key points of the content:**

The author

- argues that...
- begins by saying/stating/claiming/observing... that....
- claims that...
- clarifies...
- considers...
- criticizes...
- demonstrates...
  
- discusses...                      *in particular, ... such as ...,*
- emphasizes...                      *among them... , In addition, ..., Moreover, ...*
- explicates...                      *Finally, ...*

- explains...
- expresses his opinion/point of view/doubts/skepticism/ disapproval... as to...
- evaluates...
- illustrates...
- highlights...
- offers a new way of / an innovative approach to...
- outlines...
- presents...
- proposes...
- provides evidence of / to the effect that...
- provides some information/statistics/facts/evidence concerning...
- provides solid grounding to...
- singles out...
- outlines ... .
- speaks in favor of/against...
- states that...
- stresses...
- suggests...
- summarizes...
- supports the view that ..
- touches upon... .

*Note: most of the above “openers/leads” can be used in the Passive Voice, e.g.: It is argued / claimed / emphasized / stated / stressed / highlighted / suggested / stressed, etc. ... that...*

### **Conclusion/concluding remarks:**

In conclusion, the author states / suggests / stresses / summarizes / emphasizes / expresses the idea ... The author concludes by saying / stating / suggesting / expressing the idea that... .

To summarize / To sum up / In summary,...

The author draws the conclusion that...

### **Prospects and applications:**

The results obtained / the approach suggested/the methodology applied / our analysis

- have/has a high potential for...
- can lead to...
- can find fruitful application in/for...
- can be developed further to/for...
- can be applied/used to/for...
- can be put into practice in/to...

- can enrich/broaden...

## **Writing a Summary of a Diploma / Graduation Project / Paper**

Writing a summary of a **diploma / graduation project**, or a **course / term paper** (usually referred to either as «аннотация» or as «реферат» in Russian) requires a special consideration. This kind of summary has its own format, structure and organization and includes a number of compulsory blocks. A typical “skeleton” of a diploma/graduation project summary is exemplified below (supplemented with some useful vocabulary).

**Diploma project** “Title... ”: ## pages, ## tables, ## figures, ## appendices, ## reference sources.

**The object** of the research is .....

**The main / chief / general / central / major / primary / key) purpose** (aim, objective, goal) of the article/paper/research is to....

**The research methods used / The methodology adopted** include(s)..... / is (are) based on the approach / assumption / evidence / calculations / findings / idea / observations .....

**The tasks accomplished and the results obtained** can be summarized as follows (actually, writing this part is very much like writing an annotation, so you can consult the above Template for appropriate format and vocabulary).

**The topicality / topical value (актуальность) of the research** ..... (is connected with..... / stems from .....

**The innovative value / component of the research (новизна)** lies in / consists in the fact that.....

**The theoretical value (теоретическая значимость) of the research** lies in / consists in / stems from .....

**The practical value (практическая ценность) of the research** lies in / consists in / stems from the fact that.....

**Perspectives of further research (перспективы дальнейшего исследования) and fields of potential implementation/application (области потенциального применения) of the findings/results obtained**..... (the results obtained / the approach suggested / the methodology applied / our analysis have/has a high potential for.../ can lead to.../ can find fruitful application in/for.../

can be developed further to/for.../ can be applied/used to/for... / can be put into practice in/to... / can enrich/broaden....

**Key words:**.....

A sample summary of a diploma project

*The given research project includes / consists of 147 pages, 13 tables, 1 appendix, and 70 sources of reference.*

*The research object is insurance market as a sphere of insurance against financial risks.*

*The main aims/purposes of the research are to analyze theoretical, practical and legal principles of property insurance for companies engaged in trading activities and work out recommendations on ways of calculating insurance pay-offs for different types of property.*

*The methods employed include comparison, generalization, systematization, modeling and economic analysis.*

*The tasks accomplished and the results obtained. Organizational and economic content of such concepts as “insurance”, “property insurance”, “a company’s financial risk insurance” is **explicated**. The stages and methods of a commercial enterprise property insurance against risks **are examined**, necessity for this kind of insurance **is justified**. Recommendations on perfecting mechanisms of property insurance, aimed at an improvement of the company’s financial situation and raising its level of competitiveness on the Ukrainian market **are suggested**. Relevant international experience of implementing insurance procedures with the use of specific risk correction coefficients **is analyzed**.*

*The topicality of the research is connected with the fact that functioning of the insurance market in Ukraine is marked by controversy and lack of legal regulation.*

*The innovative value / component of the research lies in an in-depth study of the specific relationships existing between the insurer and the insured in cases of commercial property insurance and the impact made on those relationships by the state.*

*The theoretical value of the research lies in applying contemporary economic analysis methodology and modeling to an analysis of ways of insuring commercial enterprises against risks as a mechanism of property insurance.*

*The practical value of the research stems from the practical recommendations for commercial property insurance optimization based the research findings.*

*Perspectives of further research and fields of potential implementation/application of the findings: the results obtained and the methodology applied can find fruitful application in further research into the procedures of insurance pay-offs for different kinds of commercial property, damage estimation and insurance compensations.*

*Key words: commercial enterprise, insurance, property insurance, financial risks, modeling, economic effect.*

Note. Please take notice of the fact that Passive Voice structures usually prevail in this kind of scientific writing over those in the Active Voice.

## Part 2.

### FROM THEORY TO PRACTICE

*“Hearing is forgetting. Seeing is remembering. Doing is understanding” (Confucius)*

#### Task 1.

1.1. Study the following article.

#### Free Enterprise

(1). Most Americans think that the rise of their nation as a leading producer of manufactured goods, food and services could not have occurred under any economic system except capitalism. They believe that the economic freedom of capitalism – which many prefer to call free enterprise – is what made the United States a major economic power. Though they are not blind to the problems of capitalism, they would argue that the America economic system has created – has the potential to create – a better life for nearly everyone in the country.

(2). The story of American economic growth is a story of people inventing new devices and processes, starting new businesses and launching new ventures. For each of these endeavors money was needed. That money is known as capital.

(3). Very early, people in the United States saw that they could make money by lending it to those who wanted to start or to expand a business. That led to the creation of an important part of the current economic scene: the selling of stock, or shares, in a business. This practice started in Europe centuries before the American Revolution, but the stock trading practice was greatly increased in the vigorous free-market climate of the young United States.



(4). In order to invest, individuals do not have to have a great deal of money: they can buy just a small portion of a business – called a share. The business of buying and selling shares in enterprises has become so big that offices have had to be set up where the selling of shares, or stock, can take place. These places, located in many cities in the United States and around the world, are called stock exchanges. The best known is perhaps the New York Stock Exchange, located in the Wall Street area of New York City, the nation’s largest city and a major business center.

(5). Except for weekends and holidays, the stock exchanges are busy every day as people buy and sell stock. In general, individual stocks are rather low-priced, and many working Americans buy them in order to make a profit.

(6). When people buy stock, they become part owner of the company. If the company makes a profit, they receive a share of it. Likewise, if the company loses money, the stockholders will not make a profit or the value of their shares will drop. If that happens, they lose money. For that reason, buying stock is a risk. Knowing about business is important if one wishes to make a profit in the stock market.

(From Investopedia: [www.investopedia.com/terms/f/free\\_enterprise.asp](http://www.investopedia.com/terms/f/free_enterprise.asp). Filed under “Microeconomics”).

1.2. Make up a question-plan of the article; try to make the number of questions in your plan equal the number of paragraphs in the text.

1.3. Look at the plan of the article below, in which the statements are “jumbled”. Organize them in the right order consistent with the content structure of the text.

1. Low-priced individual stocks are affordable to working Americans.
2. The rise of stock exchanges in America.
3. Buying stock is a risk.
4. Americans’ belief in the economic freedom of capitalism / free enterprise as the main factor that made the United States a major economic power.
5. The rise of the stock trading practice in America.
6. Capital is the money people need to invent new devices and processes, start new businesses and launch new ventures.

1.4. Complete the following **annotation** of the article.

*In the focus of the article is..... . The author considers ..... , pointing out ..... and ..... as direct outcomes of ..... . The author also warns shareholders of/that .....*

1.5. In the **summary** of the text below cross out one lead/opener that is incompatible with the context semantically or grammatically.

*The article **addresses/centers on/presents a new framework for / examines the economic freedom of capitalism, or free enterprise as the major factor of American***

growth as a major economic power. The author **suggests / illustrates / argues / offers / provides** his own definition of capital as the money needed by people to, start a new business or launch a new venture. The author **presents / emphasizes / points out / argues / highlights** the selling of stock, or shares, in a business as an important part of the current economic scene in the US. He/she **shows / demonstrates / claims** how the development of share/stock trading business has led to the emergence and subsequent popularity of stock exchanges in the US. It is also **asserted / evaluated / stated / stressed** that individual low-priced stocks are readily affordable to working Americans. The author **concludes by/examines/makes a point of** warning people about the risks of buying stock and **stresses / emphasizes / examines** the importance of business competence and experience (“knowing about business”) as a necessary condition of making a profit in the stock market.

## **Task 2.**

2.1. Study the content of the following article.

### **What Is Market Economy?**

Throughout history, every society every has faced the fundamental economic problem of deciding what to produce, and for whom, in a world of limited resources. In the 20<sup>th</sup> century, two competing economic systems, broadly speaking, have provided very different answers: command economies directed by a centralized government, and market economies based on private enterprise. Today, in the first decade of the 21<sup>st</sup> century, it is clear that, for people throughout the world, the central, command economy model has failed to sustain economic growth, to achieve a measure of prosperity, or even to provide economic security for its citizens.

Yet for many, the fundamental principles and mechanisms of the alternative, a market economy, remain unfamiliar or misunderstood – despite its demonstrable successes in diverse societies from Western Europe to North America and Asia. In part, this is because the market economy is not an ideology, but a set of time-tested practices and institutions about how individuals and societies can live and prosper economically. Market economies are, by their very nature, decentralized, flexible, practical and changeable. The central fact about market economies is that there is no center. Indeed, one of the founding metaphors for the private marketplace is that of the “invisible hand”.

Market economies may be practical, but they also rest upon the fundamental principle of individual freedom: freedom as a consumer to choose among competing products and services; freedom as a producer to start or expand a business and share its risks and rewards; freedom as a worker to choose a job or career, join a labor union or change employers.

It is this assertion of freedom, of risk and opportunity, which joins together modern market economies and political democracy.

Market economies are not without their inequities and abuses – many of them serious – but it is also undeniable that modern private enterprise and entrepreneurial spirit, coupled with political democracy, offers the best prospect for preserving freedom and providing the widest avenues for economic growth and prosperity of all (2011 Budget. United States Information Agency, Section “News and Announce”, 2/2010).

2.2. Complete the **annotation** of the above article, using as many options as possible to introduce **the theme** and single out **the main points**, which constitute the author’s message (if necessary, consult the above **Template**).

.....*market economy as contrasted to command economy.*

*The author ..... superiority of market economies over command economies. He/she ..... that, being decentralized, flexible, practical, changeable, and based on private enterprise and individual freedom, they provide wider opportunities for economic growth and prosperity to both the individual and the nation at large.*

2.3. In the **summary** of the article given below, cross out one variant which **does not** suit the given context semantically or/and grammatically:

***In the focus of the present article is... / The article is concerned with the problem of ... / The article is devoted to ... / The article addresses the problem of... / The author claims that market economy as contrasted to command economy.***

*The author evaluates / claims / asserts / argues / emphasizes that market economies are superior to command economies and characterizes / highlights / criticizes / describes them as decentralized, flexible, practical, and changeable. He stresses / emphasizes / evaluates / claims / states that those characteristics are direct outcomes of the ideas of free enterprise and individual freedom market economies are based on.*

*Being fully aware of some serious inequities and abuses market economy is known for, the author still arrives at the conclusion / concludes / discusses / argues / that market economies provide wider opportunities for economic growth and prosperity to both the individual and the nation at large.*

### **Task 3.**

3.1. Study the content of the following article.

#### **Revising downwards**

This was supposed to be the year when a strong, durable American recovery finally kicked in. A volatile 2010 closed with a respectable fourth-quarter growth performance. The economy expanded at a 3.1% annualized rate from October to December, with more acceleration expected. Early indicators in the new year looked

impressive, too. Industrial production grew vigorously during the first quarter, and the stock-market rose over 4%.

Most encouraging of all, labor markets have at last grown steadily enough for long enough to start to bring down the stubborn unemployment rate. Private-sector employers added 564,000 workers from January to March. In February the unemployment rate fell below 9% for the first time in nearly two years. At the end of January Macroeconomic Advisers, a consultancy, forecast an annualized first-quarter growth rate of 4.1%.

Now, however, a much gloomier view prevails, accompanied by a wave of revisions to the figures. Macroeconomic Advisers expects an annualized first-quarter growth figure of just 1.5%. Economists at JPMorgan think the growth rate will be 1.4%. Others whisper that growth below 1% is not out of the question. The advance GDP estimate will be released on April 28th, and everyone expects a dismal figure. There are many reasons for it. The year's early economic energy was dampened by a spell of nasty winter weather, which depressed consumer spending and January employment growth. Winter storms cut perhaps half a percentage point off growth from January to March, according to some estimates. Oil prices, which rose steadily as growth picked up in the fourth quarter, went back above \$100 a barrel when unrest in Libya cast uncertainty over already tight global supplies  
(The Economist. April 20<sup>th</sup> 2011. Washington, DC. From print edition. <http://www.economist.com/node/8587436>).

3.2. From the list below, choose the statement which, in your opinion, best formulates the theme of the piece in question.

1. Main reasons for the depressed economic energy in the USA.
2. Estimating the current state of American economy: from optimism to pessimism.
3. The advance estimate of the American GDP.
4. A steady growth of American economy since 2010 up to the present.

3.3. Separate the focal points of the article from the supporting / evidential / illustrative ones.

1. Signs of durable American economic recovery in 2010.
2. Vigorous growth of industrial production and dramatic rise of the stock-market over 4% during the first quarter of 2011.
3. Bad weather conditions cutting half a percentage point off economic growth from January to March 2011.
4. A gloomy forecast as to the state of the American economy given by Macroeconomic Advisers.
5. A dismal figure expected by experts for the forthcoming advance GDP estimate.
6. Nasty winter weather accounting for depressed consumer spending and January unemployment growth in America.

7. Some of the reasons behind the downwards revision of the previously favorable economic forecast.

#### **Task 4.**

4.1. Read the article below, study its content, and identify its theme.

### **The Black Hole of Customer Surveys: don't ask for feedback if you're not going to act on it**

(by Donna Fluss)

**Surveying has gotten out of hand.** Any time people fly, stay at a hotel, shop, bank, call customer service, use a Web site, visit a hospital, or even go out to eat, they are asked to complete a survey. Asking for feedback is great, but only if the information is going to be used to fix or change something. However, this is not the case for a surprisingly (and disappointingly) large number of organizations. Too many companies seem to think that asking customers or prospects for their input is enough. Well, it isn't. Companies should immediately stop any surveying program where the survey itself is the only associated action item.

**Surveying Without Change Is a Waste of Time.** Surveying customers for their opinions about products and services should be a high-value activity for the organization and customer. This can be achieved if there is a surveying or voice-of-the-customer (VoC) strategy supported by processes and systems that convert feedback into action items on a timely basis.

There is also a misconception about how to perform surveys. There are many who believe that asking one question—such as are you "likely to recommend" a company—is a great indicator of customer satisfaction. This is certainly a useful question, particularly if the people being surveyed are happy with a company's products and services. However, when dissatisfaction is high, this question does nothing to identify the underlying reasons, which means that a company does not know what to fix.

But it gets worse. Some companies send out short surveys with two to three questions, and then kick off longer questionnaires to customers/prospects who express dissatisfaction in the initial survey. These companies clearly believe that their customers/prospects have nothing better to do than respond to surveys. In the name of measuring the voice of the customer, too many companies have lost sight of what is important, namely putting the customer first.

It's essential to survey customers, but rationality must prevail. When a company sends out a short survey and instructs respondents that complaints should not be put in the survey because they won't be read, there is something wrong. Any company that uses these surveying practices needs to rethink its approach.

**Surveying Best Practices.** Surveying is an essential business function. Even with all of the outstanding new analytics applications on the market, the best way to

determine if a customer is satisfied with your products or services is to ask. If you're going to survey your customers and prospects, please do it right, as every company that does it wrong discourages customers from providing needed feedback.

Here are a few best practices for building an effective surveying program that generates useful, timely, and actionable results that can help enhance customer satisfaction while improving the bottom line:

1. Build a company-wide surveying or VoC strategy so that customers are surveyed on a periodic basis, but not more than once every six months. (It's fine to use a variety of survey tools, but make sure that each customer receives one no more frequently than every six months.)

2. Share survey results with all relevant departments within a company.

3. Survey customers/prospects as close to an event as possible.

4. Allow customers to provide free-form responses to a survey.

5. Analyze all survey results.

6. Apply findings on a timely basis; research all issues identified by customers/prospects, and fix them.

**Final Thoughts.** It's essential to find out how customers and prospects feel about a business, be it a large enterprise, airline, doctor, or restaurant. Customers/prospects are generally willing to provide feedback, but only if they think it's going to be used. Any company that is not planning on applying the findings, and plans to survey only in the hope of earning bragging rights, should definitely rethink its approach ([donna.fluss@dmgconsult.com](mailto:donna.fluss@dmgconsult.com), the August 2013 issue of CRM magazine).

4.2. In each paragraph of the above article single out and mark with a highlighter the sentence which expresses the main idea of the passage.

4.3. Based on task 4.2. (i. e. having identified and summed up the focal points of the text), draw up a plan of the article.

4.4. Write a) an annotation and b) a summary of the article.

## **Task 5.**

5.1. Read the following article and do content analysis of the text. Identify the theme of the article and single out the crucial points of its content.

### **Business in American Society**

Americans have what might be called a love-hate relationship with business. People tend to admire the drive and ingenuity of business people and the material benefits of their endeavors. However, some people harbor an image of a business person as a greedy manipulator who will stop at nothing in the never-ending pursuit of profit. Yet, most Americans have always been partial to the old "rags-to-riches"

theme, choosing for their heroes people who gained success in business by virtue of hard work, resourcefulness and frugal living. Those same values are widely hailed as personal formulas for getting ahead in the world today.

Business organizations in the United States have been eager to spread the message of free enterprise to new generations of Americans. Through a variety of means, they carry their message into the schools and onto the television screens of the nation. One of the many activities sponsored by the US businesses is a nationwide program called Junior Achievement. Local business people help high-school-age "junior achievers" to organize small companies, sell stock to friends and parents, produce and market a product (key chains, perhaps, or wall decorations) and pay stockholders a dividend. The same young people act as company officers, sales people and production workers. The idea is to give young people a deeper appreciation of the role entrepreneurship plays in a capitalist society and to give them experience in business practices.

The values promoted by Junior Achievement are widely respected in American society. But sometimes business values come into conflict with other social values. Take the role of advertising as an example. In the eyes of the business world and of many economists, advertising serves an indispensable function. It helps consumers to choose among competing products. Also, by spurring demand for products, it extends the possibilities of mass production and thus leads to lower consumer costs. Indeed, advertising is sometimes depicted as "the engine of prosperity". From another perspective, however, advertising promotes self-indulgence and thus goes contrary to moral and religious teachings that urge selflessness. It created false "needs" and encourages waste. Yet, even though many in the US are not happy about this inevitable tension between business values and other social values, thanks to the affluence provided by business and industry, Americans have been able to largely avoid the desperation and extremism that are the enemies of democratic discourse ("The Biggest Contract" by Jan Davis. *The Economist*, May 26<sup>th</sup> 2005/From print edition/<http://www.economist.com/node/4008642>).

5.2. From options 1 – 6 below choose the one which, in your opinion, best summarizes **the central problem / the theme** of the article:

1. The article centers on the traditional American "rags-to-riches" theme.
2. The article is devoted to the nationwide American program called "Junior Achievement".
3. The article highlights the role of advertising in promoting business in the USA.
4. The article is concerned with the attitude of Americans to business.
5. The article examines the conflict of business values with other social values in the US.
6. The article focuses on the role entrepreneurship plays in a capitalist society.

5.3. From options 1 - 4 below choose the one which, in your view, is the most suitable **conclusion** to the article in question:

1. Americans' attitude to business is negative because business practices promote selfishness and self-indulgence which go contrary to American moral and religious teachings.
2. Despite some faults Americans find with business, they are prepared to overlook them for the sake of the benefits and the affluence business brings to the nation.
3. The Junior Achievement program provides young Americans with invaluable experience in organizing and conducting business.
4. Advertising is "the engine of prosperity" in the US.

5.4. In the list of 6 options below, separate the main points of the article from the secondary details used to illustrate or substantiate the main points (there are three of each).

1. There is some controversy in the American attitude to business which can be described as a "love-hate" relationship .
2. Americans think it important to transfer the idea of free enterprise to the younger generation.
3. The pros and cons of advertising.
4. Business values sometimes come into conflict with American moral and religious values.
5. The "Junior Achievement" program is sponsored by the US businesses to give young people a deeper appreciation of the role of entrepreneurship in the Americana society.
6. Local businessmen help high-school kids to organize small companies, sell stock to friends and parents, produce and market products, etc.

5.5. Provide three leads/openers to fill in each of the three blanks in every sentence of the following summary of the article.

...../ ...../..... *the attitude to business in American society.*  
*The author* ...../..... /..... *a certain controversy in the attitude of Americans to business. He also* ...../...../..... *the idea of free enterprise and* ...../...../..... *its impact on the young. The author also* ..... / ...../...../..... *some conflict between business and other social values and* ...../...../..... / *it by discussing the positive and negative aspects of advertising.*



...../...../...../ *despite the inevitable tension existing between business values and morals , Americans choose for their heroes individuals who gained success in business by virtue of hard work and resourcefulness.*

**Task 6.**

6.1. Read the following text carefully and concentrate on its content.

**Economic Growth**

One of the primary objectives in a social system in which commerce and property have a central role is to promote the growth of capital. The standard measures of growth are Gross Domestic Product or GDP, capacity utilization, and 'standard of living'.

The ability of capitalist economies to increase and improve their stock of capital was central to the argument which Adam Smith advanced for a free market setting production, price and resource allocation. It has been argued that GDP per capita was essentially flat until the industrial revolution and the emergence of the capitalist economy, and that it has since increased rapidly in capitalist countries. It has also been argued that a higher GDP per capita promotes a higher standard of living, including the adequate or improved availability of food, housing, clothing, health care, reduced working hours and freedom from work for children and the elderly. These are reduced or unavailable if the GDP per capita is too low, so that most people are living a marginal existence.

Economic growth is, however, not universally viewed as an unequivocal good. The downside of such growth is referred to by economists as the 'externalization of costs'. Among other things, these effects include pollution, the disruption of traditional living patterns and cultures, the spread of pathogens, wars over resources or market access, and the creation of underclasses.

No matter how wealthy the richest capitalists are, it does not ensure the well-being of all the citizens. Such examples of this include the Hurricane Katrina crisis in New Orleans where the working class (a majority of them being African-American) were left without aid despite the US being the wealthiest country in the world at that time.

In defense of capitalism, liberal philosopher Isaiah Berlin has claimed that all of these ills are neither unique to capitalism, nor are they its inevitable consequences.

(From Wikipedia: [http://en.wikipedia.org/wiki/economic\\_growth](http://en.wikipedia.org/wiki/economic_growth)).

6.2. Complete the following statements using the information obtainable from the text.

One of the primary objectives in a social system is .....

The standard measures of economic growth are .....

Central to the argument which Adam Smith advanced for a free market production, price and resource allocation was .....

Until the industrial revolution and the emergence of the capitalist economy .....

The higher the GDP per capita the more it promotes .....  
If the GDP per capita is too low, .....  
The side effects of economic growth may include .....  
An example of how even the wealthiest and richest capitalist countries are not always able to ensure the well-being of all the citizens is .....  
In defense of capitalism, it can be said that .....

6.3. Replace each of the underlined leads in the summary below by at least two other suitable options (consult the Template, if necessary).

*The article examines the issue of the growth of capital promotion as one of the primary objectives in capitalist economies, i.e. in societies which prioritize commerce and property.*

*The author points out Gross Domestic Product, capacity utilization, and 'standard of living' as the generally accepted measures of economic growth and emphasizes the ability of capitalist economies to increase and improve their stock of capital. The author argues that a higher GDP per capita ensures a higher standard of living. He/she also mentions some negative aspects of economic growth, the main of them being known as 'externalization of costs'.*

*In conclusion, the author speaks in defense of capitalism, stressing that the inadequacies it is criticized for and their negative consequences are not inherent in capitalism only but can be found in other economic systems as well.*

6.4. Re-write the following summary of the article changing the underlined verbs from the Active into the Passive Voice and making other necessary alterations.

## **Task 7.**

7.1. Study the following article thoroughly; analyze its content.

### **Free Enterprise**

Most Americans think that the rise of their nation as a leading producer of manufactured goods, food and services could not have occurred under any economic system except capitalism. They believe that the economic freedom of capitalism – which many prefer to call free enterprise – is what made the United States a major economic power.

Though they are not blind to the problems of capitalism, they would argue that the America economic system has created – has the potential to create – a better life for nearly everyone in the country.

The story of American economic growth is a story of people inventing new devices and processes, starting new businesses and launching new ventures. For each of these endeavors money was needed. That money is known as capital.

Very early, people in the United States saw that they could make money by lending it to those who wanted to start or to expand a business. That led to the creation of an important part of the current economic scene: the selling of stock, or shares, in a business. This practice started in Europe centuries before the American Revolution, but the stock trading practice was greatly increased in the vigorous free-market climate of the young United States.

In order to invest, individuals do not have to have a great deal of money: they can buy just a small portion of a business – called a share. The business of buying and selling shares in enterprises has become so big that offices have had to be set up where the selling of shares, or stock, can take place. These places, located in many cities in the United States and around the world, are called stock exchanges. The best known is perhaps the New York Stock Exchange, located in the Wall Street area of New York City, the nation’s largest city and a major business center.

Except for weekends and holidays, the stock exchanges are busy every day as people buy and sell stock. In general, individual stocks are rather low-priced, and many working Americans buy them in order to make a profit.

When people buy stock, they become part owner of the company. If the company makes a profit, they receive a share of it. Likewise, if the company loses money, the stockholders will not make a profit or the value of their shares will drop. If that happens, they lose money. For that reason, buying stock is a risk. Knowing about business is important if one wishes to make a profit in the stock market

(From Investopedia: [www.investopedia.com/terms/f/free\\_enterprise.asp](http://www.investopedia.com/terms/f/free_enterprise.asp). Filed under “Microeconomics”).

7.2. Decide which of the following statements best expresses the central problem of the article (states its theme).

- A. The emergence of stock-exchanges in the USA.
- B. The gains and benefits of owning stock.
- C. The rise of stock trading practice in the free-market conditions of the US.
- D. Economic freedom as the main reason for American economic growth.

7.3. Write an annotation to the article by completing the text below.

*In the focus of the article is..... , which is claimed to be the main reason for..... The author asserts that the dramatic increase of..... in America is a direct outcome of the economic freedom of capitalism. He/she also explicates the role of ..... in stock trading practices and examines the ..... of buying and selling stock. Readers are warned about the ..... . In conclusion, the importance of ..... is emphatically stressed.*

**Task 8.** Translate the following annotation and the key words from Russian into English.

## Налоговое стимулирование как антикризисный инструмент

*В статье автор рассматривает вопросы налогового стимулирования российского предпринимательства в качестве инструмента для получения им денежных средств взамен дорогих банковских кредитов и прямых бюджетных вливаний для избранных предприятий в условиях экономического кризиса.*

*Ключевые слова: экономический кризис, российское предпринимательство, налоговое стимулирование, налоговый кредит (составитель М.М. Марков).*

**Task 9.** Translate the following summary and the key words from Russian into English, using one of the leads suggested in brackets.

### Правовое регулирование налогового стимулирования и его роль в экономическом развитии страны

*В статье **рассматриваются** (**consider, examine**) вопросы развития России под влиянием такого фактора экономического роста, как налоговое стимулирование. Проблема **исследуется** (**study, view**) с позиции взаимодействия экономики и права. Автором **выделяются** (**point out, highlight**) отличительные особенности и направления по оптимизации политики налогового стимулирования, наиболее эффективными из которых **считаются** (**regard, consider**) выработка научно обоснованных подходов к классификации мер налогового стимулирования и закрепление их в законодательстве; разработка методики оценки эффективности стимулирующих мер и их влияния на развитие экономики страны и другие.*

*Ключевые слова: налоговое стимулирование, налоговые стимулы, государственное регулирование, налоговое законодательство, экономическое развитие России (составитель В.Ф. Нуриахметова).*

**Task 10.** Translate the following annotation from Russian into English, using all the verbs in bold in the Passive Voice.

### Классификация интеграционных процессов предпринимательских структур

*В статье **представлена** классификация интеграционных процессов предпринимательских структур. **Рассмотрены** полная, частичная и минимальная интеграция, а также вертикальная, горизонтальная, диагональная и комбинированная (смешанная) интеграция предпринимательских структур. **Обращено внимание** на другие классификации, предлагаемые различными авторами.*

*Ключевые слова: интеграционные процессы, предпринимательские структуры, слияние, холдинговые компании, совместные предприятия, стратегические союзы (составители В.М. Чибинёв, А.И. Шлафман).*

**Task 11.** Read the following summary of the Russian article (полный текст: <http://www.russianmarket.ru/?pg=showdoc&iid=1072>; автор: Голубков Е.П.) and suggest the English equivalents of the underlined Russian leads/openings.

### **Маркетинг как концепция рыночного управления**

*Данный материал представляет собой начальный учебный курс по дисциплине "маркетинг". Дается формулировка понятию "маркетинг" и его базовым составляющим, раскрываются основные понятия маркетинга. Объясняется роль маркетинга для общества и для бизнеса. Описываются и даются характеристики главным целям и видам маркетинговой деятельности. Раскрываются понятия комплекса маркетинга (маркетинг-микса) и компонентов внешней среды, влияющих на ведение маркетинговой деятельности. Автором показывается разнообразие возможностей маркетинга для успешного решения задач конкурентной борьбы в различных бизнес-условиях.*

*Предлагаются к ознакомлению исторические сведения о зарождении маркетинговой деятельности и описываются главные закономерности развития концепции маркетинга. Рассматриваются главные направления и основные возможности применения концепции маркетинга отечественными организациями. В статье представлен глоссарий видов маркетинга, где даны определения большинству существующих видов маркетинга. Также предлагаются вопросы для самопроверки, чтобы проконтролировать усвоение изложенного материала. Материал статьи имеет теоретическую ценность для получения начальных знаний о маркетинге.*

### **Task 12.**

12.1. Study the following summary of a Russian article (полный текст: <http://www.russianmarket.ru/?pg=showdoc&iid=1076>; автор: Шевченко Д. А.), then choose two correct English options for the underlined Russian lead in bold out of the three English options suggested in brackets.

Автор **затрагивает** (discusses, proposes, touches upon) проблемы, возникающие в применении маркетинговой терминологии, обусловленные различным переводом отдельных терминов, в первую очередь с английского языка, необоснованным использованием иностранной транскрипции отдельных терминов. Как **отмечает** (summarizes, points out, stresses) автор, данное обстоятельство в ряде случаев является причиной различной трактовки маркетинговых терминов в отечественной литературе по маркетингу при описании концепции маркетинга, что может не иметь места в оригиналах переведенных книг. Автор также **указывает** (exemplify, point out, emphasize) случаи, когда введение новой терминологии может быть оправдано. Автор также **высказывает негативное отношение** (claims, speaks against, criticizes) к неправильному переводу и использованию маркетинговых терминов в

учебной литературе по концепции маркетинга. **Приводится множество примеров** (provide examples, give illustrations, argue) из практики последних лет, когда русские термины необоснованно повсеместно заменяются иностранными аналогами. Автор **ставит во главу угла** (illustrates, highlights, accentuates) смысловое содержание отдельных терминов и **дает комментарии** (expresses his attitude to, clarifies, comments on) к переводу на русский язык терминов "marketing management", "marketing planning", "marketing organization", "marketing control", "marketing audit", "marketing research". На основе проведенного анализа **указывается** (show, demonstrate, touch upon), какой из русских терминов более предпочтителен и правильнее отражает смысловую суть концепций маркетинга. **Затрагивается** (examine, touch upon, argue) и **анализируется** (explicate, examine, emphasize) также суть таких понятий, как бренд, брендинг, бенчмаркинг, транзакция.

12.2. Compress the above summary into an annotation of the article and translate it into English.

### Task 13.

13.1. Study the summary of a Russian article (полный текст: <http://www.officemart.ru/research/articles/articles82.htm>), paying attention to the Russian leads in bold, and replace them by their suitable English equivalents (consult the Template, if necessary).

#### **Что такое маркетинговые исследования**

В статье **раскрываются** основные понятия из области маркетинговых исследований. **Объясняется**, что такое маркетинговые исследования и в чем проявляется их сущность. **Поясняется**, какие бывают исследования и чем маркетинговое исследование отличается от исследования рынка. **Приводятся аргументы** в пользу необходимости проведения маркетинговых исследований, **и показывается связь** между успехом компании на рынке и обладанием актуальной и полной маркетинговой информацией. Приняв решение о проведении маркетингового исследования, нужно очень ясно представлять, какие бизнес-задачи могут помочь решить результаты исследования. В статье **приводится информация** о том, где еще, кроме оценки рыночных перспектив продукта, можно применить результаты маркетинговых исследований. **Перечислен** ряд факторов, усиливающих значимость маркетинговой информации в динамично меняющихся рыночных условиях. Также **даются пояснения** относительно того, кто должен заниматься маркетинговой деятельностью и проводить маркетинговые исследования. Материал статьи **может быть полезен** студентам и всем интересующимся сферой маркетинга.

13.2. Translate the above summary into English, putting the following English leads/openers in their right places and using them all in the Passive Voice.

- arguments for/in favor of ... are provided;
- could be of use to...;

- it is clarified... ;
- connection is demonstrated between...;
- a number of factors are listed...;
- ... are explicated;
- explanations are given as to...;
- information is given about/as to...;
- it is explained... .

**Task 14.** Complete the translation of the following summary from Russian into English (полный текст статьи: <http://www.cfin.ru/press/practical/2003-03/01.shtml>; автор: нет данных) by substituting the Russian clichés by their suitable English equivalents.

#### **Теория и практика употребления маркетинговой терминологии**

Статья посвящена рассмотрению аспектов, connected with the use of marketing terms and definitions. **Проблема заключается в том,** что in the communication among market research and advertising professionals, as well as in marketing-related publications, there is no uniformity in the understanding of the respective terminology. **Автор со своей точки зрения объясняет** причины of the situation. В статье рассматриваются примеры использования the most widespread marketing terms, acceptable variants of their spelling and pronunciation. **Приводятся высказывания экспертов** as to the preference of this or that variant. **По мнению многих специалистов,** “Business Russian” today is very unstable. Многие из зафиксированных в текстах заимствований are occasional and unjustified. Употреблять их не рекомендуется. Основным же критерием является everyday professional language practice. **В результате** такой практики some of today’s borrowings will be adopted into the Russian language, while others will disappear for good. **Вопросы и мнения, приведенные в статье** are not indisputable. Однако, **как считает автор,** the truth is often born out of disputes.

**Task 15.** Read the following annotation of a Russian article (полный текст: журнал Социологические исследования. 2013. № 2. С. 101-109. Автор: А. В. Меренков. Опубликовано на портале: 26-07-2013) and suggest at least two English equivalents of the underlined Russian leads/openings. Use the verbs in the Passive Voice.

#### **Тенденция изменения семейного воспитания в современном обществе**

**В статье** на материалах исследований 1994 - 1995 гг. и 2010 - 2011 гг. **рассматриваются** основные тенденции изменения семейного воспитания в условиях возникновения новой социокультурной ситуации, порожденной переходом к рыночной экономике. **Обсуждаются проблемы** повышения эффективности влияния родителей на формирование культуры11 подрастающего поколения.

**Task 16.** Read the following annotation of a Russian article (полный текст: журнал Социология: методология, методы и математическое моделирование (Социология: 4М). 2007. № 24. С. 7-27. Автор: О. Т. Мельникова. Опубликовано на портале: 15-05-2012) and suggest the English equivalents of the underlined Russian leads/openings. Translate the annotation into English, using the verbs in the Passive Voice.

#### **Методики и техники фокус-группового исследования**

**В статье представлено** структурированное описание методик и техник, используемых в фокус-групповом исследовании. **Рассмотрены** процедурные аспекты проведения фокус-групп и приведен обзор методических приемов (вопросы, зондирующие методы, процедуры выбора, ассоциативные техники и т.д.). **Предложена трактовка** метода фокус-групп как интегрального развивающегося метода решения исследовательских и практических задач.

**Task 17.** Read the following annotation of a Russian article (полный текст статьи: журнал Социологические исследования. 2012. № 6. С. 97-106. Автор: Д. В. Димке. Опубликовано на портале: 29-09-2012) and suggest the English equivalents of the underlined Russian leads/openings. Translate the annotation into English, using the verbs in the Passive Voice.

В статье **представлен анализ** советской социологии. **Обсуждается ключевой вопрос** о том, каким образом она не оставила классических книг. **Автором предлагается следующее объяснение:** советская социология была объединена определением своей миссии, что делало написание академических текстов второстепенным занятием по сравнению текстами, адресованными массовой аудитории, записками, которые могли влиять на принятие властных решений. Для советских социологов **суть научной работы состояла в** признании текущего положения дел в обществе, но не создание теоретических построений.

**Task 18.** Read the following annotation of a Russian article (полный текст: журнал Социологические исследования. 2011. № 11. С. 79-86. Автор: А. Е. Кутейников.. Опубликовано на портале: 27-03-2012) and suggest the English equivalents of the underlined Russian leads/openings. Use the verbs in the Passive Voice.

**Международные межправительственные организации как особый класс организаций**

**Статья посвящена рассмотрению** основ социологической теории международных межправительственных организаций (ММПО). **Подчеркивается,** что, **с одной стороны,** они представляют собой союзы



государств и действуют под влиянием этих политических институтов. **С другой**, - являются объединениями людей с их личностными и социальными качествами. **Автор приводит доказательства того**, что ММПО приобретают общие свойства организаций, проявляющиеся в постановке и реализации целей, организационной структуре, взаимодействии с социальной средой.

**Task 19.** Translate the following summary of a Russian article into English (complete text of the article: Журнал социологии и социальной антропологии. 2006. Т. 9. № 4. Автор: А.М. Пивоваров. Опубликовано на портале: 04-12-2010), using **all** the leads/openers in the list below.

### **Внутриличностная коммуникация как предмет социологического анализа**

**В статье исследуются** место и значение, которое занимает феномен внутриличностной коммуникации в социологической теории. Внутриличностная коммуникация **рассматривается как** непрменный компонент любого уровня социальной коммуникации. **Анализируются** теоретические положения, представленные в работах М. Вебера, Дж. Мида, А. Шюца, Ю. Хабермаса, и **продемонстрировано, что** в них сложилось собственное, достаточно ясно выраженное отношение к интраперсональным коммуникативным процессам и воображаемым интеракциям. **Обосновывается позиция**, в соответствии с которой социологический подход позволяет рассматривать вербальную осознанную внутреннюю коммуникацию личности, организованную по формам, аналогичным формам внешней социальной коммуникации, и обслуживающую рациональные действия индивидов, а также обмен этими действиями в ходе социального взаимодействия. **Показано**, какую роль играет анализ внутриличностной коммуникации в понимании рациональной мотивации действий социальных субъектов, а также какие особенности внутриличностной коммуникации являются существенными признаками для определения типа действия, совершаемого субъектом. **Предложена авторская модель** внутриличностной коммуникации.

- **to justify (a position, point of view, approach, treatment, etc.);**
- **to analyse;**
- **to summarize/sum up (a research into ... ) ;**
- **to view / regard something as... .;**
- **to present an in-depth study of smth.;**
- **to show / demonstrate;**
- **to suggest (an approach, model, etc.).**

**Task 20.** Study the following summary of a Russian article (полный текст статьи: Журнал социологии и социальной антропологии. 2011. Т. 14. № 1. С. 133-147. Автор: И. Ю. Гуляева. Опубликовано на портале: 19-06-2012), then choose

two suitable English options for the underlined Russian leads from the three options suggested in brackets.

### **Границы частного и публичного в межкультурной коммуникации (встреча голландской и российской культур)**

Статья посвящена проблемам **(the article is devoted to / is concerned with / presents a new methodological framework for)** неформального межличностного общения представителей голландской и российской культур на голландских или совместных предприятиях, проводимых в Санкт-Петербурге. В центре внимания автора (in the focus of the article is / the article concentrates on / presents a new approach to ) - межкультурный характер деловой коммуникации и, прежде всего, место частного (частного) и публичного в структуре межкультурного делового взаимодействия.

Основываясь на результатах своего эмпирического исследования, автор выявляет (criticizes / explicates / clarifies /) различия в определении частной информации и публичной о себе (т. е. той, которую можно свободно обнародовать), существующие в голландской и российской культурах. Частное и публичное анализируется (is analyzed / is viewed / is emphasized) через призму нескольких теоретических подходов, основным из которых является драматургический подход И. Гофмана, который, с одной стороны, позволяет понять специфику коммуникативной ситуации на микро-социологическом уровне, а с другой — отражает существующую динамику.

#### **Task 21.**

21.1. Translate the following summary of a diploma project on an economics-related topic from Russian into English.

#### **РЕФЕРАТ**

**Дипломная работа** «.....»: 106 стр., 24 таблицы, 6 рисунков, 5 приложений, 71 теоретический источник.

**Объект исследования** – функционирование системы оплаты труда на предприятии ПАО «ФЭД».

**Цель исследования** – изучение системы оплаты труда и мотивации к труду на предприятии ПАО «ФЭД», экономическое обоснование мер по их совершенствованию.

**Методы исследования** – комплексный анализ и синтез, сравнительный и статистический анализ, метод группировки.

**Основное содержание работы и полученные результаты.** В работе раскрыт экономический смысл системы оплаты труда, а также таких понятий, как «заработная плата», «мотивация к труду», «стимулирование к труду». Рассмотрены организационные составляющие оплаты труда, определена сущность мотивации к труду. Проведен анализ финансового состояния, системы оплаты труда и мотивации к труду на данном предприятии. Построена

модель множественной регрессии для оценки влияния различных факторов на размер заработной платы. Доказана необходимость внедрения новых методов мотивации к труду на примере ПАО «ФЭД». Предложено внедрение нормирования труда как способ совершенствования системы оплаты труда.

**Актуальность работы состоит в** недостаточной разработанности системы и механизмов оплаты труда на государственных и коммерческих предприятиях.

**Новизна исследования заключается в** экономическом обосновании мер по совершенствованию оплаты труда.

**Теоретическая значимость состоит в** раскрытии экономического смысла системы оплаты труда на предприятиях различных форм собственности, рассмотрении организационных составляющих этой системы.

**Практическая ценность вытекает из** предложений по внедрению нормирования труда и построению модели для оценки факторов, влияющих на размер заработной платы..

**Полученные результаты могут найти применение** в исследованиях по совершенствованию системы оплаты труда и выработке мер, способствующих мотивации к труду.

**Ключевые слова:** оплата труда, мотивация к труду, стимулирование к труду, заработная плата, система оплаты труда, нормирование труда, эффективность.

21.2. Using the above summary as a model, write a summary of your own diploma or term/course paper.

## **Task 22.**

22.1. Translate the following summary of a diploma project on a sociology-related topic from Russian into English.

### РЕФЕРАТ

**Дипломная работа** «Влияние Интернета на формирование гендерных стереотипов у украинских подростков»: 112 стр., 20 таблиц, 5 рисунков, 2 приложения, 58 теоретических источников.

**Объект исследования** – воздействие Интернета на гендерное развитие подростков как наиболее активных пользователей виртуальных социальных сетей.

**Цель исследования** – выявление степени, характера и особенностей влияния Интернета на становление гендерных стереотипов у украинских подростков.

**Методы исследования включают** анкетирование, количественный и качественный анализ полученных данных, сопоставительный анализ, метод включенного наблюдения.

**Основное содержание работы и полученные результаты.** В работе раскрывается суть понятия гендера как социального поля, определяющего поведение индивида в обществе. Разработана авторская анкета, на основе

которой проведен опрос молодых людей в возрасте 16-18 лет с целью выяснения того, насколько Интернет влияет на гендерное развитие его молодых пользователей. Анализ полученных результатов показал, что 100% опрошенных зарегистрированы в социальных сетях, наиболее популярной из которых является «В контакте». Анкетирование выявило также неоднозначность мнения украинской молодежи относительно влияния социальных сетей Интернета на гендерное развитие украинских подростков и свидетельствует о том, что социальные сети не столько влияют на формирование гендерных стереотипов, сколько представляют собой почву для гендерного конфликта, то есть столкновения интересов противоположных полов.

**Актуальность работы вытекает из** почти полного отсутствия как отечественных, так и зарубежных социологических исследований влияния Internet'a на формирование гендерных стереотипов у молодежи.

**Новизна исследования определяется тем, что** тема взаимоотношения полов рассматривается в работе в русле пользования Internet-ресурсами и социальными сетями, которые прочно вошли сегодня в жизнь украинской молодежи.

**Теоретическая значимость состоит в** исследовании особенностей подросткового (пубертантного) периода как важнейшего этапа определения образа-Я, осознания своего пола и формирования гендерной идентичности,

**Практическая ценность вытекает из** предлагаемой автором методики анкетирования, которая может найти успешное применение для сбора объективных данных, отражающих включенность молодежи в самые разнообразные субкультуры – спорт, музыка, информационные технологии, гуманитарные и технические науки и т.д.

**Перспективы дальнейшего исследования.** В нашем обществе ещё сильно пренебрежение к вопросам данного плана, что нашло отражение в ходе проведенного автором Internet-опроса, в ходе которого, в частности, выяснилось, что не все молодые пользователи сети Internet ограничивают себя в сильных выражениях. И вопрос о том, почему так происходит, мог бы стать базой для дальнейшего исследования.

**Ключевые слова:** гендер, гендерное развитие, гендерные стереотипы, социальные сеть, маскулинные черты, фемининные черты.

21.2. Using the above summary as a model, write a summary of your own diploma or term/course paper.

Навчальне видання

ТАРАСОВА Олена Владиславівна

**SOME GUIDELINES TO WRITING SUMMARIES  
AND ANNOTATIONS IN ENGLISH**  
(with samples and practical tasks)

Навчальний посібник для студентів вищих навчальних закладів,  
4-5 курсів факультетів «Бізнес-управління»  
та «Соціальний менеджмент»

(англійською мовою)

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