

## РЕФЕРИРОВАНИЕ НАУЧНЫХ ТЕКСТОВ

**Реферат (summary)** (от лат. «*refero*», что означает «сообщаю») представляет собой краткое изложение содержания источника с раскрытием его основного содержания по всем затронутым вопросам. Он должен дать читателю объективное представление о характере освещаемой работы, изложить наиболее существенные моменты ее содержания. В ходе реферирования всегда выполняются две задачи:

- 1) выделение основного и главного;
- 2) краткое формулирование этого главного.

Существует несколько **обязательных характеристик** хорошего реферата:

- Оно должно точно и адекватно передавать содержание текста оригинала.
- Оно должно быть кратким и содержать только важную информацию.
- Следует избегать повторений, подробных описаний и примеров.
- Прочитав реферат, человек, незнакомый с оригиналом, должен понять основную мысль первоначального текста.
- Не допускается полное цитирование текста оригинала.
- Допускается изменять порядок предложений, мыслей, структуру текста оригинала с целью сделать реферат более понятным и логичным.
- Объем должен составлять не более 1/3 или 1/4 оригинала.

### План-схема реферата

1. *Вступление.* Полное название реферируемого текста со всеми выходными данными (автор, издано где, когда, кем, из какого источника). Формулировка основной темы текста.

2. *Основная часть.* Описание основного содержания, проблематики, принципов и методов исследования, специфических характеристик.

3. *Заключение.* Выводы, которые делаются в статье или выводы автора реферата о практической ценности информации, полученной в процессе реферирования.

## SUMMARIZING AUTHENTIC (OR PARTIALLY ADAPTED) PROFESSIONAL TEXTS

### *Plan of your summary*

#### **Introductory part**

- State the title/headline of the text.
- State the author/authors of the text and the source of information/publication.
- Define the style of the text (narrative, descriptive, directive, expository, argumentative) and its genre/functional style (official, scientific, publicistic, newspaper/blog style, belles-lettres style).
- Define the topic and the main idea/purpose of the text.
- Identify the number of parts (not paragraphs) the text can be logically divided into.

#### **Main part** (analyse each of the identified parts of the text)

- Define the purpose of the part in the text.
- Sum up and present the meaningful information of the part in your words.
- Support your words with some key details from the original text.
- Reveal the logic of the text development.

#### **Conclusion (inference and evaluation)**

- State your personal opinion/impression of the text.
- Present your personal view/idea/ problem on the topic.

<b>The plan for rendering the text</b>	<b>Some expressions to be used while rendering the text</b>
<b>1. The title of the article/ text</b>	<p>The title of the article (text) is ...</p> <p>The title of the article (text) under consideration is</p> <p>The text is head-lined...</p> <p>The head-line of the article I've read is ....</p>
<b>2. The author of the article/ text: where and when the article/ text was published</b>	<p>The author of the article/ text is ...</p> <p>The article/ text is written by ...</p> <p>It is (was) published in ...</p> <p>It is (was) printed in ...</p>
<b>3. The main idea of the article/ text</b>	<p>The main idea of the article/ text is ...</p> <p>The article (text) under consideration is about ...</p> <p>The text is devoted to ...</p> <p>The text deals with ...</p> <p>The article touches upon the problem concerning ...</p> <p>The purpose of the article is to give the reader some information on ...</p> <p>The aim of the article is to provide the reader with some material ( data, facts) on ...</p>
<b>4. The contents of the article/ text.</b>	<p>This publication can be logically divided into... parts.</p> <p>The first part deals with... /The author starts by telling the reader that...</p> <p>The second covers the events...</p> <p>The third touches upon the problem of...</p> <p>The fourth part includes some...</p> <p>The author concludes/that... /The final part proposes/summarises</p> <p>At the beginning (of the text) the author describes ...; explains ...; analyses ...; comments on ...; characterizes ...; underlines ... , introduces ...</p> <p>The article begins with/ The article opens with ... the description of ...; a review of ...; the analysis of ...; the characterization of ...;</p> <p>Then/ after that/ further on/ next the author gives a detailed analysis (description) of...</p> <p>The author examines ... / He considers ... / The article gives a detailed analyses of ... / The text gives a valuable information on ... /It shows the advantages and disadvantages of ...</p>
<b>5. Vocabulary of the article</b>	<p>While reading I've come across some topical words and expressions like.../ A great number of words belong to the topic...</p> <p>The author's vocabulary is rather vivid, poor, rich...</p> <p>The author resorts to colourful general phrases/ clichés / stable statements / understatements / exaggerations / words with negative / positive connotation / fine words / descriptive adjectives / comparisons (to create a vivid picture, a humorous effect / to enforce the influence on the reader).</p> <p>We see the author's mastery in conveying the main idea to the reader with the help of the phrases / parenthesis / sayings / proverbs</p>
<b>6. The audience of readers or Your personal opinion</b>	<p>The article is of great help to ...</p> <p>The article is of interest to ...</p> <p>The information may be of interest to ...</p> <p>I found the article (rather) interesting (important, useful) as / because...</p> <p>I think / In my opinion the article is (rather) interesting (important, useful) as / because...</p> <p>I found the article too hard to understand / rather boring as / because...</p>
<b>7. Personal view on the topic / idea / problem</b>	<p>The message of the writer is clear to understand...</p> <p>I share the author's view...</p> <p>I see the problem in a different way...</p> <p>I don't quite agree with the fact (that)...</p>

### The article "I can stop stress wrecking your life"

**The article is headlined** "I can stop stress wrecking your life". **The author** of the given article is Paul McKenna. The article is **taken from** the popular British newspaper "Daily Mail".

**The central idea of the article is** about stress's influence on our life. The author tries to help us solve some problems concerning stress. The article is long and has nine parts. **The first part devotes to** description of the author and his stress-control system. **The second part reveals** the reasons of stress. It can be seen that the most spread reason is body overworking. **The third part points** on the ability to control stress. The next part is about the addicted to stress. The other parts contain some useful prompts to avoid stress and bring it under control or subdue it.

**The main problem discussed in the article** is stress and its consequences, namely serious illnesses. It's very important for me that this article offers realistic answer to this problem. People should do sports, work less and of course relax.

The author is therapist and his point of view is more medical. So I can't say that he looks at the problem from different angles. But he tries to analyze some new researches, that's why **I can characterize this article as argumentative**.

**I think**, this problem touches on not only ordinary people, like workers, doctors and so on, but also their employers. **From my point of view** there should be some relaxing rooms and breaks during working days. It would be a splendid opportunity to satisfy both sides: employer and employee.

### The article "The Right For Personal Space"

**The article under consideration is headlined** "The Right For Personal Space". In the current article the author speaks at length about a **burning issue of all times** which is a **problem of discrimination**. It is the discrimination against men, to be precise, that is touched upon by the author who lays stress on the oppression of inviolability as well as indispensability of a person's private space.

**The article opens in** a brief description of the way of living in a society of former USSR when people even though were used to being deprived of their rights were still longing to get appartments of their own, so that they could feel safe in a so-called "personal space" of theirs. **Afterwards the author moves on to** defining the term "personal space" in order to provide the readers with the information necessary to get involved in further reading. He defines the term-in-question as a part of a territory that "belongs" to one definite owner and essentially enables one to stay there on one's own with no fear of a sudden intrusion of "aliens". **According to the author's point of view**, it is not only the chattels to be termed as a private or personal space, but clothes even. To put it in shorter words, one must not trespass on anyone's private zone without asking in advance.

**Further on** the author reminds his readers of some historic examples of the oppression of people's rights for their intimate areas. **He starts with** describing different attitude towards some areas of men-women's employment, goes on giving examples of high fences around people's houses, and ends up with the issue of public baths. The author claims that these aspects led to a resolution to create segregated lavatory rooms, single-sex saunas and changing-rooms, which depicted the progress towards equal rights in the USSR.

**However, in the next passage the author points out** the idea that all those restrictions placed were actually to guard women, rather than men. Holding on to the matter of man's rights, the author cites an example of "lovely" **female janitors and maids occurring in men's toilets or baths with men inside!** Similar situation can hardly take place in a ladies' WC. **To continue the author tells a story of** an American woman winning a right to use a gents' WC, whilst there's

---

hardly any man to gain such a right. Being put under arrest is what he is more likely to achieve even if seen near the ladies' refreshroom, since it's against the law in the US. **The author gives more examples**, such as female teachers entering boys toilets in search of smokers, female doctors examining 18-year-old future soldiers and so on. These examples lay stress on the ideas of the article.

**The author draws conclusion by** saying that the only way to advance the case of equal rights for a safe personal space is to teach boys just as well as girls to value their intimacy. **So, to sum up the ideas mentioned I personally agree that** the issue of men's deprivation of private place without a shadow of doubt is a subject for discussion. Yet, I still see no sence in putting this idea into such a exaggerated manner as the author did. What we all need to remember is that every one and all deserve a right for safety, comfort and ease of existance, no matter if one's a male or a female. My space is my space.