Oleksandr Lahodynskyi

14 EffectiveTools for English Text Annotation

course book
+
answer keys

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Reviewers:

Viktor Balabin – Doctor of Linguistics, Professor (Military Institute of Taras Shevchenko National University of Kyiv)

Natalia Ivanytska – Doctor of Linguistics, Professor (Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics)

Zoia Kornieva – Doctor of Pedagogy, Professor (National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute")

Lahodynskyi Oleksandr

14 Effective Tools for English Text Annotation: Course Book + Answer Keys [14 ефективних інструментів для анотування й реферування англомовного тексту: практичний посібник з відповідями] / Oleksandr Lahodynskyi. – Київ : Видавництво Ліра-К, 2021. 106 с.

Практичний посібник розроблений для розвитку умінь і навичок анотування й реферування англомовного тексту. Пропонується інструментарій у вигляді практичних завдань, за допомогою якого здійснюється аналіз оригіналу, його трансформація та створення вторинного тексту. Кінцевою метою відпрацювання практичних завдань є написання реферату та бібліографічної анотації англомовного тексту.

Посібник призначений для студентів закладів вищої освіти, які вивчають англійську мову як іноземну, а також для самостійної роботи усіх, хто працює з великими обсягами англомовної інформації та бажає удосконалити свої уміння й навички з її анотування й реферування.

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PREFACE

Unlike dozens of years ago, in today's dynamic world it is no more the problem to get and store the information. It is far a bigger problem to handle it. The abundance of information makes us look for the ways of sifting and refining it. Making long texts shorter, getting rid of excessive information and catching the gist are the stages of a process called text annotation including text analysis, text transformation and text production.
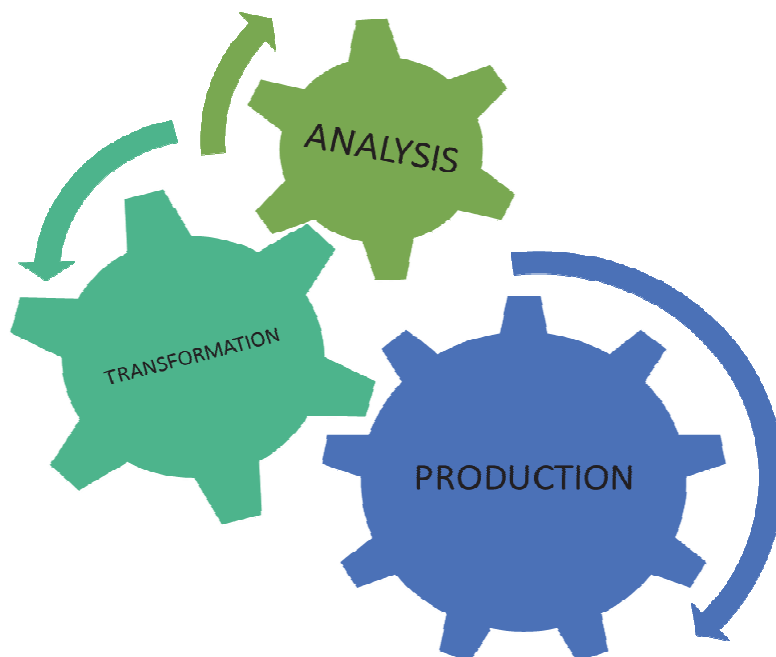
This course book offers you 14 effective tools you can use to acquire skills for the successful work with the English information. It can be of great help to those who would like to get or improve their skills in annotating English texts.

The course objectives:

After completing this course, you will be able to:

- describe the annotation process;
- identify the contents of the text by its title;
- establish the text structure and key information;
- rephrase the text by making lexical and grammar transformations;
- compress the text;
- write the summary and the annotated bibliography of the text.

HOW TO USE THE COURSE BOOK

The course book is designed for 42 academic hours (28 hours of classroom work and 14 hours of self-studies) to develop students' abilities in English text annotation. It consists of three units covering the basic stages of the annotation process: text analysis, text transformation, and text production.

The units include fourteen tools with the number of exercises students should perform in order to acquire skills in English text annotation according to the unit objectives. By using these tools students consequently can achieve the course objectives. The ultimate goal is composing two annotated texts: the Summary and the Annotated Bibliography.

The course book can be used in the class-room by university students for learning English as the second language as well as for the self-studies by all those who work with large volumes of English information and wish to improve their skills in English text annotation.

It is recommended to use each tool per lesson. Each lesson has *Class-room work* and *Homework* activities. The *Class-room work* includes introductory exercises with the purpose to identify the topic of the lesson, capture students' attention allowing them to "tune in" the new topic. These exercises can also be preceded by reviewing homework from the previous lesson.

Other exercises at the lessons can be used as individual or group (pair) work for presenting the tool, practicing using it, and applying it with the teacher's support and, eventually, without it.

In *Homework* activities students should show how to creatively apply annotation tools for doing some research.

The correct answers can be found in *Answer Keys* section at the end of the course book.

All the texts in this course book are borrowed from a variety of authentic sources with the reference to them. They are used exclusively for non-commercial educational purposes.

These are general recommendations for using the course book. In each particular case teachers and students should apply a creative approach that would help them make this course pleasant and interesting. The author wishes all the users of this course book GOOD LUCK and STEADY WAY AHEAD!

Should you have any questions or suggestions to the course book, please, contact the author by berezan2016@meta.ua

UNIT I.
TEXT ANALYSIS

Objectives

After learning this unit you will be able to:

- identify different types of annotated texts;
- distinguish between original and annotated texts;
- describe structural and linguistic peculiarities of annotated texts;
- identify the contents of the texts by reading their headlines;
- describe peculiarities of text headlines;
- make up appropriate headlines for the texts;
- identify the nature of relations between sentences in the text;
- combine the sentences in the text using different relations;
- describe a typical structure of the text;
- put the paragraphs of the text in a logical order;
- split the text into paragraphs;
- establish key information in the text by highlighting, writing it out, and asking basic questions.

Tool 1. WHAT IS ANNOTATION?
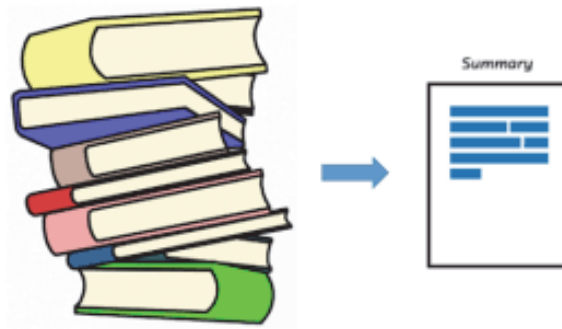
CLASS-ROOM WORK

1.1. Skim over the 3 texts below. Then read them in detail. In groups or individually answer the following questions:
- What do these texts have in common?
- What is the difference between them?
- How are they related to each other?

Text 1
RICH PEOPLE JUST CARE LESS

NYT
October 5, 2013, 2:25 pm
By DANIEL GOLEMAN

Turning a blind eye. Giving someone the cold shoulder. Looking down on people. Seeing right through them.

These metaphors for condescending or dismissive behavior are more than just descriptive. They suggest, to a surprisingly accurate extent, the social distance between those with greater power and those with less – a distance that goes beyond the realm of interpersonal interactions and may exacerbate the soaring inequality in the United States.

A growing body of recent research shows that people with the most social power pay scant attention to those with little such power. This tuning out has been observed, for instance, with strangers in a mere five-minute get-acquainted session, where the more powerful person shows fewer signals of paying attention, like nodding or laughing. Higher-status people are also more likely to express

disregard, through facial expressions, and are more likely to take over the conversation and interrupt or look past the other speaker.

Bringing the micropolitics of interpersonal attention to the understanding of social power, researchers are suggesting, has implications for public policy.

Of course, in any society, social power is relative; any of us may be higher or lower in a given interaction, and the research shows the effect still prevails. Though the more powerful pay less attention to us than we do to them, in other situations we are relatively higher on the totem pole of status – and we, too, tend to pay less attention to those a rung or two down.

A prerequisite to empathy is simply paying attention to the person in pain. In 2008, social psychologists from the University of Amsterdam and the University of California, Berkeley, studied pairs of strangers telling one another about difficulties they had been through, like a divorce or death of a loved one. The researchers found that the differential expressed itself in the playing down of suffering. The more powerful were less compassionate toward the hardships described by the less powerful.

Dacher Keltner, a professor of psychology at Berkeley, and Michael W. Kraus, an assistant professor of psychology at the University of Illinois, Urbana-Champaign, have done much of the research on social power and the attention deficit.

Mr. Keltner suggests that, in general, we focus the most on those we value most. While the wealthy can hire help, those with few material assets are more likely to value their social assets: like the neighbor who will keep an eye on your child from the time she gets home from school until the time you get home from work. The financial difference ends up creating a behavioral difference. Poor people are better attuned to interpersonal relations – with those of the same strata, and the more powerful – than the rich are, because they have to be.

While Mr. Keltner's research finds that the poor, compared with the wealthy, have keenly attuned interpersonal attention in all directions, in general, those with the most power in society seem to pay particularly little attention to those with the least power. To be sure, high-status people do attend to those of equal rank – but not as well as those low of status do.

This has profound implications for societal behavior and government policy. Tuning in to the needs and feelings of another person is a prerequisite to empathy, which in turn can lead to understanding, concern and, if the circumstances are right, compassionate action.

In politics, readily dismissing inconvenient people can easily extend to dismissing inconvenient truths about them. The insistence by some House Republicans in Congress on cutting financing for food stamps and impeding the implementation of Obamacare, which would allow patients, including those with pre-existing health conditions, to obtain and pay for insurance coverage, may stem in part from the empathy gap. As political scientists have noted, redistricting and gerrymandering have led to the creation of more and more safe districts, in which elected officials don't even have to encounter many voters from the rival party, much less empathize with them.

Social distance makes it all the easier to focus on small differences between groups and to put a negative spin on the ways of others and a positive spin on our own.

Freud called this "the narcissism of minor differences," a theme repeated by Vamik D. Volkan, an emeritus professor of psychiatry at the University of Virginia, who was born in Cyprus to Turkish parents. Dr. Volkan remembers hearing as small boy awful things about the hated Greek Cypriots – who, he points out, actually share many similarities with Turkish Cypriots. Yet for decades their modest-size island has been politically divided, which exacerbates the problem by letting prejudicial myths flourish.

In contrast, extensive interpersonal contact counteracts biases by letting people from hostile groups get to know one another as individuals and even friends. Thomas F. Pettigrew, a research professor of social psychology at the University of California, Santa Cruz, analyzed more than 500 studies on intergroup contact. Mr. Pettigrew, who was born in Virginia in 1931 and lived there until going to Harvard for graduate school, told me in an e-mail that it was the "the rampant racism in the Virginia of my childhood" that led him to study prejudice. In his research, he found that even in areas where ethnic groups were in conflict and viewed one another through lenses of negative stereotypes, individuals who had close friends within the other group exhibited little or no such prejudice. They seemed to realize the many ways those demonized "others" were "just like me." Whether such friendly social contact would overcome the divide between those with more and less social and economic power was not studied, but I suspect it would help.

Since the 1970s, the gap between the rich and everyone else has skyrocketed. Income inequality is at its highest level in a century. This widening gulf between the haves and have-less troubles me, but not for the obvious reasons. Apart from the financial inequities, I fear the expansion of an entirely different gap, caused by the

inability to see oneself in a less advantaged person's shoes. Reducing the economic gap may be impossible without also addressing the gap in empathy.

Daniel Goleman, a psychologist, is the author of "Emotional Intelligence" and, most recently, "Focus: The Hidden Driver of Excellence [1]."

Text 2

In his article Daniel Goleman argues that public policy may be impacted by the power distance between the rich and the poor. According to the author the rich tend to pay less attention to the poor. He also considers that interpersonal attention is directly influenced by the change of the social status. As the result, the rich don't acknowledge suffering.

Referring to the psychological research of D. Keltner and M. Kraus the author discovers that interpersonal attention depends on the peoples' mutual value. Also he establishes the fact that the interpersonal relations of the poor are more multi-faceted than those of the rich. It all causes empathy gap in public policy.

Discussing this issue he proves that social distance leads to the hostilities between social groups based on their prejudiced minor differences, however, extensive intergroup contacts help to get rid of them. The author fears, though, that increasing social distance can deepen the empathy gap.

Text 3

In his article Daniel Goleman argues that public policy may be impacted by the power distance between the rich and the poor proving that by the psychological research of D. Keltner and M. Kraus.

1.2. As a whole group or in small groups (pairs) discuss the structure of Texts 2 and 3. Focus on the following issues:
- length of the texts in relation to Text 1, as well as to each other;
- organization of the texts (the core sentence and details);
- ways of expressing specific ideas.

1.3. As a whole group or in small groups (pairs) discuss the language of Texts 2 and 3. Answer the following questions by choosing a correct answer:

Whose language is used in Texts 2 and 3?
A. the author's.
B. the annotator's.

How are the ideas from Text 1 expressed in Texts 2 and 3?
A. third person (referring to the author).
B. first person (from the author's point of view).

Which of the following techniques you would rather use in the language of Texts 2 and 3?
A. generalization.
B. specification.
Discuss your answers with your group-mates.

HOME WORK

1.4. Find 2-3 samples of different annotated texts. Compare them with the original versions. Answer the following questions:
- How fully do the annotated texts reflect the originals?
- Are their language and structure correct?
- How would you change the annotated texts in order to improve their qualities?
- Discuss and share your ideas with group-mates at the next lesson.

1.5. Find 2-3 samples of bibliographic annotations for research articles (texts of your interest) published in domestic and foreign journals (sources of your interest). Do you find any difference in their structure and language?
Discuss your ideas with group-mates at the next lesson.

Tool 2. UNDERSTANDING HEADLINES

CLASS-ROOM WORK

2.1. **In small groups (pairs) read the following newspaper headlines and guess what the articles with such headlines might be about. Jot down your ideas. How did you guess that? What difficulties did you face? Share your ideas with group-mates. Then check the answers.**

LIBERIA'S CHARLES TAYLOR TO SERVE JAIL TERM IN UK

_____
_____

FIRMS BID FOR PORTLAND PORT DRY DOCK CONCESSION

_____
_____

AZERBAIJAN ELECTION: THE PRE-DETERMINED PRESIDENT

_____
_____

US SHUTDOWN SCIENCE FEARS

_____
_____

US ARMY PLANS 'IRON MAN' ARMOUR FOR SOLDIERS

_____

_____

2.2. In small groups (pairs) read the following newspaper articles without headlines. Match the headlines from the previous exercise with these articles. Was it difficult? Why? What helped you? Share your ideas with group-mates. Then check the answers.

1. _____

Azerbaijan elects a president on Wednesday in what human rights organisations say is a stifling atmosphere of intimidation.

Ilham Aliyev, who has run the oil-rich ex-Soviet republic since he succeeded his father 10 years ago, is standing for a third term. During his presidency, allegations of high-level corruption, the subversion of democracy and the stifling of dissent have been rife, with reports of politically motivated arrests shooting up drastically in the last two years. The pre-election period has, nonetheless, been a relatively calm one. But it is "post-election disorder" that worries the authorities, the Brussels-based International Crisis Group said in a recent report.

In custody riots over corruption in regions like Ismayilli and Quba in January were seen as a sign of major public discontent with regional governors and, in effect, the ruling elite. In Ismayilli, the governor's son's car and hotel were set on fire after he reportedly insulted the residents. It was a small wave of unrest, but clearly worried the authorities and the repercussions continue. Ilgar Mammadov, a human rights defender and leader of the political movement ReAL who went to the region after the unrest erupted, was charged in February with causing mass unrest. While his trial is pending, he put forward his candidacy for the elections – which was rejected due to "invalid signatures". Mr Mammadov is one of 14 people described by Amnesty International as prisoners of conscience in Azerbaijan.

Human rights organisations put the number of political prisoners between the tens and the hundreds. Seven of them are leading members of the youth movement Nida, who were detained in April while protesting against corruption and face charges of causing mass unrest and possessing illegal firearms.

They are known for their frequent posts on Facebook and Twitter about alleged government corruption and human rights abuses.

Azeri political analyst Rashad Shirinov told the BBC that Nida was "one of the most active and vivid youth forces" in the country and could have had an impact on the campaign had its leader not been arrested.

Around the same time as the Nida arrests, Dashgin Melikov, an asthmatic young activist critical of the government, was also charged with illegal drugs possession and sentenced to two and a half years in prison. Until last week, he was a member of one of two major opposition parties, the Azerbaijani Popular Front.

But then in an open letter he wrote from prison, Mr Melikov renounced his party and declared his support for Ilham Aliyev. His father told BBC Azeri that his son's illness was a factor in his decision - and that he had been promised freedom in return.

The government insists that nobody is imprisoned for their political activities, and that their activism does not mean that they are not criminals. Yet according to Human Rights Watch, the Azerbaijani authorities use "spurious drug possession charges to lock up political activists critical of the government" ahead of the elections.

The main competition to Ilham Aliyev comes from former MP Professor Jamil Hasanli, a candidate from the National Council opposition bloc. For the first time in more than two decades the in-fighting within the main opposition, already seen as weak, was put aside to choose a single candidate. According to Shirinov, this in itself is an achievement. He says that there are a number of fake candidates, installed by the ruling elite to confuse the citizenry, to counter the opposition's candidate. "This is very visible during the TV debates when all other candidates attack Jamil Hasanli," he says.

A spokesman for the ruling New Azerbaijan Party, Aydin Mirzazadeh, dismisses these allegations, saying that every vote for another candidate is a vote against the government, and Azerbaijan's Central Election Committee (CEC) boasts of pluralism. But one of the main election observers, the OSCE, has been critical of the election environment from the start, saying there has been little substantive debate, unjustified restriction of freedom of speech and imbalanced media coverage.

In addition to Ilgar Mammadov's disqualification, a second prominent candidate, popular cinematographer Rustam Ibrahimbayov, has been barred because of his dual Russian citizenship.