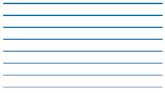


Paraphrasing



Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source. This unit focuses on techniques for paraphrasing as part of the note-making and summarising process.

1 The elements of effective paraphrasing

Paraphrasing and summarising are normally used together in essay writing, but while summarising aims to **reduce** information to a suitable length, paraphrasing attempts to **restate** the relevant information. For example, the following sentence:

There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.

could be paraphrased:

Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.



Note that an effective paraphrase usually:

- has a different structure to the original
- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use
e.g. 'industrial revolution' or 'eighteenth century'

2 Practice A

- Read the text below and then evaluate the three paraphrases (1=best), giving reasons.

2.1 THE CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

- (a) A focus on demand may help to explain the UK origin of the industrial revolution. At that time workers' pay was high, but energy from coal was inexpensive. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanising production (Allen, 2009).
- (b) The reason why Britain was the birthplace of the industrial revolution can be understood by analysing demand in the early 1700s, according to Allen (2009). He maintains that,

uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.

- (c) Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.

a	
b	
c	

3 Techniques for paraphrasing

- (a) Changing vocabulary by using synonyms:

argues > claims/ eighteenth century > 1700s/ wages > labour costs/ economise > saving

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy

- (b) Changing word class:

explanation (n.) > explain (v.) / mechanical (adj.) > mechanise (v.) / profitable (adj.) > profitability (n.)

- (c) Changing word order:

... the best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.



4 Practice B

- Read the following text and then practise the techniques illustrated above.

4.1 FOUR WHEELS GOOD

The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. After the second world war the car makers focused on the styling of their products to encourage more frequent model changes. From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully. At the same time, trades unions became increasingly militant in defence of their members' jobs. Today the industry owns some of the most famous brands in the world. However, many car makers are currently threatened by increased competition and saturated markets.

- (a) Find synonyms for the words underlined.

- (i) The growth of the car industry parallels the development of modern capitalism.

Example: The rise of the automobile industry matches the progress of contemporary capitalism.

- (ii) It began in France and Germany, but took off in the United States.
- (iii) There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production.

■ (b) Change the word class of the underlined words, and then re-write the sentences.

- (i) In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.

Example: In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world's car companies.

- (ii) After the second world war the car makers focused on the styling of their products, to encourage more frequent model changes.
- (iii) From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully.

■ (c) Change the word order of the following sentences (other changes may be needed).

- (i) At the same time, trades unions became increasingly militant in defence of their members' jobs.

Example: At the same time increasingly militant trades unions defended their members' jobs.

- (ii) Today the industry owns some of the most famous brands in the world.
- (iii) However, many car makers are currently threatened by increased competition and saturated markets.

■ (d) Combine all these techniques to paraphrase the paragraph as fully as possible.

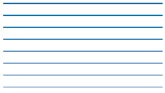
5 Practice C

■ Use the same techniques to paraphrase the following text.

5.1 THE PAST BELOW THE WAVES

More than three million shipwrecks are believed to lie on the seabed, the result of storms and accidents during thousands of years of sea-borne trading. These wrecks offer marine archaeologists valuable information about the culture, technology and trade patterns of ancient civilisations, but the vast majority have been too deep to research. Scuba divers can only operate down to 50 metres, which limits operations to wrecks near the coast, which have often been damaged by storms or plant growth. A few deep sea sites (such as the *Titanic*) have been explored by manned submarines, but this kind of equipment has been too expensive for less famous subjects. However, this situation has been changed by the introduction of a new kind of mini submarine: the automatic underwater vehicle (AUV). This cheap, small craft is free moving and does not need an expensive mother-ship to control it. Now a team of American archaeologists are planning to use an AUV to explore an area of sea north of Egypt which was the approach to a major trading port 4,000 years ago.

Summarising



Making oral summaries is a common activity, for example when describing a film or a book. In academic writing it is a vital skill, allowing the writer to condense lengthy sources into a concise form. Like most skills it becomes easier with practice, and this unit explains the basic steps needed to achieve an accurate summary.

1 What makes a good summary?

■ Write a summary of one of the topics below in no more than 20 words.

- (a) One of your parents
- (b) A town or city you know well
- (c) A film you have recently watched

- **Compare your summary with others in your class. What is needed for a good summary?**

-

-

-

2 Stages of summarising

Summarising is a flexible tool. You can use it to give a one-sentence synopsis of an article, or to provide much more detail, depending on your writing needs. But in every case the same basic steps need to be followed in order to meet the criteria discussed in (1).

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

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

3 Practice A

- **Read the following text (3.1) and the summaries (a)–(c). Rate them 1 (best) – 3.**

- Fruit crops have usually been picked by hand, as it is difficult to mechanise the process. But in rich countries it has become hard to find affordable pickers at the right time so fruit is often wasted. Therefore intelligent machines have been developed that can overcome the technical problems involved, and also provide the farmer with useful data about the plants.

3.1 MECHANICAL PICKERS

Although harvesting cereal crops such as wheat and barley has long been done by large machines known as combine harvesters, mechanising the picking of fruit crops such as tomatoes or apples has proved more difficult. Farmers have generally relied on human labour to harvest these, but in wealthy countries it has become increasingly difficult to find pickers willing to work for the wages farmers are able to pay. This is partly because the demand for labour is seasonal, usually in the autumn, and also because the work is hard and demanding. As a result, in areas such as California part of the fruit harvest is often unpicked and left to rot.

There are several obvious reasons why developing mechanical pickers is challenging. Fruit such as grapes or strawberries comes in a variety of shapes and does not always ripen at the same time. Outdoors, the ground conditions can vary from dry to muddy, and winds may move branches around. Clearly each crop requires its own solution: machines may be towed through orchards by tractors or move around by themselves using sensors to detect the ripest fruit.

This new generation of fruit harvesters is possible due to advances in computing power and sensing ability. Such devices will inevitably be expensive, but will save farmers from the complexities of managing a labour force. In addition, the more intelligent pickers should be able to develop a database of information on the health of each individual plant, enabling the grower to provide it with fertiliser and water to maintain its maximum productivity.

- (b) Developing machines that can pick fruit such as tomatoes or apples is a challenging task, due to the complexity of locating ripe fruit in an unpredictable outdoor environment, where difficult conditions can be produced by wind or water. But recent developments in computing ability mean that growers can now automate this process, which should save them money and increase their profits.
- (c) Strawberries and grapes are the kind of crops that have always been hand-picked. But many farmers, for example in California, now find it increasingly difficult to attract enough pickers when the fruit is ripe. However, computing advances have produced a solution to this problem, which will save farmers from worrying about the pickers, and also collect vital data.

4 Practice B

■ Read the following text and underline the key points.

4.1

WEALTH AND FERTILITY

For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in the long term, and a growing number of old people will have to be supported by a shrinking number of young. But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related countries' fertility rates to their human development index (HDI), a figure with a maximum value of 1.0, which assesses life expectancy, average income and education level. Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that ever higher levels of wealth and education eventually translate into a desire for more children.

► See Unit 1.5 Finding key points and note-making

■ Complete the notes of the key points below.

(a) Falling levels of fertility have generally been found _____

(b) In some, number of children born _____

(c) Two results: smaller populations and _____

(d) Recent research claims that _____

(e) Comparison of HDI (human development index: _____)
_____ with fertility found
that in most highly rated (+0.9) countries, _____

- Join the notes together and expand them to make the final summary. Check that the meaning is clear and no important points have been left out. Find a suitable title.

This summary is about 35 per cent of the original length, but it could be summarised further.

- Summarise the summary in no more than 20 words.

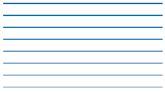
5 Practice C

■ Summarise the following text in about 50 words.

5.1 THE LAST WORD IN LAVATORIES?

Toto is a leading Japanese manufacturer of bathroom ceramic ware, with annual worldwide sales of around \$5 bn. One of its best-selling ranges is the Washlet lavatory, priced at up to \$5,000 and used in most Japanese homes. This has features such as a heated seat, and can play a range of sounds. This type of toilet is successful in its home market since many flats are small and crowded, and bathrooms provide valued privacy. Now Toto hopes to increase its sales in Europe and America, where it faces a variety of difficulties. European countries tend to have their own rules about lavatory design, so that different models have to be made for each market. Although Toto claims that its Washlet toilet uses less water than the average model, one factor that may delay its penetration into Europe is its need for an electrical socket for installation, as these are prohibited in bathrooms by most European building regulations.

References and quotations



Academic writing depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable manner. This unit explains:

- the format of in-text citation
- the main reference systems
- the use of quotations
- the layout of lists of references

1 Why use references?

There are three principal reasons for providing references and citations:

- (a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- (b) To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.
- (c) To avoid plagiarism.



► See Unit 1.3 Avoiding plagiarism

■ **Decide if you need to give a reference in the following cases.**

	Y/N
(a) Data you found from your own primary research	
(b) A graph from an internet article	
(c) A quotation from a book	
(d) An item of common knowledge	
(e) A theory from a journal article	
(f) An idea of your own based on reading several sources	

2 Citations and references

It is important to refer correctly to the work of other writers that you have used. You may present these sources as either a summary/ paraphrase or as a quotation. In each case a citation is included to provide a link to the list of references at the end of your paper:

Smith (2009) argues that the popularity of the Sports Utility Vehicle (SUV) is irrational, as despite their high cost most are never driven off-road. In his view 'they are bad for road safety, the environment and road congestion' (Smith, 2009: 37).

References

Smith, M. (2009) *Power and the State*. Basingstoke: Palgrave MacMillan.

■ **Underline the citations in the example above. Which is a summary and which a quotation? What are the advantages of each?**

Giving citations

A quotation	Author's name, date of publication, page no.	(Smith, 2009: 37)
A summary	Author's name, date of publication	Smith (2009)

3 Reference verbs

Summaries and quotations are usually introduced by a reference verb:

Smith (2009) **argues** that . . .

Janovic (1972) **claimed** that . . .

These verbs can be either in the present or the past tense. Normally the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older and may be out-of-date, but there are no hard-and-fast distinctions. In some disciplines an old source may still have validity.

► See Unit 3.14 Verbs of reference

4 Reference systems

There are various systems of referencing in use in the academic world, so you should ask your teachers if you are not sure which to use. With any system, the most important point is to be consistent.

- (a) The Harvard system, generally used for English Language and Business, illustrated in (2) above.
- (b) The Vancouver system, widely used in Medicine and Science. Numbers in brackets are inserted after the citation and these link to a numbered list of references:

Jasanoff (5) makes the point that the risk of cross-infection is growing.

(5) Jasanoff, M. *Tuberculosis: A Sub-Saharan Perspective*. New York: Schaffter (2001)

- (c) The footnote system (also known as endnotes), commonly used in the Humanities, in which sources are listed at the bottom of the page and again at the end of the paper. The numbers in superscript run consecutively throughout the paper:

The effects of the French Revolution were felt throughout Europe.³

- 3 Karl Wildavsky, *The End of an Era: Spain 1785–1815* (Dublin: University Press, 2006), p. 69

NB. Referencing is a complex subject and students should use an online reference guide for detailed information. Their university library may provide one.

For a full guide to the use of the Harvard system see:
www.home.ched.coventry.ac.uk/caw/harvard/

For the Vancouver system see:
www.imperial.ac.uk/Library/pdf/Vancouver_referencing.pdf

For the footnotes system see:
www.resources.glos.ac.uk/shareddata/dms/9F4295CDBCD42A0399BA0A2A6E688835.pdf

5 Using quotations

Using a quotation means bringing the original words of a writer into your work. Quotations are effective in some situations, but must not be over-used. They can be valuable:

- when the original words express an idea in a distinctive way
- when the original is more concise than your summary could be
- when the original version is well-known

All quotations should be introduced by a phrase that shows the source, and also explains how this quotation fits into your argument:

Introductory phrase	Author	Reference verb	Quotation	Citation
This view is widely shared;	as Friedman	stated:	‘Inflation is the one form of taxation that can be imposed without legislation’	(1974: 93).

- (a) Short quotations (2–3 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double:

As James remarked: ‘Martin’s concept of “internal space” requires close analysis.’

- (b) Longer quotations are either indented (given a wider margin) or are printed in smaller type. In this case quotations marks are not needed.
- (c) Page numbers should be given after the date.
- (d) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points . . . to show where the missing section was:

‘Few inventions . . . have been as significant as the mobile phone.’

- (e) It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using square brackets []:

‘modern ideas [of freedom] differ radically from those of the ancient world. . .’

6 Practice

- Study the following paragraph from an article titled ‘The mobile revolution’ in the journal ‘Development Quarterly’ (Issue 34 pages 85–97, 2009) by K. Hoffman. p. 87.

6.1a

According to recent estimates there are at least 4 billion mobile phones in the world, and the majority of these are owned by people in the developing world. Ownership in the developed world reached saturation level by 2007, so countries such as China, India and Brazil now account for most of the growth. In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets. Studies have shown that when household incomes rise, more money is spent on mobile phones than any other item.

(a) Summary

Hoffman (2009) stresses the critical importance of mobile phones in the developing world in the growth of small businesses.

(b) Quotation

According to Hoffman, mobile phone ownership compensates for the weaknesses of infrastructure in the developing world: 'In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets' (2009: 87).

(c) Summary and quotation

Hoffman points out that most of the growth in mobile phone ownership now takes place in the developing world, where it has become crucial for establishing a business: '... access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets' (2009: 87).

■ Read the next paragraph of the same article, also on p. 87.

6.1b

In such countries the effect of phone ownership on GDP growth is much stronger than in the developed world, because the ability to make calls is being offered for the first time, rather than as an alternative to existing landlines. As a result, mobile phone operators have emerged in Africa, India and other parts of Asia that are larger and more flexible than Western companies, and which have grown by catering for poorer customers, being therefore well-placed to expand downmarket. In addition Chinese phone makers have successfully challenged the established Western companies in terms of quality as well as innovation. A further trend is the provision of services via the mobile network which offer access to information about topics such as healthcare or agriculture.

- (a) Write a summary of the main point, including a citation.

- (b) Introduce a quotation to show the key point, referring to the source.

- (c) Combine (a) and (b), again acknowledging the source.

7 Abbreviations in citations

In-text citations use the following abbreviations, derived from Latin and printed in italics:

et al.: normally used when there are three or more authors. The full list of names is given in the reference list:

Many Americans fail to vote (Hobolt *et al.*, 2006: 137).

ibid.: taken from the same source (i.e. the same page) as the previous citation:

Older Americans are more likely to vote than the young (*ibid.*) . . .

op. cit.: taken from the same source as previously, but a different page.

8 Organising the list of references

At the end of an essay or report there must be a list of all the sources cited in the writing.



In the Harvard system, illustrated here, the list is organised alphabetically by the family name of the author. You should be clear about the difference between first names and family names. On title pages the normal format of first name then family name is used:

Sheila Burford, Juan Gonzalez

But in citations only the family name is used:

Burford (2001), Gonzalez (1997)

In reference lists use the family name and the initial(s):

Burford, S., Gonzalez, J.

If you are not sure which name is the family name, ask a classmate from that cultural background.

- Study the reference list below, from an essay on the effects of age on second language learning, and answer the following questions.

8.1 REFERENCES

- Bialystock, E. (1997) 'The structure of age: In search of barriers to second language acquisition'. *Second Language Research* 13 (2) 116-37.
- Dörnyei, Z. (2009) *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.
- Flege, J. (1999) 'Age of learning and second language speech' in Birdsong, D. (ed.) *Second Language Acquisition and the Critical Period Hypothesis*. London: Lawrence Erlbaum Associates 101-32.
- Gass, S. and Selinker, L. (2001) *Second Language Acquisition: An Introductory Course*. London: Lawrence Erlbaum Associates.
- Larson-Hall, J. (2008) 'Weighing the benefits of studying a foreign language at a younger starting age in a minimal input situation'. *Second Language Research* 24 (1) 35-63.
- Myles, F. (nd) 'Second language acquisition (SLA) research: its significance for learning and teaching issues'. Subject Centre for Languages, Linguistics and Area Studies. www.llas.ac.uk/resources/gpg/421. Accessed 1 May 2010.
- The International Commission on Second Language Acquisition (nd) 'What is SLA?' <http://hw.ac.uk/langWWW/icsla/icsla.htm#SLA>. Accessed 6 May 2010.

- (a) Find an example of:
- (i) a book by one author
 - (ii) a journal article
 - (iii) a chapter in an edited book
 - (iv) an authored undated website article
 - (v) an anonymous webpage
 - (vi) a book by two authors

(b) What are the main differences in the way these sources are referenced?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(vi) _____

(c) When are italics used?

(d) How are capital letters used in titles?

(e) How is a source with no given author listed?

(f) Write citations for summaries from each of the sources.

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

(vi) _____

(vii) _____