Министерство образования и науки Российской Федерации Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования

Ю. Г. Алексеев, О. А. Егорова

Практикум по реферативному переводу для студентов старших курсов «Non multa sed multum»

Ульяновск

2014

УДК 811.111'25(075.8)

ББК 81.432.1-8я73 A47

> Печатается по решению Ученого совета Института международных отношений Ульяновского государственного университета

Репензент

Миронова Е. А., кандидат филологических наук, доцент

Алексеев, Ю.Г.

Практикум по реферативному переводу для студентов старших курсов «Non multa sed multum» / Ю.Г. Алексеев, О.А. Егорова. – Ульяновск: УлГУ, 2014. – 92 с.

Данное пособие представляет собой практикум по курсу «Реферативный перевод» и содержит задания к практическим занятиям по разным темам.

Пособие рассчитано на студентов старших курсов, изучающих английский язык в качестве основной или дополнительной специальности, а также на всех лиц, желающих совершенствовать навыки реферативного перевода самостоятельно.

УДК 811.111'25(075.8)

ББК 81.432.1-8я73

Алексеев Ю.Г., Егорова О.А., 2014 Ульяновский государственный университет, 2014

ПРЕДИСЛОВИЕ

В теории и практике перевода уже несколько десятилетий назад появилось представление возможности И необходимости перевода, осуществления ориентированного на различные коммуникативные задачи, в связи с чем широкое распространение так называемые «неполные», или сокращенные, виды получили перевода. К ним относятся такие переводы, как аннотационный, аспектный, фрагментарный и реферативный. Все они предполагают неполную передачу содержания оригинала, допускающую пропуски и сокращения различной степени. Среди названных видов «неполного» перевода именно реферативный перевод заслуживает особого внимания, поскольку именно он является наиболее эффективным способом обработки первичного иноязычного текста, позволяющим ознакомиться с основным содержанием первоисточника. Лавинообразный поток иностранных работ, появляющихся как в печатном, так и электронном делает реферативный перевод особенно востребованным, поскольку полный перевод всех новых публикаций практически невыполним, к тому же далеко не всегда необходим. В связи с этим более закономерным НУЖНО считать популярность распространенность во всем мире так называемых реферативных (РЖ). Именно они служат средством оперативного оповещения специалистов о публикуемой в мире новой научнотехнической литературе, и они же являются инструментом для ретроспективного поиска научных документов по соответствующим отраслям знания, проблемам и предметам.

РЕФЕРИРОВАНИЕ И АННОТИРОВАНИЕ КАК СПОСОБЫ ПЕРЕВОДА

Из истории реферативного перевода

Реферирование как способ представления содержания первоисточника уходит корнями в далекое прошлое. Термин «abstractus», входящий в названия ряда современных реферативных журналов («Chemical Abstracts», «Geophysical Abstracts»), появляется уже в Средние века. Так назывались составленные монахами описания

переписываемого текста (документа). Собственно содержания реферативная информация начинает печататься в XVII–XVIII веках, т. е. в эпоху, которая известна как «Эпоха открытий». Первыми научными публикующими рефераты, стали «Philosophical журналами, Transactions», издающийся с 1665 года Лондонским королевским обществом, итальянский журнал «Giornali dei letterati» (1668–1680), немецкий журнал «Actaeruditorum» (1682). В XIX веке в различных областях науки и техники появились журналы, которые могут быть отнесены уже к собственно РЖ. В России первым реферативным центром стала Петербургская академия наук, в проекте которой было записано: «Каждый академикус обязан в своей науке добрых авторов, которые в иных государствах издаются, читать. И тако ему будет легко экстракт из оных сочинить. Сии экстракты, с прочими рассуждениями, имеют от Академии в назначенные времена в печать отданы быть» Первые русские реферативные журналы – это «Краткое описание комментариев Академии наук» (1728),«Содержание рассуждений» в 4 томах (1748–54). Первым отечественным теоретиком реферирования заслуженно считается М. В. Ломоносов, который не только говорил о необходимости и пользе реферирования, но и сформулировал основные требования к составлению реферата, а также и принципы организации реферативного дела (М. В. Ломоносов, «О должности журналистов в изложении ими сочинений, назначенных для поддержания свободы рассуждения»). Сам же термин «реферат» впервые появился в России в «Настольном словаре для справок по всем отраслям знаний» Ф. Г. Толля (1864), где он определяется как «отношение, деловая записка, изложение дела вкратце». В XX веке начинают издаваться классические реферативные журналы мирового значения: «Bulletin de I'Institut Pasteur» (Франция, 1903), «Agricultural Index» (CIIIA, 1916), «Berichte über die wissenschaftliche Biologie» (Германия, 1926 и др.; аналогичная картина наблюдается в области химии, физики: «Chemical Abstracts» (США, 1907), «Physikalische Berichte» (Германия, 1920), «Chimie et industrie» (Франция, 1918), «Geophysical Abstracts» (США, 1929) и др. В России в настоящее время самыми известными реферативными журналами являются РЖ ВИНИТИ и РЖ ИНИОН РАН. В связи с такой востребованностью реферативных

текстов, которые должны представлять собой «семантически адекватное, ограниченное малым объемом и вместе с тем возможно более полное изложение основного содержания первичного документа», требуется уточнение ряда вопросов, связанных с онтологической природой данного вида вторичных текстов и, в первую очередь, с понятием «основное содержание».

Аннотирование и реферирование текстов

Аннотирование и реферирование, или процессы информационной обработки текстов, являются одной из самых широко распространенных письменных форм быстрого извлечения информации и ее смысловой обработки на продвинутом или даже скорее на завершающем этапе обучения иностранным языкам. Основой таких видов деятельности является исчерпывающее понимание иностранного текста, то есть отличными навыками свободного (беглого) перевода научно-технической литературы с листа.

Кроме хорошего знания иностранного языка для успешной работы информационной обработке текстов референту-переводчику ПО необходимо следить за российской научной литературой по проблемам, относящимся к области его работы, специальности, а также свободно ориентироваться в иностранных публикациях, быть в курсе о современном состоянии рассматриваемых проблем, знать о технических достижениях страны изучаемого языка, ее политический строй, экономику, историю и Референт т.д. переводчик должен уметь отделять главное OTвторостепенного, анализировать и обобщать обрабатываемый материал.

Сущность информационной обработки текстов состоит в кратком и обобщенном изложении содержания первоисточника (первичного текста) в соответствии с заданием, полученным референтом от заказчика. Целью информационной обработки текста является извлечение полезной и ценной информации по конкретной проблематике, представляющей интерес для заказчика реферативного сообщения.

Термины «первичные» и «вторичные» тексты появились в прикладной лингвистике текста из теории научно-технической

информации — информатики. Понятие «первичный», «вторичный» используются как основание классификации информационных документов. Вторичные тексты создаются в результате преобразования исходного, первичного, базового текста. Вторичные тексты — это библиографическое описание, аннотация, реферат, конспект, перевод, рецензия.

Библиографическое описание может быть самостоятельным информационным вторичным документом (используется в библиотечных каталогах и библиографических указателях) или частью другого вторичного документа (используется как вводная часть в аннотациях и рефератах). Библиографическое описание дает все необходимые данные о первичном документе и состоит в соответствии с требованиями ГОСТа из следующих элементов в определенной последовательности:

Для статей:

Название первичного документа (статьи) в русском переводе, название на языке оригинала, фамилия и инициалы автора, название издания (журнала), год, том, номер или дата выпуска, страницы, на которых опубликована статья (документ), язык публикации.

Перевод заглавия должен максимально точно передавать смысл заглавия первоисточника. Если название реферируемого документа не соответствует его содержанию, то при переводе оно может быть изменено с целью более точного выражения центральной темы или предмета этого документа. Новое название (или измененная часть названия) заключается в квадратные скобки).

Для книг:

Фамилия автора, название книги, том, часть, номер издания, место издания, издательство, год, число страниц, наличие иллюстраций, цена.

<u>Конспект</u> – письменное изложение основных положений первичного документа в несколько более краткой и удобной для пользователя форме с соблюдением последовательности передачи сведений в исходном тексте (в виде тезисов, выписок, вопросов или назывных предложений – конспект-план; конспект-схема).

<u>Перевод</u> – это результат передачи содержания первичного текста на одном языке в виде вторичного текста на другом языке с сохранением тождества смысла и особенностей изложения. Перевод – это полное адекватное воспроизведение содержания и формы оригинала.

<u>Рецензия</u> – вторичный документ, передающий основное содержание анализируемого текста с одновременной его критической оценкой.

Сущность реферирования

аналитико-семантической обработки Среди различных видов первичных документов реферирование иностранных первоисточников является наиболее сложным по сравнению с реферированием и аннотированием отечественной литературы. Реферативный перевод. рассматриваемый как частный случай реферирования представляет собой особый вид деятельности, при которой операции перевода тесно переплетаются с операциями по свертыванию (компрессии) текста. Процесс обобщения материала при реферировании аналогичен процессу лексический трансформаций при переводе. Самый распространенный из приемов обобщения при реферировании – замена частного понятия общим, видового – родовым, - аналогичен приему генерализации в процессе перевода. Замена одного из трех членов: причина-процесс-следствие другим членом тоже является приемом обобщения их в процессе реферирования и одновременно входит в состав приема смыслового развития как разновидность лексических трансформаций при переводе. Процессы трансформации И обобщения МОГУТ вызываться чисто лингвистическими причинам: расхождением в смысловой структуре слов, которые обозначают одно и тоже понятие в разных языках. Реферативный перевод одновременно включает межъязыковое преобразование

непосредственно реферирование, то есть свертывание информации. Языковые единицы вторичного документа замещают больший объем содержания, чем единицы текста оригинала.

Необходимым условием реферирования является предварительное понимание первичного текста в целом (в отличие от перевода, где, как правило, требуется поэтапное осмысление отдельных отрезков текста). Только при этом условии референт-переводчик может выделить в тексте главную, существенную информацию и опустить второстепенную, несущественную. Реферат нужно рассматривать как новый текст, вторичный текст, создание которого детерминируется результатом осмысления и понимания содержания текста в целом.

Извлечение информации ИЗ обучении целого текста при реферированию связано аннотировании. c новым подходом обработке текста в свете коммуникации, возникновением грамматики текста, которую называют также синтаксисом текста или лингвистикой текста. Методически грамотное обучение чтению в настоящее время предполагает знакомство со структурой целого текста и составляющих его единиц. Знание элементов лингвистики текста дает возможность подойти к обучению действиям по сокращению текста и выделения основного содержания, что составляет одно из важнейших умений аннотирования и реферирования.

Каковы же элементы лингвистики текста? Главными структурными единицами текста, превосходящими предложения, являются: абзац, группа абзацев, называемых субтекстом. Субтекст – компонент связного текста, развивающий одну из его главных тем. Субтекст включает абзац-зачин, абзац описание и абзац, вводящий читателя в современное состояние рассматриваемой проблемы и выдвигающий новую проблему, решению которой посвящен весь последующий текст статьи. Существуют абзацырассуждения, абзацы-гипотезы, которые для развития темы ничего нового не дают.

Основой, связывающей воедино любой из смысловых отрезков, служит тема. Тема, объект описания или предмет содержания текста, выявляются путем толкования заглавия, терминов ключевых слов и

ключевых фрагментов, несущих наиболее существенную информацию о тексте. Большое значение для методики работы с целым текстом имеет понимание смысловой структуры абзаца. Предложения, составляющие абзац, неравноценны с точки зрения их смыслового веса. Как правило, первое предложение является более важным по смыслу, чем остальные. Оно в концентрированном виде содержит информацию всего абзаца, можно сказать, что оно представляет обобщение смысла целого абзаца. Bce последующие предложения детализируют, развивают его. Обобщающие предложения в абзаце называются ключевыми (key sentences) или тематическими предложениями (topic sentences).

То есть абзац представляет собой логическую структуру от общего к частному, таков дедуктивный способ изложения мысли. Иногда обобщение в форме ключевого предложения находится в конце абзаца. Встречаются абзацы, в которых имеются и зачин с обобщением и концовка-обобщение. Но не всегда в каждом абзаце можно найти обобщение.

Итак, умение находить ключевые предложения в абзаце поможет ориентироваться в тексте, вычленить так называемые «смысловые вехи» и, следовательно, понять смысловое содержание текста. кроме того, осведомленность о способах организации текста, плане написания статьи (история вопроса во введении, основания для эксперимента, описание границ или рамок эксперимента, результаты, заключение), умение предвидеть содержание текста, догадываться обеспечиваются за счет общего (глобального) подхода к изучению текста в целом.

Такой подход можно суммировать по этапам: изучение заглавия, плана, иллюстраций, подрисуночных надписей, шрифта текста, предложения относительно содержания текста, угадывания, где искать подтверждение этим предположениям, просмотровое чтение, дальнейшее прогнозирование содержания, вторичное чтение для более подробного ознакомления.

Назначение и виды рефератов

Этимологическое значение слова реферат – (лат. *reffere* – сообщать, докладывать) определяет содержание данного научного реферативного жанра: объективное краткое сообщение в письменном виде или в форме

публичного доклада содержания документа или первоисточника, излагающее основные фактические сведения и выводы. Реферат – это один из самых распространенных типов вторичных текстов.

Назначение реферата – информировать о содержании реферируемого документа, выявление основной или какой-либо определенной информации. Реферат предоставляет возможность определить, насколько необходимо обращаться к первоисточнику и с какой именно целью.

Существуют несколько видов рефератов:

<u>информативные</u> (конспективное изложение существенных положений оригинала первичного документа в обобщенном виде);

<u>индикативные</u> (рефераты-резюме, расширенные аннотации) сообщающие <u>о чем</u> говорится в документе;

монографические (составляются по одному источнику, и называется выборочным реферированием);

<u>сводные</u> – это рефераты на заданную тему по нескольким источникам с полным, систематизированным и обобщенным их содержанием;

<u>обзорные</u> – рефераты на обширную тему по нескольким документам с краткой характеристикой содержания каждого из них в отдельности.

Обзорное реферирование — это средство информации о наличии литературы по определенному вопросу. Обзорный реферат строится на основе аннотаций на ту часть первоисточника, которые относятся к интересующей референта теме. Затем аннотации по тематическому признаку объединяются в обзорный реферат;

авто-реферат – реферат, составленный автором документа.

Реферат состоит из следующих частей:

• библиографическое описание (перевод заглавия статьи, документа; заглавие на языке оригинала; фамилия и инициалы автора; название издания (зд. журнала), год, том, номер или дата выпуска, страницы,

язык публикации. Библиографическим описанием служит продолжением заглавия реферата и в самостоятельный абзац не выделяется.

- текст реферата;
- дополнительные сведения (адрес организации автора статьи в круглых скобках; сведения о количестве иллюстраций, таблиц и библиографии; первая буква имени и полная фамилия референта).

Текст реферата пишется (печатается) с абзаца и начинается с изложения существа проблемы, рассматриваемой в реферируемой статье. Здесь следует избегать таких вводных фраз, как: «автор статьи рассматривает», «целью настоящей работы является», и т.п. Исторические справки, история исследуемой проблемы, введение, сели они не составляют основного содержания статьи, описание ранее опубликованных работ и общеизвестные положения в реферат, как правило, не включаются и не излагаются.

Текст реферата должен составляться по определенному плану:

- 1. Тема, предмет (объект), характер, особенности и цель работы;
- 2. Метод или методологию проведения работы (если этот метод или методы принципиально новые и оригинальные, необходимо дать их описание, а широко известные методы только называются)
- 3. Конкретные результаты, полученные в реферируемой работе (теоретические или экспериментальные). Приводятся основные технико-экономические показатели и числовые данные, имеющие научно-техническую ценность, обнаруженные взаимосвязи и закономерности.
- 4. Выводы, рекомендации, оценка, предложения, описанные в первоисточнике.
- 5. Область применения и возможности промышленного и научного приложения результатов работы, которые отмечены автором.

Если в статье отсутствует какой-либо пункт из приведенных выше (например, в статье ничего не говориться о применении), то его в реферате опускают, сохраняя последовательность изложения. Изложение ведется по степени важности отобранных сведений. Сначала в концентрированной форме излагается существо вопроса, далее приводятся необходимые

фактические данные. Замена конкретных (числовых) данных общими фразами в реферате не допускается. Следует подчеркнуть еще раз, что реферат – это не сокращенный перевод текста, а результат осмысленного содержания работы и свертывания (компрессии) ее по разработанному плану. План составления реферата может не совпадать с планом написания реферируемой статьи. Реферат – это единый, логически компактный сгусток основного содержания статьи, поэтому, как правило, не имеет разделов и рубрик.

Требования, предъявляемые к реферату

Основные требования, предъявляемые к реферату, согласно инструкции для референтов и редакторов РЖ ВИНИТИ, вытекает из его определения: «Реферат представляет собой вторичную публикацию, кратко излагающую содержание первичной публикации. Он должен дать читателю представление о характере освещаемой работы, методика проведения исследования и его результатах, а в случае необходимости также о месте и времени проведения исследований (когда такое сообщение имеет научный интерес). По реферату читатель должен ясно представить себе степень необходимости обращения к оригиналу. В реферате объективно излагается содержание первичной публикации. Реферат не должен отражать субъективных взглядов по излагаемому вопросу, а также оценки референтом освещаемой им публикации». (Инструкция 5).

Следовательно, основными требованиями ВИНИТИ к рефератам являются объективность изложения в реферате содержания первичного документа и полнота отражения его содержания. Интерпретация и критика первоисточника в реферате не допускаются.

Самой существенной и отличительной характеристикой реферата является <u>информативность</u>: ни один из видов вторичных документов не раскрывает так полно основное содержание исходного текста. Именно эта характеристика реферата позволяет сэкономить до 90% времени, необходимого для прочтения первичных документов. Очень часто рефераты заменяют первичные документы, особенно, когда исходный текст написан на иностранном языке.

Объем реферативного сообщения определяется объемом первичного документа, нормами, установленными для референтов и практическим значением конкретного документа для его получателя. Средний объем – от 500 печатных знаков - для индикативных рефератов, 1000 печатных знаков – для информативных рефератов, 2500-10000 печатных знаков – для обзорных рефератов. В случае важности высокой информативности, актуальности первичного документа или его труднодоступности объем реферата может достигать 12000 печатных знаков и более.

Язык реферата

Основной жанровой чертой языка реферата является информативность, которую можно рассматривать как на лексическом, так и на синтаксическом уровне. На лексическом уровне отличительной чертой реферата является наличие в нём большою количества так называемых ёмких слов. В роли ёмких слов выступают термины, или устойчивые терминологические сочетания, несущие точную информацию. Следует избегать нестандартной терминологии и непривычных символов и разъяснять их при первом упоминании в тексте. Термины, применяемые в реферате более трех раз и смысл которых ясен из контекста, рекомендуется после первого употребления полностью аббревиатурами (сокращениями) в виде начальных заглавных букв этих терминов. При первом упоминании такая аббревиатура дается в скобках непосредственно за термином, при последующем употреблении – без скобок. В одном реферате не рекомендуется применять более трехчетырех аббревиатур.

В языке реферата выражена тенденция к субстантивации. Она состоит в преобладании существительных над другими частями речи и ослаблении роли глаголов. Многие глаголы выступают в роли связующих: «быть», «являться», «характеризоваться». Язык реферата отличается наличием глаголов с общим значением типа «считать», «рассматривать», «полагать». Значительная группа глаголов выступает в роли компонентов глагольно-именных сочетаний, где основная смысловая нагрузка приходится на долю существительного, а функция глагола состоит в обозначении действия а широком смысле этого слова и передаче

грамматических значений: «оказывать (влияние, поддержку, сопротивление)», «приводить к (усилению, ослаблению, возникновению)».

При изложении методической части в реферате желательно избегать употребления возвратных форм глагола (например, «образец закаливали», а не «образец закаливался»). Изложение результатов желательно вести в настоящем времени. Рекомендуется избегать таких связующих фраз, как «установлено, что», «показано, что», а также вводных слов и оборотов «проведено рассмотрение», «осуществляют закалку». Лучше заменить их простыми глаголами. Следует выдерживать единство глагольных форм (например, рассмотрены марки стали и приведен химический состав, а не рассматриваются и приведен). Следует избегать сложных предложений и грамматических оборотов, а употребление личных и указательных местоимений свести до минимума.

Синтаксис реферата характеризуется однообразием. подаётся не в развитии, а в статике. Поэтому в тексте реферата преобладают констатирующие сообщения и перечисления, оформленные в составе простых распространённых предложений. Перечисление связано с наличием параллельных конструкций и однородных членов предложения. В реферате, как правило, нет обоснования и рассуждении по поводу выдвигаемых положений, примеров, сравнений, сносок, ссылок на первоисточники. Уточнение информации достигается выбором более ёмких в смысловом отношении языковых средств и исключением избыточных элементов. Широко распространены вводные слова, из особенно которых частотны вводные слова, обозначающие последовательность сообщений, а также степень достоверности и источник информации: «во-первых», «во-вторых», «по-видимому», «как сообщают хорошо информированные источники».

Единицы физических величин следует приводить в международной системе СИ по ГОСТ 8.417. Имена собственные (фамилии, наименование организаций, изделий и др.) приводят на языке первоисточника. Допускается транскрипция (транслитерация) собственных имен с добавлением в скобках при первом упоминании собственного имени в оригинальном написании.

Свертывание первичных документов и этапы работы при составлении реферата

Составление реферата представляет собой смысловое свёртывание первичного документа, т.е. компрессию. В ходе аналитико-синтетической переработки материала референт выявляет и отбирает наиболее существенную, новую для получателя информацию и представляет её в новой, краткой форме. Работа по смысловому свёртыванию текста начинается с чтения первичного документа и знакомства с его общим содержанием.

Следующим важным этапом является внимательное повторное чтение текста с выделением ключевых фрагментов. Нахождение ключевых фрагментов позволяет проследить развитие главных тем текста в составе абзаца и групп абзацев. Вся дальнейшая работа по информационной обработке текста проходит на основе цепочек ключевых фрагментов, которые составляют смысловой костяк текста.

Важным приёмом, представляющим трудность при информационной обработке текста, является работа над абзацами с имплицитным смыслом, т.е. подразумеваемым и выведенным из общего содержания. Чаще всего имплицитная тематичность сводится к тому, что в первичном тексте упоминаются некоторые факты, которые носят частный характер и назвать их ключевыми нельзя, однако они несут важную смысловую нагрузку. В таких случаях необходимо найти обобщающее слово, словосочетание или предложение, которое вобрало бы в себя смысл этих формулировок и синтезировало их общий смысл.

Выделение ключевых фрагментов составляет первый этап информационной обработки текста. Следующим этапом является организация и перегруппировка выделенных фрагментов в соответствии с их тематической направленностью. Затем следует составление логического плана текста. Выделенные ключевые фрагменты сначала выписываются (или подчёркиваются) в том порядке, в котором они встретились в первичном тексте. Затем они группируются по тематическому принципу вокруг нескольких больших подтем, развивающих главную тему текста. Этот материал служит основой для составления реферата.

При написании реферата предложение может формироваться из лексических единиц, заимствованных из самых различных частей подлинника. Работа с фрагментами на уровне предложения требует введения во вторичный текст связующих элементов, которые отсутствовали в первичном тексте. Реферат представляет собой новый текст, который строится по всем законам логического развития мысли в большом контексте. Смысловое развитие может совпадать с первичным текстом в отдельных частях реферата и тогда, как правило, заимствуются те же соединительные фразы, союзные слова и обороты речи, которые были в оригинале. В некоторых случаях и сокращенный текст вводятся отсутствовавшие в тексте оригинала полнозначные слова и даже целые предложения. Это имеет место, когда необходимо эксплицировать (дать открытое выражение) смысловые отношения, которые в прежнем изложении были имплицитными, т.е. подразумевались и выводились из общего содержания.

Назначение и виды аннотаций

Аннотирование — информационный процесс составления кратких сведений о первоисточнике, первое с ним знакомство, которое позволяет судить о целесообразности его более детального изучения в дальнейшем, даже видя его. Аннотация (от лат. annotatio — замечание) предельно краткое изложение того, о чем можно прочитать в данном первоисточнике. В аннотации (как вторичный текст) перечисляются главные вопросы, проблемы, изложенные в первичном тексте, а также может характеризоваться его структура.

В отличие от реферата, который дает возможность читателю познакомиться с сутью излагаемого в первоисточнике содержания, аннотация не раскрывает содержание документа, в ней не приводятся конкретные данные, описание оборудования, характеристики, методики и т.д., а она дает лишь самое общие представление о его содержании. Аннотация помогает найти необходимую информацию по интересующему вопросу. Поэтому аннотация ближе к индикативному реферату.

При аннотировании происходит аналитико-синтетическая переработка первичных документов. Это творческий процесс требующий общего

понимания, воспроизведения и обобщения содержания первоисточника и оформление соответствующей аннотации. Чтобы справиться с этой задачей, референт-переводчик должен хорошо владеть иностранным языком, умением переводить с листа и достаточными знаниями в соответствующей отрасли знания, а также иметь определенные умения и навыки составления аннотаций.

Существуют следующие виды аннотаций:

- <u>справочные</u> (называемые также описательными или информационными), дающие наиболее обобщенную характеристику материала;
- <u>рекомендательные</u>, содержащие оценку первичного документа и рекомендации по его использованию;
- <u>общие</u>, рассчитанные на широкий круг пользователей и характеризующие первичный документ в целом;
- <u>специализированные</u>, рассчитанные на узкий круг специалистов и освещающие определенные аспекты документа;
- аналитические, описывающие только те части первичного документа, которые посвящены определенной проблеме.

Референты-переводчики научно-технической литературы в основном составляют справочные (описательные) аннотации по материалам научно-технического и технико-экономического характера.

Структура, содержание и особенности аннотаций

Аннотация, как правило, состоит из трех частей:

- вводной, в которой сообщаются все необходимые выходные данные первоисточника, т.е. библиографическое описание: перевод заглавия статьи, документа; заглавие на языке оригинала; фамилия и инициалы автора; название издания (зд. журнала), год, том, номер или дата выпуска, страницы, язык публикации;
- описательной (текст аннотации) в которой сообщается два, три или более основных положений первоисточника.

• заключительной, в которой приводятся отдельные особенности изложения содержания первоисточника (кратко или подробно, уделяется особое внимание и т.д.)

Аннотация не должна повторять заглавие первоисточника, а наоборот, раскрыть его, конкретизировать. При составлении аннотации следует избегать избыточности информации, в частности ее повторения, лишних фраз, вводных слов и предложений, сложных придаточных предложений.

Аннотацию проще всего написать с помощью составления плана исходного документа. Для максимальной сжатости изложения нужно взять основные положения плана и свести их к минимальному количеству пунктов путем объединения.

Объем аннотации – 500 печатных знаков. Справочные (описательные) аннотации не должны превышать 800-1000 печатных знаков.

В аннотации не используются ключевые фрагменты оригинала, а даются формулировки автора аннотации. Лексика аннотации отличается преобладанием имен над глаголами, абстрактных существительных над конкретными, относительной замкнутостью, однородностью лексического состава.

Логичность изложения материала в тексте аннотации вызывает широкое употребление пассивных конструкций, безличных предложений с инфинитивом и предикативными наречиями на «-о», с безличными глаголами или с личными в значении безличных.

Выбор лексических средств и синтаксических конструкций дожжен способствовать достижению высокой степени лаконичности, обобщенности, точности и логичности подачи материала в тексте аннотации.

Поскольку аннотация пишется своими словами, а высокая степень компрессии текста требует от автора аннотации высокой степени абстракции и обобщения материала, то формулировки в тексте аннотации не лишены субъективной оценки.

В данных методических указаниях приведены формулировки, определения, требования к содержанию, построению и оформлению текстов и информативных рефератов и аннотаций из Межгосударственного стандарта ГОСТ 7.9-95 (ИС 0214-76).

Алгоритмы в обучении аннотированию и реферированию

- 1. <u>Алгоритм</u> совокупность автоматических действий для решения данной задачи.
- 2. При аннотировании и реферировании можно рекомендовать следующие алгоритмы:

I.

- а) Прочтите заголовок текста, определите, дает ли он представление о содержании текста.
- б) Просмотрите, делится ли статья на разделы (есть ли подзаголовки).
 - в) Если «да», прочтите подзаголовки, определите, о чем они.
 - г) Обратите внимание, есть ли рисунки, схемы, таблицы.
 - д) Если «да», прочтите подписи под ними.
 - е) Если есть аннотация к тексту, то прочтите ее.
- ж) Если «нет», то прочтите первый и последний абзацы текста и по ключевым словам определите о чем текст.

II. Или, например:

- а) Просмотрите текст с целью получения общего представления о тексте в целом.
- б) Выделите абзацы, содержащие конкретную информацию по теме статьи, методу проведения работы, результатом работы, применению в конкретной области.

- в) Сократите малосущественную информацию в этих абзацах по каждому пункту.
- г) Напишите обобщенную основную в форме реферата в соответствии с планом его написания: тема, метод, результаты, выводы, применения.

III. Или при оформлении библиографического описания аннотации и реферата:

- а) Укажите заглавие реферируемой статьи на русском языке и языке оригинала.
- б) Если есть автор или авторы, напишите их на языке оригинала (помните, что если авторов больше двух, указывается только первый и затем пишется «и др.»).
- в) Затем напишите название источника информации на языке оригинала, год, номер, обязательно страницы.
- г) Только затем пишется текст аннотации или реферата.

По этому принципу можно построить много аналогичных алгоритмов.

Пример написания аннотаций и реферата

Рассмотрим следующую статью из оригинального источника. Приведем вариант компрессии, оформления аннотации и реферата по требованиям, описанным в теоретической части. Абзацы статьи заранее пронумерованы для последующего детального разбора процесса компрессии.

THIS WEEK

A SPY WITH MY FLYING EYE

A little lateral thinking has transformed the prospects for tiny robot planes

- 1. A TINY, pilotless spy plane that can be fired from a cannon is under development at the Massachusetts Institute of Technology. The minuscule aircraft is designed to emerge from the case of an artillery shell and fly over enemy territory, sending back both video pictures of the target and its coordinates.
- 2. Trials this summer showed that the pane, called the Wide Area Surveillance Projectile (WASP), is airworthy and could survive being blasted out of a cannon, says John Deyst, professor of aeronautics and astronautics at MIT and principal investigator on the research project. So the team is continuing to work on it.
- 3. The WASP is the latest twist in the development of expendable drones that can fly over enemy territory. Some are already in use, but they have to be launched from a runway some distance behind the front line, taking up to an hour to rich their target.

- What's unique about the WASP, says Deyst, is that it will – hopefully – be cheap, have a fast response time, and be controlled by a local commander.
- 4. The aircraft is meant to be packed into an artillery shell case that has a diameter of 12.7 centimeters. Its wings, stabilization fins and propeller fold back into its fuselage.
- 5. The shell could be fired from an artillery piece or a naval gun. When it is over its target – which could be as far as 20 kilometers away - a parachute will emerge, yanking the craft out of the shell (see Diagram). The spring-loaded wings then extend to a span of about a meter, at which point a diesel engine switches on. The plane will hold enough fuel for about half an hour's flying. It will send back video images of the target, along with its coordinates, obtained from Global **Positioning** System satellites.

- 6. Deyst's team faced two major technical challenges: one was to design a plane that could fold into a shell and still operate after surviving the huge acceleration of being fired from a gun. The other was to make the plane airworthy.
- 7. The team tackled the two problems separately. An unpowered model has now survived simulated firings. And a lightly larger has been tested for airworthiness. Deyst says the next challenge is to build a single model that survives both tests. The main emphasis now is on developing electronic components that are robust enough to survive the firing forces, he says.
- 8. Work on the WASP project has been carried out over the past two years with funding from MIT and the Charles Stark Draper Laboratory in Cambridge, Massachusetts. Now. Deyst says, he is looking for more funding from the USA Army, Navy, or Defense the Advanced Research **Projects** Agency continue to developing the drone.
- 9. The MIT team is not alone thinking along these lines: Science Applications International of San Diego, California, is working on a similar project, with the aim of carrying a bomb or other payload. Since the aircraft are designed to be expendable, one key factor is keeping

the cost down to about \$20 000, says Mark Roth, one of the researchers.

Kurt Kleiner

Итак, рассмотрим компрессию текста по абзацам.

Абзац 1 и 2. В статье объект описания не выявляется путем толкования заглавия, а только согласно терминам, ключевым словам и ключевым фрагментам, несущих наиболее существенную информацию о тексте. Поэтому первые два абзаца приводят общее описание объекта разработки.

- 1. A TINY, pilotless spy plane that can be fired from a cannon is under development at the Massachusetts Institute of Technology. The minuscule aircraft is designed to emerge from the case of an artillery shell and fly over enemy territory, sending back both video pictures of the target and its coordinates.
- 2. Trials this summer showed that the pane, called the Wide Area Surveillance Projectile (WASP), is airworthy and could survive being blasted out of a cannon, says John Deyst, professor of aeronautics and astronautics at MIT and principal investigator on the research project. So the team is continuing to work on it.

Подчеркнутые предложения и их части отмечают важную, несущую информацию о предмете статьи. Выбросим из рассмотрения определительные предложения и всю поясняющую информацию и получим следующий вариант компрессии.

A tiny, pilotless spy plane is under development at the Massachusetts Institute of Technology. Trials showed the plain is airworthy and can survive being blasted out of a cannon.

В принципе, невыделенные предложения и некоторые их части тоже имеют свое значение, тем более, что они стоят в начале статьи, где, как правило, описывается то, о чем будет идти речь в статье. Эти факты будут использоваться далее, в следующих абзацах и мы не забудем их упомянуть при компрессии следующих абзацев. Аббревиатура места создания объекта (МІТ) также будет использоваться далее.

<u>Абзац 3</u> отражает характеристики и преимущества объекта рассуждения.

The WASP is the latest twist in the development of <u>expendable drones that can fly</u> <u>over enemy territory</u>. Some are already in use, but they have to be launched from a runway some distance behind the front line, taking up to an hour to rich their target. What's unique about the WASP, says Deyst, is that <u>it will – hopefully – be cheap</u>, have a fast response time, and be controlled by a local commander.

Аналогично выделим информативные отрезки. Заметим, что при компрессии допускается не только вычленение отдельных не информативных отрезков предложения, но и лексическое изменение слов, использованных в переносном значении, для их более точного понимания, отражающих свой смысл в первом значении (например, см. абзац 6, challenge в последствии заменим на problem). Получаем следующий вариант компрессии.

The expandable drone can fly over enemy territory. The drone will hopefully be cheap, have a fast response time, and be controlled by a local commander.

Абзац 4 и 5. Описывают принцип действия объекта. Выделим отрезки предложения, характеризующие объект.

- 4. The aircraft is meant to be packed into an artillery shell case that has a <u>diameter of 12.7 centimeters</u>. Its wings, stabilization fins and propeller fold back into its fuselage.
- 5. The shell could be fired from an artillery piece or a naval gun. When it is over its target which could be <u>as far as 20 kilometers away a parachute</u> will emerge, <u>yanking the craft out</u> of the shell (see Diagram). The <u>spring-loaded wings then extend to a span of about a meter</u>, at which point <u>a diesel engine switches on</u>. The

plane will hold <u>enough fuel for about half an hour's flying</u>. It will <u>send back video images of the target</u>, along with <u>its coordinates</u>, obtained <u>from Global Positioning</u> System satellites.

Мы видим, что выделенный отрезок предложения в четвертом абзаце, первый отрезок пятого абзаца и последнее предложение может хорошо согласовываться с компрессией второго абзаца. Добавим их туда с соблюдением правил грамматики и синтаксиса. А остальные отрезки могут сформировать отдельное предложение, продолжающее описывать принцип действия объекта. Они приводятся почти полностью, так как принцип действия является новым. В результате, после слияния, получаем:

Trials showed the plain is airworthy and can survive being blasted out of a cannon of 12.7 cm for the distance of 20 km. It will send back video images of the target, along with its coordinates from GPS. The parachute yanks the craft out of the shell, the spring-loaded wings extend to a span of about a meter, and a diesel engine switches on. It'll hold fuel for about half an hour's flying.

Global Positioning System является хорошо знакомым понятием для читателей статей этой тематики. Поэтому считается уместным и правильным заменить его на соответствующую аббревиатуру GPS. Также необходимо воспользоваться принятым сокращением единицы измерения centimeter (авт.) на принятое обозначение в системе СИ – ст.

Абзацы 6 и 7 описывают технические трудности, с которыми столкнулись разработчики и их необходимо упомянуть. А также важно отметить текущий важный аспект разработки. Получаем:

The designers faced to main problems: to design a plane to be packed into a shall and to operate at huge acceleration; to make the plain airworthy. The main emphasis now is on developing electronic robust enough to survive.

Абзацы 8 и 9. Считаем, что заказчика вторичного документа – реферата не интересует финансовая сторона разработки и пути ее финансирования, а интересует только технические характеристики и возможности. Поэтому мы не упоминаем никакой информации из восьмого абзаца. Но в девятом абзаце указана предельная стоимость разработки. Она может оказаться важной для ряда читателей реферативного сообщения. В результате от двух последних абзацев остается следующее предложение:

The key factor is keeping the cost down to about \$20,000.

В общем случае, вариант компрессии может быть несколько отличным от представленного, что зависит от потребностей заказчика.

Рассмотрим вариант реферата и аннотации, составленной согласно инструкции для референтов и редакторов РЖ ВИНИТИ.

Библиографическое описание составляется в последовательности, указанной выше. А именно, название первичного документа (статьи) в русском переводе, название на языке оригинала, фамилия и инициалы автора, название издания (журнала), год, том, номер или дата выпуска, страницы, на которых опубликована статья (документ), язык публикации.

Перевод заглавия должен максимально точно передавать смысл заглавия первоисточника. Если название реферируемого документа не соответствует его содержанию, то при переводе оно может быть изменено с целью более точного выражения центральной темы или предмета этого документа. Новое название заключается в квадратные скобки. Заметим, что между номерами страниц, на которых опубликована статья и названием языка оригинала запятая не ставится. На первой строчке с большой буквы, по центру форматки пишется слово «Аннотация». Отступив строчку, Не с красной строки начинаем приводить библиографическое описание, которое заканчивается точной. Отступив строчку от библиографического описания, начинаем приводить текст аннотации, также не с красной строки, соблюдая все правила языка аннотации, указанные выше. После этого, отступив строку, пишется аннотация на языке оригинала начиная с заглавия «Abstract»

и отступив еще строку сам текст, тоже не с красной строки. После этого приступаем к написанию реферата.

Необходимым условием реферирования является предварительное понимание первичного текста в целом. Только при этом условии референт-переводчик может выделить в тексте главную, существенную информацию и опустить второстепенную. Не лишним будет упомянуть, что целью информационной обработки текста является извлечение полезной и ценной информации по конкретной проблематике, представляющей интерес для заказчика реферативного сообщения и, поэтому, возможны другие варианты реферативных сообщений.

Итак, написание реферата также начинается с заглавия — слова «Реферат» с большой буквы по центру форматки. И отступив строку, начиная с красной строки, приводим сам текст реферата. Написание реферата заканчивается приведением адреса организации, которой принадлежат автор(ы), указанием количества иллюстраций в оригинальной статье, таблиц и количества библиографических источников, приведенных автором(и). Все они разделяются точкой и каждое последующее слово начинается с большой буквы. Причем, поскольку эта информация является логическим продолжением реферативного сообщение, то она приводится без отступа от самого текста реферата. Рассмотрим подробнее.

Адрес, как правило, указывается после заглавия статьи, рядом с именами авторов или находится прямо в тексте самой статьи (как в нашем скобках случае). Адрес приводится круглых В следующей последовательности разделяя элементы адреса запятой: название организации полное или, если возможно, сокращенный вариант на языке оригинала; название города на языке оригинала; и название страны на русском языке. после скобки ставится точка. Следует заметить, что ни адрес электронной почты, ни веб-сайт разработчиков или организации не является адресом организации и никогда не приводится.

Через некоторый интервал, на той же (!) строчке указываем количество иллюстраций, таблиц и библиографических источников, приведенных автором.

Далее через некоторый интервал, ближе к правому полю форматки, приводятся имя референта переводчика, составившего реферат. Причем имя референта указывается в сокращенном варианте и ставится перед фамилией.

Аннотация

[Разведка с помощью беспилотного самолета]. I spy with my flying eye. Kleiner K. «New Scientist», 1998, 19/XI, vol. 159, №2152, 22 (англ.).

Сообщается о разработке нового небольшого самолета-шпиона в Массачусетском технологическом институте (США). Приводятся особенности конструкции, технические характеристики и преимущества по сравнению с известными аналогами. Кратко отмечаются технологические трудности создания опытной модели лабораторного аппарата.

Abstract

The article describes a tiny, pilotless spy plane under development at Massachusetts Institute of Technology (USA). The design features, principle of operation, flight performance and its advantages over expendable drones already in use are presented. Twp major technical challenges are briefly touched upon.

Реферат

Кратко описана конструкция нового небольшого самолета-разведчика Массачусетского технологического института (МІТ, США). Летательный аппарат предназначен для передачи видео изображения целей и точных координат противника со спутника системы GPS. Аппарат располагают внутри артиллерийского снаряда диаметром 12,7 см и выстреливают из сухопутной или морской пушки на дистанцию до 20 км. Над целью снаряд освобождается от снаряда при помощи парашюта, срабатывают пружинные механизмы раскрытия крыльев и пропеллера, включается дизельный двигатель. Максимальный размах крыльев составляет около 1 м, запас топлива рассчитан на работу двигателя в течение получаса. Команда разработчиков столкнулась с двумя техническими проблемами —

обеспечением прочности конструкции при запуске, особенно электронной аппаратуры, и габаритов. Ориентировочная стоимость составит 20 000\$.

Илл. 2.

25.02.03

Литература

- 1. Андронов О.Г., Бойко Б.Л. Теоретико-практический курс: Информационная обработка текстов. М., 1999.
- 2. Вейзе А.А. Чтение, реферирование и аннотирование иностранного текста. М., 1985.
- 3. Гаврилов Л.А., Латышев Л.К. Основы реферирования и аннотирования. М., 1981.
- 4. Инструкция для референтов и редакторов РЖ ВИНИТИ. М.,1975.
- 5. Князева Е.Г. Информационная обработка текстов. Учебное пособие М., 2001.

Теоретический материал подготовлен по источникам Интернет www.bmstu.ru/ps/~kalgin/fileman/download/.../Metodichka_ORP.doc

- 1. Подготовьте развернутые ответы на следующие вопросы:
- 1) Каковы виды первичных и вторичных документов?
- 2) Каковы виды работ, выполняемых в процессе аналитико-синтетической переработки первичных документов?
- 3) Что должно включать в себя библиографическое описание?
- 4) Дайте рабочее определение реферата.
- 5) Каковы виды рефератов, содержание и структура реферата?
- 6) Определите требования, предъявляемые к реферату.
- 7) Назовите специальные методы сокращения излагаемого материала.
- 8) Дайте рабочее определение аннотации.
- 9) Определите состав аннотации.

ТЕКСТЫ ДЛЯ РЕФЕРАТИВНОГО ПЕРЕВОДА, РЕФЕРИРОВАНИЯ И АННОТИРОВАНИЯ

Unit 1. Hillary Clinton: Trade With Russia Is a Win-Win

Прочитайте текст и выполните задания после текста

By Hillary Clinton, The Wall Street Journal

By making Moscow a normal trading partner, Congress would create American jobs and advance human rights

Later this summer, Russia will join the World Trade Organization (WTO) in the culmination of a process that began nearly two decades ago. This is good news for American companies and workers, because it will improve our access to one of the world's fastest-growing markets and support new jobs here at home.

U.S.-Russian bilateral trade isn't reaching anything close to its full potential today. While that trade has increased over the past few years, America's exports to Russia still represent less than 1% of our global exports. Given the potential for expanding these links, Russia's WTO membership will be a net benefit for our economy.

But there is one obstacle standing in the way. American businesses won't be able to take advantage of this new market opening unless Congress terminates the application of the Jackson-Vanik Amendment and extends "permanent normal trading relations" (PNTR) to Russia.

Jackson-Vanik, which restricts U.S. trade with countries that limit their people's emigration rights, was adopted by Congress in the early 1970s to help thousands of Jews leave the Soviet Union. It long ago achieved this historic purpose.

Now it's time to set it aside. Four decades after the adoption of this amendment, a vote to extend permanent normal trading relations to Russia will be a vote to create jobs in America. Until then, Russia's markets will open and our competitors will benefit, but U.S. companies will be disadvantaged.

Extending permanent normal trading relations isn't a gift to Russia. It is a smart, strategic investment in one of the fastest growing markets for U.S. goods and services. It's also an investment in the more open and prosperous Russia that we want to see develop.

As the demonstrations across Russia over the past six months make clear, the country's middle class is demanding a more transparent and accountable government, a more modern political system, and a diversified economy. We should support these Russian efforts.

When Russia joins the WTO, it will be required—for the first time ever—to establish predictable tariff rates, ensure transparency in the publication and enactment of laws, and adhere to an enforceable mechanism for resolving disputes. If we extend permanent normal trading relations to Russia, we'll be able to use the WTO's tools to hold it accountable for meeting these obligations.

The Obama administration is under no illusions about the challenges that lie ahead. WTO membership alone will not suddenly create the kind of change being sought by the Russian people. But it is in our long-term strategic interest to collaborate with Russia in areas where our interests overlap.

Already our work together over the past three years has produced real results, including the New Start Treaty to reduce strategic nuclear weapons, an agreement on civilian nuclear cooperation, military transit arrangements to support our efforts in Afghanistan, and cooperation on Iran sanctions. With permanent normal trading relations, we would add expanded trade to the list.

To be sure, we have real differences with Russia. We disagree fundamentally about the situation in Georgia. On Syria, we are urging Russia to push Bashar al-Assad to implement former U.N. Secretary-General Kofi Annan's six-point plan, end the violence, and work with the international community in promoting a transition.

In addition, President Obama and I have clearly expressed our serious concerns about human rights in Russia. And we have taken steps to address these challenges, including support for programs that promote human rights, rule of law, and civil society there. We have strengthened ties between nongovernmental organizations in both countries, from political activists to groups working for women's rights. Following the tragic death of Sergei Magnitsky, a lawyer who blew the whistle on official corruption, we imposed restrictions to ensure that no one implicated in this crime can travel to the United States. We are continuing to work with Congress on addressing these issues.

Some argue that continuing to apply Jackson-Vanik to Russia would give us some leverage in these areas of disagreement. We disagree—and so do leaders of

Russia's political opposition. They have called on the U.S. to terminate Jackson-Vanik, despite their concerns about human rights and the Magnitsky case. In fact, retaining Jackson-Vanik only fuels more anti-American sentiment in Russia.

Russia's membership in the WTO will soon be a fact of life. Failing to extend permanent normal trading relations will not penalize Russia, nor will it provide a lever with which to change Moscow's behavior. It will only hurt American workers and American companies. By extending those trading relations, we can create new markets for our people and support the political and economic changes that Russia's people are demanding. These reforms will ultimately make Russia a more just and open society as well as a better partner over the long term for the U.S.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 2. A Point of View: Why are the Beatles so popular 50 years on?

Прочитайте текст и выполните задания после текста

By BBC News

The Fab Four's music endures because it mirrors an era we still long for, says Adam Gopnik.

Over there this summer you are celebrating, as all of us over here know, a decadesold anniversary of uncanny auspiciousness: the Jubilee of an institution that has lasted far longer than many thought possible, transcending its native place in Britain to become a source of constant, almost unbroken reassurance to the entire world.

I'm referring of course to the truth that in a very few weeks we will celebrate the 50th anniversary of the first concert, and first photograph, of the four Beatles.

I'm looking at the picture now. It shows the Beatles, as they would remain, together, John, Paul, George and now at last Ringo in place at the drums, taken in that afternoon before one of their first public appearances on 22 August 1962.

And now I am looking at another photograph that shows the four in the very last photograph that would ever be taken of them - from 22 August 1969, exactly seven years later, to the day and, from the looks of the light, perhaps the hour.

There is something eerie, fated, cosmic about the Beatles - those seven quick years of fame and then decades of after-shock.

They appear in public as a unit on 22 August and disappear as a unit, Mary Poppins like, exactly seven years later. Or take their beautiful song "Eleanor Rigby". Though Paul McCartney can recall in minute detail how he made the name up in 1965, it turns out that in St Peter's Woolton Parish Church cemetery, just a few yards from where Paul first met John on 6 July 1957, there is a gravestone, humble but clearly marked, for one Eleanor Rigby.

Paul must have made an unconscious mental photograph on that fateful day and kept it with him through the decade. Even things that they did in a pettish rush become emblematic: they took a surly walk across Abbey Road because they were too exhausted to go where they had meant to go for the album cover, and now every American tourist in London walks the same crossing, and invests their badtempered stride with charm and purposefulness and point.

The Beatles remain. It is no accident that the Queen's Jubilee, that other one, ended with Macca singing four Beatles songs. It wasn't just nice; it was only fitting. (Though it's a shame Ringo wasn't there to do the drumming.)

There's a popular video my kids like called "stuff people never say". Well, they don't say "stuff", and one of the things the video insists that people never say now is "I don't like the Beatles."

Everyone liked them then, and everyone likes them now. My own children fight with me about the Rolling Stones and are baffled by the Spinal Tappishness of Led Zeppelin (why do they scream in American voices?)

But the Beatles are for them as uncontroversial as the moon. Just there, shining on.

This is strange. Had the same thing been true for our generation - that the pop music that superintended our lives dated from before World War I - it would have been more than strange, bizarre. Why have they lasted?

The reason we usually give is that they reflected their time, were a mirror of a decade, the 60s, that we still long for.

But the longer that I have listened to them and the more that their time recedes into history, the more vital they sound.

I wonder, even, if truly historic pop figures don't always have a backwards relation to their time. Charlie Chaplin, one of the few artists to have a comparable allure, was at work after World War I, the era of the automobile and the machine gun, one of the most disruptive moments in human history.

But Chaplin's work, rooted in Victorian theatre and the Dickensian novel, evokes the values of the time before.

The city in City Lights and The Kid is the London of 1890, not the New York of 1920. His art, energetic on the surface, was elegiac beneath.

I think this is true of the Beatles, too. The Beatles were not provocateurs, though often mystics, and their great subject was childhood gone by, and what to make of the austere, rationed, but in many ways ordered and secure English world that they had grown up in, and that was now passing before their eyes, in part because of the doors they had opened.

Their most enduring work, the singles Strawberry Fields and Penny Lane, tell on one side of the dream memory of a Liverpool garden where a lonely alienated boy could find solace, and on the other of a Liverpool street where a bright, sociable boy could see the world.

Remembered sounds - of brass bands and 20s rick-a-tick ornament their music and children's books. The Alice books particularly, fill their lyrics.

Sexual intercourse may have begun, as Philip Larkin says, with their first LP, but their subsequent ones rarely had too much intercourse with sex.

Their greatest hit singles, She Loves You, and Hey, Jude are songs of avuncular counsel, wise advice given by one friend to another who has got in over his head in a love affair. Peter Sellers did a hilarious piece as a middle-aged Irishman in a pub, using the words of "She Loves You" as natural dialogue passed over the pub table. "You know it's up to you. Apologise to her." It worked not because it was so incongruous but because it sounded so congruous, so sensible.

Landmarks such as this one found their way into Beatles' songs

The Beatles' music endures above all because we sense in it the power of the collaboration of opposites. John had reach. He instinctively understood that what separates an artist from an entertainer is that an artist seeks to astonish, even shock, his audience. Paul had grasp, above all of the materials of music, and knew intuitively that astonishing art that fails to entertain is mere avant-gardism.

We see the difference when they were wrenched apart: Paul still had a hundred wonderful melodies and only sporadic artistic ambition, while John still had lots of artistic ambition but only a sporadic handful of melodies. But in those seven years when John's reach met Paul's grasp, we all climbed Everest. (Not an arbitrary choice by the way: Everest was to be the title of their last album, and the place they had meant to go before they ended up going outside to Abbey Road instead.)

The fatefulness of their climb haunts many million others. I had moved with the girl who was to become my wife to New York city in the late fall of 1980, and it was with joy that we saw a birthday greeting from Yoko to John and Sean fill the sky just after we got there. That John was back at work in the studio, after five years away, as we soon learned he was, seemed a good omen for us. We were together in our tiny new home late at night when he was killed, just across the park. We might have heard the shots.

I don't think I've ever quite recovered from that night. My essential faith in the benevolence of the universe was shattered. Some compact that, at 20, I thought the world had made with me - that things turned out well, that you ended up in New York with a girl you were in love with and the Beatles across the park - seemed betrayed.

Or rather, I learned in a rush that night the adult truth, which is that the world makes no compacts with you at all, and that the most you can hope is to negotiate a short-term treaty with it - an armistice, which the world, like a half-mad monarch, will then break, just as it likes.

The Beatles' gift was for harmony, and their vision was above all of harmony. And harmony, voices blending together in song, is still our strongest symbol of a good place yet to come.

In the world of symbol and myth that music can't help but create, melody lies behind us, and calls us, as John's beautiful song "Julia" does, to our memory of a better past, or what we want to think was one.

Harmony as symbolic form always lies ahead, as the realised-here herald of a better world where all opposites will sing together as one. That's why even Bach and Handel ended their greatest works with a chorale - to cheer us on to a world we might get to by hearing a chorus that sounds like it's already got there.

Art makes us alive and aware and sometimes afraid but it rarely makes us glad. Fifty years on, the Beatles live because they still give us that most amazing of feelings: the apprehension of a happiness that we can hold, like a hand.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Прочитайте текст и выполните задания после текста

By BBC News

The Queen has called her Diamond Jubilee "a humbling experience", saying she had been "touched deeply" by seeing so many people celebrating together.

In a message to the nation, she thanked all those who organised the events.

Festivities culminated in an appearance by the senior royals on the Buckingham Palace balcony in front of huge crowds to watch an RAF flypast.

But the Queen's consort, Prince Philip, was absent from her side as he remains in hospital with a bladder infection.

The Earl and Countess of Wessex visited the Duke of Edinburgh on Tuesday afternoon.

Afterwards, Prince Edward said: "He's feeling better." The countess added: "He's in good spirits; he's on good form."

'Happy atmosphere'

The Queen's message was broadcast on television and radio across the UK and Commonwealth.

"The events that I have attended to mark my Diamond Jubilee have been a humbling experience," she said.

"It has touched me deeply to see so many thousands of families, neighbours and friends celebrating together in such a happy atmosphere.

"But Prince Philip and I want to take this opportunity to offer our special thanks and appreciation to all those who have had a hand in organising these Jubilee celebrations.

"It has been a massive challenge, and I am sure that everyone who has enjoyed these festive occasions realises how much work has been involved."

She added: "I hope that memories of all this year's happy events will brighten our lives for many years to come.

"I will continue to treasure and draw inspiration from the countless kindnesses shown to me in this country and throughout the Commonwealth. Thank you all."

Commonwealth leaders

The Queen will continue to mark her Diamond Jubilee on Wednesday after four days of public celebrations.

After Monday's party, Tuesday was a more sedate tribute to the Queen.

The Service of Thanksgiving at St Paul's Cathedral was a celebration of 60 years of loyal service and commitment.

In his sermon, the Archbishop of Canterbury spoke of the Queen's "years of utterly demanding yet deeply joyful service". His words are a reflection of the mood throughout the Jubilee celebrations.

Thousands again descended on central London for the ceremonial part of the weekend's festivities - especially the Royal Family's appearance on the balcony of Buckingham Palace.

I have spoken to many people over the past few days about how they view the Queen. Some have been royalists, some far from it. But nearly all have held the Queen in high regard.

The day's events have been marked though by the absence of the Duke of Edinburgh. For 60 years he has been at the Queen's side at almost every ceremonial occasion. On Tuesday, she was without him.

She will attend a lunch for the anniversary at Marlborough House in Pall Mall in central London with Commonwealth leaders, including prime ministers, governor generals and high commission representatives.

The Queen had been due to be accompanied at the event by the Duke of Edinburgh.

On Tuesday, the Queen attended a thanksgiving service at St Paul's Cathedral where Archbishop of Canterbury Dr Rowan Williams paid tribute to her "lifelong dedication".

"I don't think it's at all fanciful to say that, in all her public engagements, our Queen has shown a quality of joy in the happiness of others," he said.

David Cameron, who gave a reading at the service, called her "a real inspiration".

"We have seen the country come together with a sense of celebration and unity but also tremendous resilience, resilience from people who want to celebrate despite the weather and resilience, of course, from Her Majesty - nothing stops her doing the job she does," the prime minister said.

US President Barack Obama was among those who paid tribute to her "60 extraordinary years".

In a specially recorded message he called the Queen "a steadfast ally, loyal friend and tireless leader" and said she had been "the chief source of resilience" for the unique alliance between his country and the UK throughout her reign.

In other Jubilee events on Tuesday:

At the end the Queen came on to the stage to press a diamond-shaped crystal into a pod, igniting a beacon in The Mall to mark her 60 years on the throne. It was one of more than 4,000 lit across the UK and the Commonwealth.

On Sunday, about a thousand boats took part in the Diamond Jubilee Thames River Pageant, the first of its kind for 350 years.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 4. Turkey calls Nato meeting on warplane downed by Syria

Прочитайте текст и выполните задания после текста

By BBC News

Turkey has called a meeting of Nato member states to discuss its response to the shooting down of one of its warplanes by Syrian forces on Friday.

Ankara has invoked Article 4 of Nato's charter, under which consultations can be requested when an ally feels their security is threatened, officials say.

Earlier, Turkey's foreign minister said the F-4 Phantom was in international airspace when it was shot down.

Syria has insisted the jet was engaged while it was inside its airspace.

It has also said no act of hostility was intended, noting that as soon the military discovered the "unidentified" aircraft was Turkish its navy joined efforts to rescue the two crew members.

The Turkish coast guard is still searching for them in the Mediterranean Sea, though hopes are fading of them being found alive.

Turkish news channels are reporting that the wreckage of the jet has been located in Syrian territorial waters at a depth of 1,300m (4 265ft), according the Reuters news agency.

'Training mission'

Nato spokeswoman Oana Lungescu said the North Atlantic Council, the principal political decision-making body within the military alliance, would meet in Brussels on Tuesday to discuss the incident.

"Turkey has requested consultations under article 4 of Nato's founding Washington Treaty," she told Reuters.

This outrageous act underlines how far beyond accepted behaviour the Syrian regime has put itself"

William Hague UK Foreign Secretary

"Under article 4, any ally can request consultations whenever, in the opinion of any of them, their territorial integrity, political independence or security is threatened."

Turkey wants to be sure of the strongest backing once it decides its official response, reports the BBC's Jonathan Head in Istanbul.

The government has promised that it will be strong, decisive and legitimate, and that it will share all the information it has with the public.

Earlier, Turkish Foreign Minister Ahmet Davutoglu asserted that the unarmed F-4 Phantom had "momentarily" entered Syrian airspace by mistake on Friday but had left when it was shot down 15 minutes later.

"According to our conclusions, our plane was shot down in international airspace, 13 nautical miles (24km) from Syria," he said.

According to international law, a country's airspace extends 12 nautical miles (22.2km) from its coastline, corresponding with its territorial waters.

Mr Davutoglu also insisted that the jet had not been on a "covert mission related to Syria" but had instead been carrying out a training flight to test Turkey's radar capabilities.

He said the plane had not "shown any hostility", been clearly marked as Turkish, and that he did not agree with the Syrian military's statement that it had not known to whom it belonged.

UK Foreign Secretary William Hague said the Syrian military's actions were "outrageous" and underlined "how far beyond accepted behaviour the Syrian regime has put itself".

"It will be held to account for its behaviour. The UK stands ready to pursue robust action at the United Nations Security Council," he said.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзаи текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.

- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 5. Why Russia is standing by Syria's Assad

Прочитайте текст и выполните задания после текста

By BBC News

As the United Nations warns that Syria has descended into civil war, Russia continues to back President Bashar al-Assad in the face of growing international condemnation.

Konstantin von Eggert, political commentator for Kommersant FM radio in Moscow, looks at why the Kremlin is steadfastly supporting the beleaguered Syrian government.

Foreign policy analysts usually tend to explain Moscow's inflexible stance on Syria by evoking arms sales to Damascus (Bashar al-Assad's regime is said to have placed orders for Russian hardware to the tune of \$3.5bn) and the Russian naval station in the Syrian port of Tartous.

But this alone does not account for Russia's seeming indifference to the adverse effect that its international advocacy of the Assad government has on its relations with the United States, the European Union and the majority of the Arab states.

The explanation has a lot to do with Russia's domestic policies and the obsessions of the Russian political class.

By standing up for Damascus, the Kremlin is telling the world that neither the UN, nor any other body or group of countries has the right to decide who should or should not govern a sovereign state.

If one looks at the Syrian crisis from this angle, many of Moscow's previously inexplicable actions take on a new, clearer meaning.

Sovereignty is king

Ever since the fall of Slobodan Milosevic in 2000, but especially after the 2004 "Orange Revolution" in Ukraine, the Russian leadership has been obsessed with the idea of America and the EU engineering the overthrow of governments that, for whatever reason, they find unsuitable.

President Vladimir Putin and his team seem to be convinced that something like that could happen to Russia.

Russia's political class never accepted concepts like "responsibility to protect", which aim to limit the ability of authoritarian governments to repress their own people.

Sovereignty, to the Russian leadership, means an unlimited licence for governments to do as they please within their national borders.

Ever since the Nato operation against former Yugoslavia in 1999, Moscow has deeply mistrusted Western humanitarian rhetoric and sees it as nothing but a camouflage for a policy of regime change.

The 2011 Libyan crisis revived these fears. Many Russian leaders, and Mr Putin himself, see then President Dmitry Medvedev's decision to abstain during a vote on UN Security Council Resolution 1973, which authorised a "no-fly zone" over Libya, as a disaster.

In Mr Putin's view, it opened the way for external intervention on behalf of one of the sides, in what was essentially a civil war, and the eventual removal of Col Muammar Gaddafi from power.

It seems that Russia's "new old" president decided not to let this happen again. Moscow's hard-line attitude thus becomes not just a way of defending particular interests, but rather a way of making a very important political point.

Does Moscow realise that another "coalition of the willing" could form to remove Mr Assad from power by military means - Libyan style?

I think it does. But, as I heard one of Russia's most senior diplomats say recently: "We cannot prevent them [read - Western allies and rich Arab states of the Persian Gulf] from trying. But we will never give them a UN resolution cover."

The presumed, unsaid subtext is: Russia will also make this task as difficult as possible.

Saving face

Moscow claims to have a special influence on the regime in Damascus, but it seems that instead of advising Bashar Assad to change his ways, Russian emissaries were telling him until recently - help us to help you. Use some creative window dressing and we'll be able to defend you better.

"Start Quote

The main goal for Moscow will continue to be a face-saving solution for Mr Assad

This approach starts to wear thin as UN special envoy Kofi Annan's mission fails and the Syrian regime's legitimacy starts to haemorrhage with growing speed.

The Kremlin entertains the possibility of Mr Assad's exit from the game but it still considers this possibility remote.

It thinks that with help from Russia, Iran and China, the Syrian leader has a chance of prevailing over his opponents.

However, should the Assad clan be forced to leave, Russia will hope for and work very hard on creating a negotiations framework that would involve external players and possibly give Moscow some scope to bargain over its commercial and military interests in Syria.

But the main goal for Moscow will continue to be a face-saving solution for Mr Assad, which at least outwardly will not look like "regime change" in its classic form.

Off the record, Russian officials like to point to the Yemen roundtable talks which eased veteran Ali Abdullah Saleh from the presidential chair, granted him immunity and installed his own vice-president as the head of state.

But with the Syrian drama's tragic turn, such a scenario looks increasingly unlikely. Which may well leave Moscow stuck with the Assad government till the bitter end.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 6. Russia's intelligence attack: The Anna Chapman danger

Прочитайте текст и выполните задания после текста

By BBC News

By Peter Hennessy and Richard Knight

When a ring of Russian spies was discovered in the suburbs of several US cities in May, many commentators were quick to dismiss them as rather hapless.

There was, it seemed, a touch of comic opera about their covert activities, and the other details that emerged of their lives in the US - from the cultivation of hydrangeas, to the alluring pictures posted on Facebook by the most glamorous of the group, Anna Chapman.

But that's not how everyone saw it. Sir Stephen Lander, Director-General of MI5 until 2002, has told a BBC Radio 4 documentary, Why Russia Spies, that the very existence of a ring of Russian "illegals" (spies operating without diplomatic cover) is no laughing matter.

"The fact that they're nondescript or don't look serious is part of the charm of the business," he says.

"That's why the Russians are so successful at some of this stuff.

"They're able to put people in those positions over time to build up their cover to be useful. They are part of a machine... And the machine is a very professional and serious one."

Illegal and invisible

The use of illegals, says Lander, is a menacing type of espionage, perfected by the Russians during the Cold War.

"They were posted into the West with one of two roles," he says.

"One, to build up long-term cover with the eventual intention over many years to get a position in a government machine somewhere in the West, where they could spy for good.

"The other role was to be a head agent of a network of spies who had been recruited by others, perhaps the legal residency, and were run from a third country by an illegal - still an intelligence officer, but not under any official cover."

To British intelligence, the fact that Russia is still prepared to fund and deploy illegals against the West is a cause for concern, not least because illegals are extremely difficult to uncover.

Sir Gerry Warner, former deputy chief of the Secret Intelligence Service, MI6, says illegals are heavily deployed in Russia's neighbouring states, like Ukraine and Georgia.

"If they wanted to have illegals they could have them here," says Warner, "I've no doubt about that. Whether they would think it worthwhile, I simply don't know."

Whether there are Russian illegals in Britain or not - and if there are, they are unlikely to be detected, Sir Gerry says - there is no doubt that "legal" Russian spies, those operating under diplomatic cover, are mounting an intelligence attack here. In fact, that attack is about as intense now as it was at the height of the Cold War.

"If you go back to the early 90s, there was a hiatus," says Lander. "Then the spying machine got going again and the SVR [formerly the KGB], they've gone back to their old practices with a vengeance.

"I think by the end of the last century they were back to where they had been in the Cold War, in terms of numbers."

What are those numbers? In the mid-1980s, during the Cold War, the Soviet embassy in Kensington and its trade mission in Highgate housed between 30 and 35 KGB officers, or their equivalents in military intelligence, the GRU, posing as diplomatic staff.

Together, they added up to about half of the USSR's diplomatic personnel in London. Today, the numbers are roughly the same, Whitehall sources believe.

Worth stealing

Sir David Omand, a former head of the intelligence agency GCHQ, and Coordinator of Security and Intelligence in the Cabinet Office until 2005, says that although the level of Russian spying is at Cold War levels, the targets have changed.

A strong and peaceful Russia is in our interests

"For the Soviet intelligence agencies there is that sense of momentum," he says, "that they just kept on going [after the Cold War]. But no doubt they switched their emphasis away towards economic targets."

Sir Stephen Lander agrees. "They're after things that bear on the strategic position of Russia, particularly its growing importance in the energy world," he says.

"So anything that gives them advantage in those areas would be worth stealing through spying. And the same applies to commercial developments and military developments."

Does Lander think Russian espionage is a serious long-term threat to Britain?

"Yes, I think it probably is," he says.

"A strong and peaceful Russia is in our interests. It's where they use covert and illegal means to leverage their position at the expense of the West that we need to have our eyes open."

1. Переведите текст на русский язык.

- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 7. Russia charges U.S. report on human trafficking is biased

Прочитайте текст и выполните задания после текста

By Los Angeles Times

Russia fired back Monday after the United States put it on a watch list for human trafficking for the ninth year in a row, saying the American government's report was biased and driven by politics.

The Russian Foreign Ministry said the report is soft on the U.S. and its allies, painting them as "straight-A students" while vilifying its opponents, RIA Novosti reported.

"The United States has been and remains the world's largest human trafficking 'importer,' "Foreign Ministry spokesman Alexander Lukashevich wrote on Twitter, calling the report a "politically motivated document" that was meant to back up greater spending on human rights abroad.

According to the annual U.S. State Department report, released last week, forced labor and sex trafficking of Russians taken abroad and foreigners brought to Russia have continued, The report also cites anecdotal reports of "signs of forced labor" at construction sites for the 2014 Winter Olympics in Sochi, Russia.

Though Russia has come up with a plan to combat the problem, so far "the government has not shown evidence of increasing efforts to address human

trafficking," the State Department said. Trafficking victims have little protection in Russia, the report says.

The report divides countries into four categories based on what they have done to try to eliminate the problem; Russia landed in the second-lowest category, a watch list that also includes Afghanistan, China and Lebanon. The United States was in the top category, with the report saying that although trafficking occurs in this country, including "increasing reports of children recruited into criminal activity," the U.S. "fully complies with the minimum standards for the elimination of trafficking."

Lukashevich singled out the anecdotal claim of forced labor at the Sochi construction sites, saying it "confirms this document's generally biased and politicized nature," according to the Interfax news agency.

That complaint fell flat with one organization that fights human trafficking. Russia has done little in the face of "obvious evidence" that as many as a million people are exposed to exploitative labor conditions, said Not for Sale, a California-based group that aims to combat human trafficking and slavery.

"Russia is choosing to publicly politicize their critique of the [State Department] report rather than recognize their responsibility as a government to address the real problems that are going on, and their inaction to address them," Not for Sale President David Batstone said in a statement Monday.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 8. Astrophile: The outermost ocean in the solar system

Прочитайте текст и выполните задания после текста

By New Scientist

A new day dawns on Triton. It's going to be a cold one, much like the last. And the one before that... and every day since the moon settled into its present orbit around Neptune. Even the volcanoes here spew out cold gases and liquid water rather than hot magma. But below the frigid surface, which registers a temperature of -235 °C, there's something more clement: a liquid ocean.

At first glance, Triton seems to be just another icy moon – a featureless, barren world spinning around Neptune, the outermost planet of our solar system. But Triton is different.

For one thing, it orbits Neptune backwards, moving in the opposite direction to Neptune's rotation. It's the only large moon in the solar system to do so. Satellites can't form in these "retrograde" orbits, so Triton must have begun life elsewhere before being captured by the gas giant. It looks a lot like Pluto, and probably came from the same place – the inner edge of the Kuiper Belt, close to Neptune.

The Voyager 2 spacecraft flew past Triton in 1989, sending back images of the moon's frozen surface. They revealed signs of cry volcanism – the eruption of subsurface liquids which quickly freeze when exposed to the cold of the outer solar system. As such, Triton joins a short list of worlds in the solar system known to be geologically active.

Its surface ice is unique, too: largely composed of nitrogen, with some cantaloupe-textured terrain, and a polar cap of frozen methane.

But with a name like Triton – the messenger of the big sea in Greek mythology – this moon should really carry one more feature: is there an ocean hiding beneath its icy veneer? A new model suggests there could be. Understanding why requires a quick look at Triton's unique history.

We know that Triton was captured by Neptune. Such captured bodies start in highly elongated orbits, but as they interact with their associated planet, Triton-sized worlds are quickly dragged into more circular orbits. The process releases energy, which heats up the moon. The temperature rise would have melted not just the icy outer layers of Triton, but also its 1900-kilometre-wide core. Then it would have cooled to its current frigid state.

Earlier models had suggested an ocean exists on Triton, but they were quite simplistic. Saswata Hier-Majumder of the University of Maryland in College Park, and his student Jodi Gaeman, have now developed a more detailed model that considers both radioactive decay of core minerals and the orbital interactions that would have heated the moon.

Although heating from radioactive decay is orders of magnitude larger than heating from tidal effects, heat from the core alone could not keep the outer layer from freezing over the 4.5 billion-year life of the solar system, they say.

However, Hier-Majumder and Gaeman have found that even a small amount of heating from orbital forces makes a huge difference because it is applied to the base of the ice covering the subsurface ocean. "It puts a warm blanket on top of the cooling ocean," says Hier-Majumder. As long as the orbit is so circular that its 350,000-kilometre-radius varies by only a few kilometres, Triton should still have a substantial ocean beneath its icy surface.

That watery ocean contains a strong dose of ammonia, which keeps the liquid from freezing unless the temperature drops below about -90 °C. So, while it may be the outermost ocean in the solar system, it is not as cold as the -180 °C hydrocarbon lakes on Saturn's moon Titan.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 9. Do animals have imagination?

Прочитайте текст и выполните задания после текста

By Jason G. Goldman

Decades of intensive studies have revealed that chimpanzees and other species can pretend. But they might not be able to fully tell reality from fantasy.

The human tendency to share may have more ancient evolutionary routes than previously thought.

An eight-year-old juvenile chimpanzee named Kakama trudged along a path among the forest trees, following his pregnant mother. A scientist sat silently at a distance, watching Kakama pick up a log and carry it with him for hours. At one point, Kakama made a nest and placed the log in it, as if it were a small chimpanzee. Months later, two field assistants observed the same thing: Kakama was playing with a similar log, which they labelled "Kakama's toy baby."

Was Kakama simply confused? Did he really think that the log was a smaller version of himself? Or did Kakama know that the log was really a log, and was only pretending that the log was a baby?

Kanzi, the famous bonobo, liked to pretend as well. Primatologist Sue Savage-Rumbaugh described watching Kanzi hide invisible objects under blankets or leaves, later removing them from their hiding spots, and pretending to eat them. "Kanzi also engages the participation of others" in these games, Savage-Rumbaugh notes, "by giving them the pretend object and watching to see what they do with it."

From an early age, human children act out imagined scenes that conflict with reality. Psychologist Robert W Mitchell calls children "proto-typical pretenders", and he writes that pretend play, or make-believe, is "a mental activity involving imagination". Which is, admittedly, useless as a definition.

Dreams could be thought of as being one form of imagination. When researchers measured the brain activity of rats as they were learning to navigate a maze, they

saw the same firing pattern while they were asleep as when they were awake. The rats were running through the mazes in their sleep – it was as if someone had pressed the rewind button on a brain activity recorder, and pressed play.

But pretending or "make believe" requires a bit more mental complexity than that. One kind of pretence involves imagining that one object, such as a banana, is actually a second type of object, such as a telephone, or imagining that a lifeless object such as a doll is actually animate – both of which were observed with Kakama.

Another type of pretence involves imagining an object that isn't even there in the first place, such as when children (or adults) play air guitar. An illuminating example of this sort of imagination comes from a chimpanzee named Viki who was raised in a human home. Viki had lots of toys, including some attached to strings that could be pulled along. Primatologists Mary Lee Jensvold and Roger Fouts recount the original description of Viki's behaviour: "Very slowly and deliberately she was marching around the toilet, trailing the fingertips of one hand on the floor. Now and then she paused, glanced back at her hand, and then resumed her progress... She trudged along just this busily on two feet and one hand, while the other arm extended backward this way to pull the toy. Viki had an imaginary pulltoy!" And not only that. Viki sometimes acted as if her pulltoy had got stuck on something. She tugged on the invisible string until she imagined that the toy had gotten free. Once, when her invisible toy was "stuck", she waited until her human caregiver pretended to free the toy, before continuing to play with it.

Some of the more charming examples of animal imagination come from the female gorilla Koko, who was trained to use American Sign Language. Koko routinely pretended that her dolls were her companions, frequently tried to nurse them, and often signed to them, sometimes giving them instructions. In one instance, a five-year-old Koko orchestrated an exchange between two toy gorillas, one blue and one pink. First, looking at the pink gorilla, she signed BAD BAD and then KISS towards the blue one. She then instructed the pair of toys to CHASE and TICKLE before smacking the two dolls together. After wrestling with each doll, Koko stopped and signed, GOOD GORILLA. GOOD GOOD.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.

- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 10. An Irish garden provides ideas as souvenirs

Прочитайте текст и выполните задания после текста

By Adrian Higgins, BBC News

Gardeners tend to be so rooted in their own patch that they forget to look at what others are doing. When I say "they," I mean "I."

So the other day, when visiting Ireland, I jumped at the chance to see the garden of Tanguy de Toulgoet, who represents the curious traveler's jackpot: He brings the rich traditions of the French edible garden to the fertile soil of the Emerald Isle. For 18 years he has been one breed of Celt — a Breton — in the land of another, and it seems to suit him. From an intensively cultivated one-acre smallholding, he and his wife, Isabelle, and their two daughters live well off the land. Homegrown vegetables, fruit, herbs, fowl, eggs, honey and more find their way to the country table of their pretty, white-gabled house in the Irish county of Laois.

Even in its winter bareness, the garden is both productive and instructive, and what strikes me as interesting is that it is not a flower garden, an herb garden, an orchard or a veggie plot, but all of those things in one. Tanguy refers to it as a potager, which is the French term for an eclectic kitchen garden. But described thus, the terraced beds provide an extraordinary horticultural melange. He pulls apart a raised bed of greens to unearth a potato that formed last summer but now is ready for a winter stew. Elsewhere, he unearths a celeriac, and in another spot he pulls back the ground to reveal a blanched endive. He covers it again for safe keeping. It's as if he is foraging in a wilderness of his own planting.

Tanguy, who turned 48 on the day I visited, has been growing vegetables since he was a kid. He says he prefers to describe his practices as sustainable rather than organic. You might also call them holistic, because he combines traditional French methods with a reliance on "biodynamics," including herbal concoctions that feed and medicate his plants. For crop rotation, he groups plants by "their organs," that is, he will put root crops — potatoes and parsnips, for example — in one area; leafy plants in another; fruiters like tomatoes or strawberries in a third, and flowers in a fourth.

He says it is a mistake to put too much compost in the soil — the plants get large but "soft" and become targets for feeding caterpillars and other pests.

He has a lot of flowers: flowers to draw pollinators, to feed the bees and to provide the raw material for his tonics, which might be made from comfrey, yarrow, valerian, winter and summer savory and hyssop. After cutting these herbs in season, he presses them for three weeks and makes a tea that is then sprayed on plants as a fungicide or pesticide, or just a general plant tonic. "I use them to cure other plants."

He takes the cork out of a clay bottle and invites me to take a whiff. There is no smell, which is pretty amazing considering he made the contents six months ago — a black herbal tea infused with thyme, rosemary and savory. The savory is an effective whitefly repellent and the thyme is an antibacterial, he says. The dried clumps of burdock sit on the garden beds and act as a natural fungicide because the common weed is rich in copper, he says.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 11. New York Times hacking revelations shed new light on China cybercrime

Прочитайте текст и выполните задания после текста

By BBC News

Experts suggest that Chinese government routinely employs 'vast army of hackers' to carry out covert spying campaigns

Revelations that China apparently targeted the New York Times in a campaign of cyber-espionage have cast a rare spotlight on attempts by Beijing to crack down on any criticism of its ruling elite.

The move, which was detected and then monitored by the Times's digital staff, is believed to have been linked to the newspaper's hard-hitting October exposé on the vast wealth accumulated by the family of leading communist and outgoing premier Wen Jiabao.

Government officials in Beijing have vehemently denied the allegations, though that has prompted scepticism among New York Times executives who devoted long weeks to tracking, checking and ultimately exposing the move.

"This is business-as-usual from what we can tell for aspects of the Chinese government," said Marc Frons, head of the newspaper's digital technology and its chief information officer. Frons told The Guardian that the paper was expecting further such attempts to infiltrate its computer systems. "It is really spy versus spy," he said. "I don't think we can relax. I am pretty sure that they will be back."

The hackers gained entry to the newspaper's internal systems and accessed the personal computers of 53 employees including David Barboza, its Shanghai bureau chief and author of the Wen exposé, and Jim Yardley, a former Beijing bureau chief.

An investigation by Mandiant, a cyber-security company hired by the New York Times, concluded that the hacks were likely part of an elaborate spy campaign with links to the country's military. The company traced the source of the attacks to university computers that the "Chinese military had used to attack United States Military contractors in the past", the Times said.

Although the hackers gained passwords for every Times employee, Mandiant found that they only sought information that was related to the Wen story. "They were after David Barboza's source list; confidential names and numbers and looking to find out who he was talking to," said Frons.

The Times said it worked with telecommunications company AT&T and the FBI to trace the hackers after AT&T noticed suspicious activity on the paper's computer networks on 25 October, one day after the article appeared in print. A later analysis concluded that hackers initially broke into Times computers on 13 September when reporting for the Wen story was in its final pre-publishing stages.

Instead of immediately going public, however, the Times took the decision to watch the hackers and see what they were after, though it took steps to isolate vital commercial information, such as reader email addresses and subscriber information, behind security walls. "We let them play in our environment so that we could watch what tools they were using and watch what they were doing," Frons said.

The Wall Street Journal said on Thursday that its computer systems had also been been infiltrated by Chinese hackers trying to monitor the newspaper's coverage of China.

Despite the vociferous denials the exposure of the hacking is likely to be a source of public embarrassment to Beijing. Yet it is unlikely to blunt its extensive activities when it comes to conducting cyber warfare. Experts say the contours of a Chinese cyber attack have become familiar. They begin with slightly malfunctioning computer networks, usually at the headquarters of a military contractor, government office or multinational internet company. Sensitive files might go missing; servers may crash.

While the attack's surreptitious nature allows Chinese authorities to hide behind a veneer of deniability, security firms have discovered a number of uncanny similarities among such incidents. Most targeted groups could pose some threat to the Chinese government. They include American military contractors, Tibetan and Uyghur independence groups, activist networks, and lately, western media organizations. Bloomberg was hacked after publishing a similar exposé last summer.

According to the UK-based cyber-security researcher Greg Walton, western experts know a fair amount about Chinese hackers' methods – their "tools,

techniques and procedures," in information technology parlance. "But we know very little about the people behind these machines," he said. "If we want to tackle a problem of such complexity, and of such danger to civil society networks transnationally, were going to have to do a tremendous amount of research into the people behind these programs."

Cyber security companies suggest that the Chinese government and military employ a vast army of hackers, carrying out a covert spy campaign against organizations that it feels run counter to their interests. They operate in places like Shanghai and coastal Shandong Province, but usually avoid detection by tunnelling through easily-infiltrated computers at servers and universities in the United States. The New York Times investigation found that they typically begin working at 8am and adhere to a standard office schedule.

Their organizational structure is still unclear – the hackers could be on the People's Liberation Army's payroll, or just as easily be loosely-affiliated vigilante organizations operating with tacit government approval, like renegade consulting companies.

"If anything, the fact that these groups aren't being run by the Chinese government makes the problem worse," Bruce Schneier, a cybersecurity expert at a telecommunications company in London, wrote on the Discovery Channel's tech blog last year. "Without central political coordination, they're likely to take more risks, do more stupid things and generally ignore the political fallout of their actions."

The hackers frequently use a technique called "spear phishing," in which they send a piece of malware to a target via email; the hapless user may then download malicious files by clicking on a seemingly innocuous attachment. Chinese hackers have used this technique to compromise the Gmail accounts of senior US, South Korean and Australian government officials, and have attempted to access the White House's Military Office, home to the US's nuclear launch codes.

In November, Bloomberg reported that a Silicon Valley-based software engineer was hacked shortly after filing a civil lawsuit against Chinese authorities. The firm spent months under digital siege – hackers shut down its web servers, gained access to confidential files, and spied on an employee with her own webcam.

The intrusions drove the company to the brink of bankruptcy. "If they could just put the company out of business, the lawsuit goes away," the engineer told Bloomberg. "They didn't need guys with guns or someone to break my kneecaps."

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 12. Why 'school reform' is a misnomer — principal

Прочитайте текст и выполните задания после текста

By Valerie Strauss, BBC News

Carol Burris is the award-winning principal of South Side High School in New York who has been at the forefront of opposition to New York State's new teacher evaluation system. Named the 2010 New York State Outstanding Educator by the School Administrators Association of New York State, Burris is one of the coauthors of the principals' letter against evaluating teachers by student test scores, which has been signed by 1,535 New York principals. Here are excerpts from the keynote address that Burris delivered last week to the New York Performance Standards Consortium:

We are living through a time of unrelenting change driven by political and economic agendas. It is inappropriately referred to as education reform. The label reform is not appropriate because there are three possible outcomes that can follow from externally mandated school change — our schools can become worse, they can stay the same, or they can improve. Improvement would qualify as reform.

However, I do not think improvement is the most likely outcome when the culture and values of the corporate world are forced upon public education.

And for those who seek to profit from the turmoil caused by chaotic change, public education is the new real estate bubble. It is the way of capitalism to always seek new markets. In the words of Mr. Murdoch: Public education is a \$500 billion market waiting desperately to be transformed.

And so each of us has a choice to make for our students and for our profession. We can stand up and speak out against ill-conceived change, or we can cower, hunker down and allow our profession and our public schools to slowly be dismantled.

I guess that brings us to the principals' letter against APPR and how it came to be. When my Long Island colleagues and I first heard that the New York State Education Department was seriously considering evaluating teachers by test scores, we did not really believe that it would happen. We thought the idea was ludicrous — we thought it was political pandering — and that somehow reason would prevail. We were wrong. When we saw the final plan, and realized that we were to rate teachers with numbers in order to sort them into four categories, we were both indignant and outraged. Not only was this an assault on the professionalism of teaching, we knew that the negative consequences for our students and our schools would be enormous. Although we understood that the intent of policymakers was school improvement, we knew that the opposite – school decline, was a far more likely outcome of the evaluation system called APPR.

We were naïve enough, however, to believe that the opinion of the principals of some of the most successful schools in New York State – principals who led schools on every national list of success — would matter. We thought that someone in Albany might respect what we had to say. Silly us. We didn't know that we were waiting desperately to be transformed.

Sean Feeney, the principal of The Wheatley School and the president of the Nassau County Principals Association and I decided that collective action was needed. We called a meeting of Nassau's high school principals for the next morning. To our surprise, the room was packed. I will tell you that in the past if you put 25 Nassau County principals in a room, you would hear at least 35 different arguments on the

same topic. Not this time. We were united. Our collective concerns about APPR united us and everyone was onboard about writing a letter expressing our concerns. Sean and I began drafting the letter, which turned into a short paper grounded in research. Linda Darling Hammond, Diane Ravitch and Kevin Welner of the National Education Policy Center reviewed and critiqued it. We incorporated suggestions from our colleagues and we revised the paper. In late October of 2011, our letter was sent to every Regent, the Commissioner and the Long Island legislative delegation. It had the signature of more than 600 Long Island principals. Today that letter has the signature of 1529 NY State principals and over 6000 teachers, other administrators and parents.

So what does that letter say...?

Our first concern centers on the use of test scores in a teacher evaluation model. The research is clear-VAM scores do not produce stable ratings of teachers—different models yield different scores. How a teacher is rated changes, often dramatically, from class to class, from year to year and even from test to test.

The volatility of the scores is only one problem. This year's New York State growth scores had considerable bias as well. Although the state's methodology is supposed to give every teacher a fair shot regardless of the students they teach, that was not the case. Teachers and principals whose students had higher initial test scores were advantaged by the model. High numbers of free or reduced priced lunch students—disadvantaged teachers and produced lower teacher scores. When confronted with the evidence of bias, Commissioner John King speculated that perhaps this "is telling you something descriptive about where talent is placed...or the classroom effect or school effect...". Yet the scores along with their bias, are, as Bruce Baker notes, the measure by which the Commissioner will correlate the rest of the evaluation.

The bias couldn't reflect a flaw in the model...it must be the talent of the principals and the teachers.

It couldn't be the effects of underfunded or overcrowded schools....it must be the talent of the principals and the teachers.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 13. We're on notice to plan for the next meteor

Прочитайте текст и выполните задания после текста

By Rush Holt and Donna F. Edwards

A meteor broke apart over rural Russia on Friday morning, injuring at least 1,200 people. Hours later, an asteroid known as 2012 DA14 passed about 17,000 miles above Earth's surface — a close shave in astronomical terms, passing nearer than many of our communications satellites. One was predicted; the other was not.

These events were unrelated, but they underscore how crucial it is that nations know, quickly, what is falling from the sky and what, if any, dangers are posed.

Every day about 40 tons of space debris hit the atmosphere, burn and settle to Earth, NASA has found. The vast majority of the detritus consists of meteoroids no larger than a grain of sand, but even tiny specks pack a wallop: A typical meteor hits Earth traveling at least seven miles per second, at least 30 times faster than a bullet shot from a handgun. That is why a tiny meteoroid can make such a spectacular shooting star.

According to the Russian Academy of Sciences, the meteor that disintegrated over Siberia on Friday weighed in the neighborhood of 10 tons. It was thought to be traveling at 10 to 12 miles per second when it broke apart.

Every year or so, such a meteor blazes through the sky somewhere over Earth. But every 100 years or so, Earth is hit by a meteor large enough to cause much more significant devastation. Such an impact occurred in 1908 in Tunguska, Russia, when a meteor 100 feet or so in diameter exploded in the Siberian wilderness, releasing about 1,000 times the amount of energy as the nuclear bomb dropped on Hiroshima.

And every 100 million years or so, Earth is hit by a meteor large enough to cause mass extinctions, like the one at the end of the age of dinosaurs. These threats are minuscule on a day-to-day basis, but surely any existential threat to the human race must be taken seriously.

To help get a handle on this danger, NASA coordinates the Near-Earth Object Program, which searches for and tracks asteroids and comets that could approach the earth. As of this week, about 10,000 near-Earth objects have been discovered, including nearly 900 with a diameter of roughly a kilometer or larger. None is expected to hit Earth anytime soon, but many large objects are believed to remain undetected.

In 2005 Congress set a 15-year deadline for scientists to find 90 percent of the near-Earth objects greater than about 500 feet in diameter — those large enough to cause regional or global devastation. But the mandate has been chronically underfunded. The project would require several more dedicated telescopes. Last year the project received about \$20 □ million, far less than the \$50 □ million that the National Research Council estimated in 2010 was needed to reach the congressional goal by 2030, a decade late. Even when this goal is met, most small asteroids and comets — too small to cause global devastation but still large enough to cause damage far worse than just occurred in Russia — will remain undetected unless funding is significantly increased.

Another danger is that even if a meteor does not itself cause major damage, any resulting chaos or confusion could lead nations to overreact. In 2002, for example, a meteor exploded over the Mediterranean at a time when India and Pakistan were facing off over the disputed Kashmir region. The U.S. Space Command's deputy director for operations warned a congressionally mandated commission that the

meteor might have been misidentified as a nuclear attack, had it come apart over South Asia.

Many countries lack the United States' sophisticated sensors that can help determine whether a large explosion is nuclear in nature. The damage that could occur if a nation were to misidentify a meteor explosion and launch a counterattack is chilling. Washington should do more to establish an international warning system that can provide credible, near-instant information to countries across the globe whenever a major explosion is detected.

More broadly, Congress should continue to invest in day-to-day disaster planning, including improving coordination among first-responders. Such investments would help us respond to relatively frequent events such as hurricanes or earthquakes, as well as infrequent events, such as meteor strikes and terrorist attacks.

When something explodes or falls from the atmosphere, the world needs to know what it is. Impacts like what occurred in Russia on Friday are certain to occur. We should make the investments necessary to track near-Earth objects and prepare for disasters of all kinds.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 14. Of course China is building a full-size, working replica of the Titanic

Прочитайте текст и выполните задания после текста

What could possibly go wrong? China's ambitions plan to build the Titanic II, a functioning one-to-one scale replica of the ship synonymous with spectacular tragedy, is proceeding apace. The builders are accepting \$1 million offers for the maiden voyage, which is scheduled for 2016.

But just in case a Titanic replica sounded too safe for your taste, the project is being led by a Chinese construction firm. Although China has indeed built some remarkably impressive things in the past few years, it has also developed a reputation for shoddy construction, for using cheap materials and for sometimes dangerous corner-cutting.

Leave it to the Global Times, an official and sometimes not totally self-aware Chinese government outlet, to address the concerns head-on and in a way that somehow makes them even scarier. "Frequent scandals involving shoddy products domestically and internationally have turned the term 'Made in China' into a synonym for cheap and low value-added products," the Global Times said in an editorial that called the Titanic II an opportunity for China to prove the skeptics wrong. "It is indeed a challenge for China to fulfill a flawless construction mission as the world watches."

State-run Xinhua, in an article meant to assuage fears about the safety of the reproduction, includes this telling line: "Titanic II will mostly replicate the design of the ill-fated original, but will be equipped with cutting-edge technology and the latest navigation and safety systems." There will also be a gym and "high-class restaurants."

Okay, enough teasing Chinese state media. The hubris and short-term thinking that went into the original Titanic might be all-too-common in day-to-day Chinese construction, as with some apartment buildings and, yes, schools, but it does not appear to have been a problem in such high-prestige projects as the Beijing airport and, presumably, the Titanic II.

In some ways, it's not so surprising that China would reproduce the Titanic. The country has built full-size replicas of entire Western tourist destinations. It's a practice meant to encourage Chinese consumers to spend more money on domestic tourism, but it also seems to reflect interesting conceptions of place and identity. For Western tourists, the idea of visiting an identical reproduction of the Austrian mountain village of Hallstatt might ring somehow false, but it seems to be popular in China. I'm not sure what informs those different sensibilities toward tourism.

There's also a fascinating history to China's love for the Titanic, which goes back to the 1997 film of the same name. It is still the third-highest-grossing film ever in China, which helped set off the Hollywood-led effort co cash in on the Chinese film market. Even the 3D remake was the highest-grossing foreign film in China last year.

Most significantly, the film was publicly praised by then-president Jiang Zemin, who urged fellow Communist Party politburo members to go see it. "I invite my comrades of the Politburo to see the movie — not to propagate capitalism but to better understand our opposition, the better to enable us to succeed," he said. "Let us not assume that we can't learn from capitalism."

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 15. Exoplanets near red dwarfs suggest another Earth nearer

Прочитайте текст и выполните задания после текста

By Jason Palmer Science and technology reporter, BBC News

Just next door to our nearest red dwarf star, Proxima Centauri, is a star known to host an exoplanet. An analysis of small, dim "red dwarf" stars - which make up a majority of stars in our galaxy - shows that 6% of them host such a planet. The results will appear in Astrophysical Journal.

Study co-author David Charbonneau of Harvard University said the findings had implications for the search for life elsewhere. "We now know the rate of occurrence of habitable planets around the most common stars in our galaxy," said

Prof Charbonneau. "That rate implies that it will be significantly easier to search for life beyond the solar system than we previously thought." The hunt for exoplanets has reached a pace that is difficult to keep up with.

The Kepler space telescope has been the source of most of the known candidate exoplanets. It stares at a fixed patch of sky, watching a field of more than 150,000 stars for the tiny dips in starlight that occur if an orbiting planet passes between a star and the telescope.

A catalogue run by US space agency Nasa lists more than 800 "exoplanets", most of them spotted with this so-called transit method. That is just the tip of the planetary iceberg, however. On the basis of results from other methods, it has been estimated that on average, there are 1.6 planets around every star in the night sky. But a major goal has been finding something more like our home planet; because of the way that we search for exoplanets, it is easier to spot the largest examples, and many in the catalogue are far larger than the Earth.

Yet, even roughly Earth-sized planets abound - more recent research suggests that one in six stars has a planet of about Earth's size in an orbit close to their host stars - making for at least 17 billion in our galaxy alone. But close orbits would broadly be too hot - the hunt seeks roughly Earth-sized planets orbiting at a sufficient distance that water, if it is there, can exist in liquid form - and not so distant that it freezes. This range is called the habitable zone - or colloquially, the Goldilocks zone.

The new announcement concerns Earth-sized planets in the habitable zones around red dwarf stars - far dimmer and smaller than our Sun. Their low light output means that the habitable zone is far closer in. Astronomers at the Harvard-Smithsonian Center for Astrophysics (CFA) trawled through data from Kepler, plucking out a number of red dwarf stars.

Red dwarfs make up three-quarters of the stars in our galaxy - and research has shown thatolder galaxies contain even more. The team found 95 planet candidates around the dwarfs, showing that at least 60% of them host planets smaller than Neptune. But from the analysis, three planets of about the right temperature and roughly Earth's size (between 90% and 170% of the Earth's radius) emerged - all between 300 and 600 light-years away.

Taking into account the red dwarfs that are yet to be detected, the analysis suggests that 6% of the stars host an Earth-like planet in terms of size and temperature - that

makes for at least 4.5 billion of them in our galaxy. And given the proximity of many red dwarfs to the Earth, the statistics suggest that our nearest cosy Earth-sized planet could be just 13 light-years away.

"We thought we would have to search vast distances to find an Earth-like planet. Now we realise another Earth is probably in our own backyard, waiting to be spotted," said Courtney Dressing, lead author of the study.

The findings hit at the heart of a question posed by the Kepler mission's principal investigator, William Borucki, during the American Astronomical Society meeting in January. "I think what we need to do, now we know most stars have planets, [is find out]: do most stars have small planets like the Earth in the habitable zone?," he told BBC News. "That's what we'd like to know - is there likely to be life? If we find lots of those planets, there probably is."

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 16. Is this the year everybody gets hacked?

Прочитайте текст и выполните задания после текста

What was once just an annoyance has turned into something much more serious. Not only have some of the biggest names in Silicon Valley — Apple, Facebook and Twitter — reported being hacked by third-parties this year, it now appears that almost all of Washington has been hacked at one time or another by Chinese cyber spies. And, most discouragingly, these do not appear to be isolated, one-time hacks - according to the latest National Intelligence Estimate, these intrusions are part of a concerted, strategic effort by the Chinese to hack into our nation's leading corporations, think tanks, newspapers and government agencies.

So, let's call a spade a spade. We're very close to being pulled into the world's first cyber-war and, right now, the Chinese appear to have the upper hand.

If this were the nuclear age, we'd probably be on DEFCON 3 by now, ready to scramble our jets anywhere in the world within 15 minutes to counter the threat. Unfortunately, it's a bit more difficult to discern exactly what comprises a cyberattack from what comprises a nuclear attack. When an addled dictator in North Korea pushes the nuclear button, the world knows. But what about a cyber-attack, which takes place in the realm of digital 1's and 0's, hidden behind your computer screen? Not only is it extraordinarily difficult to prove that a cyber-attack has taken place, it's also extraordinarily difficult to ascertain who, exactly, has been behind the attack.

For now, the Obama Administration appears willing to couch this cyber-war in the language of a trade war. China, the logic goes, is breaking into our nation's top corporations and government agencies in order to download "trade secrets" and gain an unfair competitive advantage in areas such as high-tech or energy. As such, this theft of trade secrets represents a direct challenge to our nation's top innovators, who are seeing their intellectual property being ripped off by the Chinese. The problem with this approach is that it's steeped in the industrial espionage mentality of the Cold War, when "trade secrets" meant something like the new design plan for a Stealth Bomber, and "industrial espionage" meant breaking into an office building or factory late at night.

What today's spies are after, as the Post's Craig Timberg and Ellen Nakashima write, is something entirely different — they are looking to understand the decision-making process at the highest levels of government, and to understand the Six Degrees of Separation between the moguls of Silicon Valley and the policy makers in Washington. They are looking for early warning of potential policy

changes as well as the logic that went into these changes. In short, they are looking for a "map [of] how power is exercised in Washington."

Which is why, at the end of the day, technology companies such as Facebook, Twitter, and LinkedIn are so attractive to Chinese hackers. Now that more than 1 billion people across the world are connected to Facebook, now that trending topics on Twitter have the potential to become the next day's news stories, now that social networks have become the *de facto* nervous system of our nation, what better places to mine for clues as to possible next steps in Washington or Silicon Valley? This vast social Web is why, unfortunately, this may be the year that everybody gets hacked. We are all vulnerable unless we wake up to the realization that a cyber-war is unlike any other kind of war — trade, conventional, nuclear, terrorism — that we've ever fought before.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 17. Cambridge, Cabs and Copenhagen: My Route to Existential Risk (Part I)

Прочитайте текст и выполните задания после текста

By BBC News

In Copenhagen the summer before last, I shared a taxi with a man who thought his chance of dying in an artificial intelligence-related accident was as high as that of

heart disease or cancer. No surprise if he'd been the driver, perhaps (never tell a taxi driver that you're a philosopher!), but this was a man who has spent his career with computers.

Indeed, he's so talented in that field that he is one of the team who made this century so, well, 21st – who got us talking to one another on video screens, the way we knew we'd be doing in the 21st century, back when I was a boy, half a century ago. For this was Jaan Tallinn, one of the team who gave us Skype. (Since then, taking him to dinner in Trinity College here in Cambridge, I've had colleagues queuing up to shake his hand, thanking him for keeping them in touch with distant grandchildren.)

I knew of the suggestion that A.I. might be dangerous, of course. I had heard of the "singularity," or "intelligence explosion"—roughly, the idea, originally due to the statistician I J Good (a Cambridge-trained former colleague of Alan Turing's), that once machine intelligence reaches a certain point, it could take over its own process of improvement, perhaps exponentially, so that we humans would soon be left far behind. But I'd never met anyone who regarded it as such a pressing cause for concern — let alone anyone with their feet so firmly on the ground in the software

I was intrigued, and also impressed, by Tallinn's commitment to doing something about it. The topic came up because I'd asked what he worked on these days. The answer, in part, is that he spends a lot of his time trying to improve the odds, in one way or another (talking to philosophers in Danish taxis, for example).

I was heading for Cambridge at the time, to take up my new job as Bertrand Russell professor of philosophy – a chair named after a man who spent the last years of his life trying to protect humanity from another kind of technological risk, that of nuclear war. And one of the people I already knew in Cambridge was the distinguished cosmologist Martin Rees – then master of Trinity College, and former president of the Royal Society. Lord Rees is another outspoken proponent of the view that we humans should pay more attention to the ways in which our own technology might threaten our survival. (Biotechnology gets most attention, in his work.)

So it occurred to me that there might be a useful, interesting and appropriate role for me, as a kind of catalyst between these two activists, and their respective circles. And that, to fast forward a little, is how I came to be taking Jaan Tallinn to dinner in Trinity College; and how he, Martin Rees and I now come to be working

together, to establish here in Cambridge the Centre for the Study of Existential Risk (C.S.E.R.).

By "existential risks" (E.R.) we mean, roughly, catastrophic risks to our species that are "our fault," in the sense that they arise from human technologies. These are not the only catastrophic risks we humans face, of course: asteroid impacts and extreme volcanic events could wipe us out, for example. But in comparison with possible technological risks, these natural risks are comparatively well studied and, arguably, comparatively minor (the major source of uncertainty being on the technological side). So the greatest need, in our view, is to pay a lot more attention to these technological risks. That's why we chose to make them the explicit focus of our center.

I have now met many fascinating scholars – scientists, philosophers and others – who think that these issues are profoundly important, and seriously understudied. Strikingly, though, they differ about where they think the most pressing risks lie. A Cambridge zoologist I met recently is most worried about deadly designer bacteria, produced – whether by error or by terror, as Rees puts it – in a nearby future in which there's almost an app for such things. To him, A.I. risk seemed comparatively far-fetched – though he confessed that he was no expert (and added that the evidence is that even experts do little better than chance, in many areas).

Where do I stand on the A.I. case, the one that got me into this business? I don't claim any great expertise on the matter (perhaps wisely, in the light of the evidence just mentioned). For what it's worth, however, my view goes like this. On the one hand, I haven't yet seen a strong case for being quite as pessimistic as Jaan Tallinn was in the taxi that day. (To be fair, he himself says that he's not always that pessimistic.) On the other hand, I do think that there are strong reasons to think that we humans are nearing one of the most significant moments in our entire history: the point at which intelligence escapes the constraints of biology. And I see no compelling grounds for confidence that if that does happen, we will survive the transition in reasonable shape. Without such grounds, I think we have cause for concern.

My case for these conclusions relies on three main observations. The first is that our own intelligence is an evolved biological solution to a kind of optimization problem, operating under very tight constraints of time, energy, raw materials, historical starting point and no doubt many other factors. The hardware needs to fit through a mammalian birth canal, to be reasonably protected for a mobile life in a

hazardous environment, to consume something like 1,000 calories per day and so on – not to mention being achievable by mutation and selection over a time scale of some tens of millions of years, starting from what existed back then!

Second, this biological endowment, such as it is, has been essentially constant, for many thousands of years. It is a kind of fixed point in the landscape, a mountain peak on which we have all lived for hundreds of generations. Think of it as Mount Fuji, for example. We are creatures of this volcano. The fact that it towers above the surrounding landscape enables us to dominate our environment and accounts for our extraordinary success, compared with most other species on the planet. (Some species benefit from our success, of course: cockroaches and rats, perhaps, and the many distinctive bacteria that inhabit our guts.) And the distinctive shape of the peak – also constant, or nearly so, for all these generations – is very deeply entangled with our sense of what it is to be us. We are not just creatures of any volcano; we are creatures of this one.

Both the height and the shape of the mountain are products of our biological history, in the main. (The qualification is needed because cultural inheritance may well play a role too.) Our great success in the biological landscape, in turn, is mainly because of the fact that the distinctive intelligence that the height and shape represent has enabled us to control and modify the surrounding environment. We've been exercising such control for a very long time of course, but we've recently got much better at it. Modern science and technology give us new and extraordinarily powerful ways to modify the natural world, and the creatures of the ancient volcano are more dominant than ever before.

This is all old news, of course, as is the observation that this success may ultimately be our undoing. (Remember Malthus.) But the new concern, linked to speculation about the future of A.I., is that we may soon be in a position to do something entirely new: to unleash a kind of artificial vulcanism, that may change the shape and height of our own mountain, or build new ones, perhaps even higher, and perhaps of shapes we cannot presently imagine. In other words – and this is my third observation – we face the prospect that designed nonbiological technologies, operating under entirely different constraints in many respects, may soon do the kinds of things that our brain does, but very much faster, and very much better, in whatever dimensions of improvement may turn out to be available.

1. Переведите текст на русский язык.

- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 18. Cambridge, Cabs and Copenhagen: My Route to Existential Risk (Part II)

Прочитайте текст и выполните задания после текста

By BBC News

The claim that we face this prospect may seem contestable. Is it really plausible that technology will reach this stage (ever, let alone soon)? I'll come back to this. For the moment, the point I want to make is simply that if we do suppose that we are going to reach such a stage – a point at which technology reshapes our human Mount Fuji, or builds other peaks elsewhere – then it's not going to be business as usual, as far as we are concerned. Technology will have modified the one thing, more than anything else, that has made it "business as usual" so long as we have been human.

Indeed, it's not really clear who "we" would be, in those circumstances. Would we be humans surviving (or not) in an environment in which superior machine intelligences had taken the reins, to speak? Would we be human intelligences somehow extended by nonbiological means? Would we be in some sense entirely posthuman (though thinking of ourselves perhaps as descendants of humans)? I don't claim that these are the only options, or even that these options are particularly well formulated – they're not! My point is simply that if technology does get to this stage, the most important fixed point in our landscape is no longer fixed – on the contrary, it might be moving, rapidly, in directions we creatures of

the volcano are not well equipped to understand, let alone predict. That seems to me a cause for concern.

These are my reasons for thinking that at some point over the horizon, there's a major tipping point awaiting us, when intelligence escapes its biological constraints; and that it is far from clear that that's good news, from our point of view. To sum it up briefly, the argument rests on three propositions: (i) the level and general shape of human intelligence is highly contingent, a product of biological constraints and accidents; (ii) despite its contingency in the big scheme of things, it is essential to us – it is who we are, more or less, and it accounts for our success; (iii) technology is likely to give us the means to bypass the biological constraints, either altering our own minds or constructing machines with comparable capabilities, and thereby reforming the landscape.

But how far away might this tipping point be, and will it ever happen at all? This brings me back to the most contested claim of these three – the assertion that nonbiological machines are likely, at some point, to be as intelligent or more intelligent than the "biological machines" we have in our skulls.

Objections to this claim come from several directions. Some contest it based on the (claimed) poor record of A.I. so far; others on the basis of some claimed fundamental difference between human minds and computers; yet others, perhaps, on the grounds that the claim is simply unclear – it isn't clear what intelligence is, for example.

To arguments of the last kind, I'm inclined to give a pragmatist's answer: Don't think about what intelligence is, think about what it does. Putting it rather crudely, the distinctive thing about our peak in the present biological landscape is that we tend to be much better at controlling our environment than any other species. In these terms, the question is then whether machines might at some point do an even better job (perhaps a vastly better job). If so, then all the above concerns seem to be back on the table, even though we haven't mentioned the word "intelligence," let alone tried to say what it means. (You might try to resurrect the objection by focusing on the word "control," but here I think you'd be on thin ice: it's clear that machines already control things, in some sense – they drive cars, for example.)

Much the same point can be made against attempts to take comfort in the idea that there is something fundamentally different between human minds and computers. Suppose there is, and that that means that computers will never do some of the

things that we do – write philosophy, appreciate the sublime, or whatever. What's the case for thinking that without these gifts, the machines cannot control the terrestrial environment a lot more effectively than we do?

People who worry about these things often say that the main threat may come from accidents involving "dumb optimizers" — machines with rather simple goals (producing IKEA furniture, say) that figure out that they can improve their output astronomically by taking control of various resources on which we depend for our survival. Nobody expects an automated furniture factory to do philosophy. Does that make it less dangerous? (Would you bet your grandchildren's lives on the matter?)

But there's a more direct answer, too, to this attempt to take comfort in any supposed difference between human minds and computers. It also cuts against attempts to take refuge in the failure of A.I. to live up to some of its own hype. It's an answer in two parts. The first part – let me call it, a little aggressively, the blow to the head – points out that however biology got us onto this exalted peak in the landscape, the tricks are all there for our inspection: most of it is done with the glop inside our skulls. Understand that, and you understand how to do it artificially, at least in principle. Sure, it could turn out that there's then no way to improve things – that biology, despite all the constraints, really has hit some sort of fundamental maximum. Or it could turn out that the task of figuring out how biology did it is just beyond us, at least for the foreseeable future (even the remotely foreseeable future). But again, are you going to bet your grandchildren on that possibility?

The second part of the argument – the blow from below – asks these opponents just how far up the intelligence mountain they think that A.I. could get us. To the level of our fishy ancestors? Our early mammalian ancestors? (Keep in mind that the important question is the pragmatic one: Could a machine do what these creatures do?) Wherever they claim to draw the line, the objection challenges them to say what biology does next, that no nonbiological machine could possibly do. Perhaps someone has a plausible answer to this question, but for my part, I have no idea what it could be.

At present, then, I see no good reason to believe that intelligence is never going to escape from the head, or that it won't do so in time scales we could reasonably care about. Hence it seems to me eminently sensible to think about what happens if and when it does so, and whether there's something we can do to favor good outcomes

over bad, in that case. That's how I see what Rees, Tallinn and I want to do in Cambridge (about this kind of technological risk, as about others): we're trying to assemble an organization that will use the combined intellectual power of a lot of gifted people to shift some probability from the bad side to the good.

Tallin compares this to wearing a seat belt. Most of us agree that that makes sense, even if the risk of an accident is low, and even though we can't be certain that it would be beneficial, if we were to have an accident. (Occasionally, seat belts make things worse.) The analogy is apt in another way, too. It is easy to turn a blind eye to the case for wearing a seat belt. Many of us don't wear them in taxis, for example. Something – perhaps optimism, a sense that caution isn't cool, or (if you're sufficiently English!) a misplaced concern about hurting the driver's feelings – just gets in the way of the simple choice to put the thing on. Usually it makes no difference, of course, but sometimes people get needlessly hurt.

Worrying about catastrophic risk may have similar image problems. We tend to be optimists, and it might be easier, and perhaps in some sense cooler, not to bother. So I finish with two recommendations. First, keep in mind that in this case our fate is in the hands, if that's the word, of what might charitably be called a very large and poorly organized committee — collectively shortsighted, if not actually reckless, but responsible for guiding our fast-moving vehicle through some hazardous and yet completely unfamiliar terrain. Second, remember that all the children — all of them — are in the back. We thrill-seeking grandparents may have little to lose, but shouldn't we be encouraging the kids to buckle up?

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 19. What companies must do to survive the decade

Прочитайте текст и выполните задания после текста

By Vivek Wadhwa, BBC News

Companies all over the world are becoming increasingly worried about their ability to innovate and compete in the fast-changing technology world. That's according to GE's third annual "Global Innovation Barometer" released Jan 17.

The survey of 3,100 senior business executives in 25 countries, showed the anxiety that these executives feel about innovation and how confused they are about global competitiveness. One in three said that the increased competition and accelerated pace of technological advancement is having a negative impact on their local economy. And while 71 percent said they favor the opening of their markets to foreign trade, investment, and technology imports, an equal percentage want protectionist government procurement policies that favor domestic technological development. There was a 53 percent overlap in the people who expressed these two opposing views. Executives from the U.S. were only a little less divided than Indian executives on this issue.

Business executives agree on some things. They agree, for example, that they need to better understand customers and anticipate market evolutions, attract and retain innovative people, and stay ahead of the technology curve.

It's clear to me from the GE study that companies may have become more fearful of the future, but are really confused about what lies ahead and what they and governments should do.

It has been said countless times, but it still bears repeating: Technologies are advancing at exponential rates in fields such as robotics, artificial intelligence (AI), computing, synthetic biology, 3D printing, medicine, and nanomaterials. These advances are making it possible for small startups to take on the largest corporations in the world by developing technologies that make established products obsolete. Combinations of exponential technologies can, as I've written before, threaten entire industries—as what robotics, AI, and 3D printing promise to

do to China's manufacturing industry, what cheap tablet computers will do to the personal computer industry and advances in sensors and genomics will do to the medical devices and pharmaceutical industry.

The "disruptive innovation" that Harvard professor Clayton Christensen has long talked about is happening at an ever-increasing pace. Changes that would take many decades in the past are now happening in a fraction of this time. Witness the evolution of mobile telephones and the changes that these have caused to our work habits and family connections. This has had an even greater impact on hundreds of millions of families in the developing world who were cut off from each when they went to cities to work. Over a ten year period, the number of cellular subscriptions increased from a few million to almost 6 billion—or 87 percent of the world's population.

Changes in technology are already toppling giants. Look at what happened to digital camera pioneer Kodak. The company went from being a powerhouse in the photography industry to a laggard. Even though a Kodak engineer invented the digital camera in 1975, it couldn't adapt its business model fast enough to take advantage of the technology. Kodakfiled for bankruptcy in January 2012. This will be the fate of many of today's leading companies if they don't leverage the advancing technologies and evolve their ways of doing business.

They don't have as much time as they might think.

On a call to discuss the findings of the GE research, I asked the company's marketing chief Beth Comstock, why companies didn't have a greater sense of realization about what lies ahead, about the impact exponential technologies will have on their businesses. Comstock agreed that technology change should be a real cause of concern and said "perhaps some of the fear that's coming through is the recognition that that is happening at a faster pace than many of us can comprehend." She noted that countries such as Saudi Arabia, aware they are will run out of resources one day, are spending the most on innovation, and that Israel is "trying to run a different play"—as a "startup nation."

Every big company that wants to be in business at the end of the decade needs to "run a different play," as Comstock put it, and they need to disrupt themselves before some startups—coming out of nowhere—do. Instead of trying to raise

protectionist barriers, large companies need to build the same types of innovative products and services that the startups would.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 20. Russia and Obama's Second Term

Прочитайте текст и выполните задания после текста

By Andranik Migranyan

Before and after Obama's second inauguration, a slew of articles in both Russia and the United States explored the outlook for U.S.-Russian relations in the next four years. Although these articles touched on many topics, a few are particularly relevant to providing an understanding of the character of bilateral relations. Embedded in them are a few myths and plenty of wishful thinking about prospects for improvements in the U.S.-Russian relationship.

I shall begin with what I consider the most interesting viewpoint professed for many years by one of the best experts on Russian relations, Tom Graham. Back in December, he and Dmitri Trenin, director of the Carnegie Moscow Center, published an <u>article</u> in *The International Herald-Tribune* exploring the multiple problems bedeviling the U.S.-Russian relationship, such as the U.S. Congress's Magnitsky Act, the Russian decision to cease cooperation on the Nunn-Lugar Cooperative Threat Reduction Program, and the Russian ban on adoptions by American citizens. The authors argued that these problems stemmed from a lack of

strategic dialogue and the two countries' inadequate understanding of each other's strategic interests. Placing such problems in a strategic context would improve Russian-American relations, they argued, citing as areas for potential strategic dialogue such strategic topics as China, cooperation on Arctic development and the fight against Islamist terrorism.

First, the problem here is that it is unrealistic to expect large, sovereign countries to share strategic interests with other countries that aren't focused on a troublesome third country. Over the past fifty years, the sole example that comes to mind of a successful strategic dialogue is the American strategic outreach to China during the Nixon administration. It was initiated by Henry Kissinger, whose firm employs Tom Graham. The success of this dialogue can be explained by the perception in both the United States and China that the Soviet Union represented a threat to the existence of both; hence, their readiness to join forces against a common enemy.

Second, two countries can have convergent vital interests only if both are roughly equal in resources and power. Otherwise, the weaker one experiences a loss of sovereignty as a result of its smaller economic and military-political potential, and that negates the strategic character of the relationship.

Consider the widespread perception in the 1990s and at the beginning of the twenty-first century that Russia and the United States could forge a strategic relationship. It never happened because the United States felt it was so strong and self-sufficient that strategic cooperation came down to the American expectation that Russia should bend its own vital interests and submit to American foreign policy. Only then could peaceful, constructive and effective cooperation ensue. Graham and Trenin discuss, for example, current U.S. and Russian strategic interests with regard to China. But isn't there a greater convergence in Russian and Chinese interests on the matter of containing Washington's arrogant and unilateral foreign policy that attempts to dominate the world?

Regarding the development of Arctic resources, the United States' refusal to sign the Convention on the Law of the Sea betrays a U.S. lack of interest in dividing Arctic resources in a way that coincides with international law. Rather, Washington wants to keep its hands untied for any action in the Arctic.

Strategic dialogue necessitates a certain level of trust between parties. But the talks between the two countries on the antimissile shield that the U.S. wishes to install in Europe testify to the lack of such trust. Americans insist that the shield is designed to parry hypothetical Iranian missiles; but a succession of U.S. presidents and other

high-level officials also insist that the idea of a nuclear Iran is unacceptable. They declare that, should Iran continue to advance down the road to a nuclear weapon, the United States or Israel would destroy the program's infrastructure.

With the emergence of a multipolar world, the need arises for power balances in various regions. Thus do we see countries attempting to protect their national interests by forming ad hoc coalitions instead of full-time alliances, whose time has passed, in the view of many analysts. This is why strategic dialogue, while perhaps notionally desirable, is not really feasible because it is difficult to determine which questions are tactical and which are strategic. For Moscow, a matter of strategic discussion with the United States is U.S. interference in Russia's internal affairs. Another is America's interference in countries in the post-Soviet sphere. But it is difficult to imagine any U.S. administration engaging in serious discussions on such matters without being attacked domestically for betraying U.S. national and geopolitical interests. It is obvious that there cannot be entirely cooperative or entirely competitive relations between two large countries with intersecting and conflicting interests.

Such a black-and-white approach can only exist between states engaged in total and open confrontation—as the Soviet Union and the West were during the Cold War—or in cases of a weaker country forced to yield its interests to the will of a stronger partner because of an economic or military-political dependency. This is the defining characteristic of the relations within NATO, whose European members depend for military protection largely on the United States. And yet within this framework there are conflicts even absent a confrontation with a third power (as with the USSR). Consider, for example, the clashes that arose with George W. Bush's Iraq war, when Germany and France went against the wishes of the United States.

Thus, it seems inescapable that the United States and Russia will sometimes partner but also sometimes have conflicting interests.

A second popular illusion seen recently in Russian and American commentary is that Russia no longer figures at the center of American foreign policy because the United States is preoccupied with the chaotic Middle East and its shift of interest to the Asia-Pacific region. Russia, it is argued, does not play a major role in these regions. This is nonsense. It is difficult to find a single problem that America can solve without serious Russian participation. This includes Afghanistan, where

Russia's role is well known, and Iran. The role of Russia in the Iranian nuclear question is obvious, as is its necessary role in any solution to the Syrian crisis.

It is said that Russia plays a spoiler role in Syria, wants to preserve the Assad regime and thwart democratization of the country, and deplores Western efforts to ease the situation. But in fact Russia is not fixated on Assad. Rather it is fixated on principles—in this case the principle that you do not change a regime without having any idea what you are changing it for. We must not swap out a regime for one that could be even more disastrous; or, worse yet, get chaos and anarchy, with huge negative consequences for Syria, the region and even for the entire international system. The dismal ramifications of changing regimes for the worse are right before our eyes in Iraq and Libya, where the change begot the most ruinous results for both the countries themselves and the surrounding region. One needs merely to look at current events in Algeria and Mali—or in Egypt, where two years after the fall of the Mubarak regime no one knows what to expect.

These realities were explained very well last December by Dimitri Simes and Paul Saunders of the Center for the National Interest in *The New York Times*. Their article argued that a Syrian peace process and a change of the Assad regime with the participation of all interested parties, plus an understanding of who would take over afterwards, is in the interest of the United States, Europe and the Arab world. True, and Russian officials don't disagree. But there is an opinion in both Russia and the United States that Russia employs its UN veto power merely to hamstring American foreign policy and protect a dictatorship because it feels some kind of pathological love for authoritarianism. This is an absurd allegation.

A third illusion, seen among highly qualified American experts in international relations, is that Russian-U.S. conflicts arise because there are no solid economic ties between the two countries. There is some truth to this. Of course, it would be good for Russia to have more expansive trade and economic, as well as scientific and technical, relations with the United States. But it is clear that even strong economic ties do not prevent geopolitical conflicts from arising among large, sovereign, independent countries. Consider the deep economic ties between Germany and Great Britain at the beginning of the twentieth century, which didn't foreclose the First World War. Or consider a more recent example: the nearly \$500 billion trade volume between China and the United States, which does not preclude the two countries from having even more conflict and tension than the United States has with Russia. On the issues of Libya, Syria and Iran, China sides with Russia. Other points of contention include Taiwan, the South China Sea problems

with Vietnam and the Philippines, and separate disputes with Japan. In all of these frictions, the United States supports China's adversaries. Thus, it is clear that good trade and economic relations do not prevent large geopolitical frictions among countries.

The fundamental reality is that both Russia and the United States have entered a new phase of international relations. Russia, having ensured its own sovereignty and policy independence, is seeking to build its relationships with all countries from the point of view of its own priorities. On this basis it tries to establish a balance of powers that effectively protects its interests in the Near Abroad and maintains its own economic and military-political security. It is naïve to believe that Russia is mentally separating itself from the culture of the West because it does not share the Western value system, as Dmitri Trenin wrote in December, or that it is becoming close to China almost to the point of being its junior partner. Such suggestions have little basis in reality. Russia is simply trying to work for its own interests, within accepted diplomatic rules, in order to gain advantageous bargaining positions.

The United States also has entered a new phase. It is going through a painful and complex transition from unilateral global domination to a policy of creating balance-of-power arrangements in various regions of the world so as to preserve American presence and influence. Thus, there will be inevitable ups and downs in U.S.-Russian relations as the two countries partner on some issues on which it is beneficial for both of them to be allied, and compete and experience tensions on other issues, where their vital interests diverge. This means there isn't much chance of consistently smooth relations between the two countries.

There is little doubt that the economic and military-political resources of the United States and Europe are continually shrinking in relation to other nations whose wealth and power are expanding. This poses greater opportunities for such countries to form alliances and coalitions in order to serve mutual interests and undermine the domineering behavior of a unipolar power center over these less-powerful nations.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.

- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 21. Planet of the Apes? Not Likely — and Here's Why

Прочитайте текст и выполните задания после текста

By Jeffrey Kluger, BBC News

It's always been easy to understand why human beings developed technology, poetry, music, agriculture, language, cities and medicine, and other critters didn't: big brains — full stop. The animal with the best cognitive computer is simply going to do better than all the others, and that advantage tends to build on itself, with the brain upgrading itself with each iteration of the species.

But intelligence is only part of our collective success. You may be the smartest member of your early-human tribe, but if you die without ever telling other early humans all the cool and innovative things you know, those accomplishments die with you. The real key to the steady climb of humanity — what anthropologists call the "racheting" of the culture — is sharing, the democratic distribution of information so that what starts off as personal knowledge eventually becomes community knowledge. Once an idea goes viral that way, everyone can take a crack at improving on it further.

Sharing, unlike many of our other gifts, is not exclusive to us. Individuals in many species learn from each other by observation and even instruction. Still, the kinds of skills each species needs to acquire are very different; it's the rare human mother who has to teach her kids how to crack open a mollusk with a rock, but for an otter

mama it's job one. That makes it hard to compare how well humans share knowledge with how well other critters do it.

In a study just published in the journal *Science*, however, a team of biologists from the U.K., the U.S. and France, came up with a way, subjecting teams of chimpanzees, capuchin monkeys and three- to four-year old children to a puzzle-solving task that all of them could theoretically solve. The goal was not to see which species did best at figuring out the problem (spoiler alert: the kids won), but how well they cooperated within their own groups to get the job done.

The investigators assembled groups of 34 kids, 74 chimps and 40 capuchins (no, not in the same room), broke them into smaller teams and had each work on a closed box that contained three, increasingly valuable rewards. A door had to be pushed the proper way to reveal the first reward. That also unlocked two buttons which could be pressed to reveal the second reward, and that in turn activated a knob that could be turned to release the third. For the animals, the rewards were carrots (which they like), apple slices (which they love) and grapes (which they die for). For the kids, the prizes were stickers of increasing size and attractiveness.

There are three main ways to share information in a task like this one: verbal instruction, imitation and sharing your early rewards — which motivates other individuals to help get later ones. The chimps and capuchins could not exactly ace the verbal part, but there'd be nothing to stop them from doubling down in the other two areas — provided they wanted to.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 22. The Mystery of the Galactic Train Wreck

Прочитайте текст и выполните задания после текста

By Michael D. Lemonick

Physicists love to smash things together — not just because there's a certain guilty pleasure involved, but also because you can learn a lot about nature that way. Men and women who study elementary particles conduct their demolition derbies with atom smashers; that's how they discovered quarks and muons and maybe even the long elusive Higgs boson.

For astrophysicists, things are a little tougher. Collisions between planets, stars and other heavenly objects can be just as enlightening as particle crack-ups, but you can't simply make them happen. Sometimes the stargazers get lucky, however, like when a comet broke apart and peppered Jupiter with interplanetary shrapnel back in 1994, yielding valuable information about the atmosphere of the solar system's biggest planet.

And sometimes these random cosmic collisions take place on a truly gigantic scale. That's the case with Abell 520, a cluster of thousands of individual galaxies about 2.4 billion light-years from Earth. The structure of Abell 520 is so jumbled and chaotic it's informally known as the Train Wreck Cluster — and in fact, it was created by a humongous, slow-motion pileup of three or four galaxy clusters that were already huge in their own right.

Rather than solve a mystery, though, new observations of Abell 520 may actually have pushed astronomers further from answering one of cosmology's longest-standing mysteries: What is the true nature of dark matter? Observers know that dark matter is out there because they can see its gravity pulling on the visible stars and galaxies. They know it's truly massive, weighing in at five or six times the mass of all those stars and galaxies combined. But since they can't actually see the stuff directly, scientists have concluded it's probably made of enormous clouds of some still undiscovered subatomic particle (and if they're right, dark-matter particles are passing harmlessly through your body by the billions every minute).

This idea got a big boost back in 2006 when astronomers used a suite of telescopes to observe an object known as the Bullet Cluster, a pair of galactic clusters that had recently passed right through each other (*recently* meaning in the past billion years). Clouds of normal gas within the two formations slammed into each other, slowed down and heated up. The galaxies themselves, whose billions of solid bodies are spaced too far apart to hit each other directly, just kept going. If dark matter truly has the properties physicists believe it does, the clouds of the invisible material pervading each cluster should have just kept going too.

That's exactly what happened: even though astronomers can't observe dark matter directly, they can see that more distant, background galaxies look distorted, thanks to the dark-matter clouds' intense gravity.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 23. Surprise! Astronomers Spot Life on Earth — and Why That's News

Прочитайте текст и выполните задания после текста

By Michael D. Lemonick

No one knows when we'll spot life on another world, but everyone knows how it will happen. An unmistakable signal will be picked up by one of the antennas constantly listening to the sky as part of the SETI (Search for Extraterrestrial Intelligence) project. Or perhaps one of the rovers tooling about Mars will uncover a colony of bacteria living in the damp soil below the surface. Or maybe, well, something will land here and say hello.

O.K., that last option may not be likely, but the other ones would be thrilling. Of course, the detection of extraterrestrial life need not be so direct — and certainly not so dramatic — to be one of the transcendent moments of human history. And astronomers have recently developed a new and nuanced way to conduct the hunt.

The more exoplanets the Kepler telescope and Earth-based observatories discover circling distant stars, the likelier it is that they will soon spot a (relatively) Earthlike world moving in a balmy, water-friendly orbit where life as we know it is possible. Even when such a planet is confirmed, however, the most the exobiologists would have to work with is a tiny spot of light. It's hard to imagine how anyone could get much information from a speck like that.

Hard for you and me, anyway. But astronomers tend to be a pretty clever lot, and a recent set of observations has proved just how clever: by looking at the moon, of all places, they've detected the presence of clouds, oceans and vegetation on Earth — a technique that could work similarly well on planets in deep space.

What the astronomers were actually studying was earthshine — that is, sunlight that has reflected off Earth, then bounced off the moon and back into ground-based telescopes on Earth. You can see earthshine whenever there's a new moon, faintly illuminating the lunar disk even when it's lost in shadow. The earthshine striking the moon is not pure sunlight that simply bounced from our world into space as if were ricocheting from a mirror. Rather, it becomes altered by having reflected off the Earth's clouds, oceans, land and atmosphere.

Michael Sterzik of the European Southern Observatory used the Very Large Telescope in Chile to study this phenomenon, analyzing the makeup of the light coming back to us from the moon. Some of those subtleties, he and his colleagues report in a recent issue of *Nature*, revealed the presence of molecular oxygen and methane in Earth's atmosphere. Those gases can't survive for long unless they're constantly replenished — and life is one of the major replenishers. Sterzik and his

colleagues also saw that some of the reflected sunlight showed signs that it had bounced off vegetation.

The astronomers also looked at polarization — a change in the way light waves vibrate. By looking at how the reflected light was polarized, the astronomers could see what percentage of Earth (the side facing the moon at the time, anyway) was water, how much was plant matter and how much was clouds.

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 24. In Queenstown, New Zealand, art is an adventure, too

Прочитайте текст и выполните задания после текста

By Michael Kaminer

The jetboat shot through Lake Wakatipu at 55 miles an hour, the pilot stoically hot-dogging around trees and rocks. Every few minutes, he'd rotate an index finger — a signal that we were about to whirl around at whiplash speed. My stomach lurched with every spin as I clutched the safety bar and clenched my teeth. I was in Queenstown, the adventure capital of New Zealand. Visitors schlep to this South Island town to zipline, kayak, skydive, bungee and bike through scenery as otherworldly as it looks in such movies as "The Hobbit," which was filmed here. For a traveler like me, whose idea of thrill-seeking involves a new book and a

double espresso, this is not an asset. So it was painfully ironic that a planning mixup dropped me here for five days in November, at the expense of time in bigger cities that I'd wanted to explore.

I tried a few "when-in-Rome" activities that challenged gravity; vertigo from the twirling jetboat finally made me swear to keep both feet on the ground. That's a challenging prospect in a place whose entire economy seems engineered to serve adrenaline junkies. But then the manager at my hotel, who listened patiently as I vented about my lack of options, made an intriguing suggestion. An hour later, Alice Blackley pulled up in a black Volkswagen passenger van. "Art Adventures," the name of her year-old business, was splashed on the side; the company logo was emblazoned on her crisp blue blazer. And we embarked on a day-long tour of local galleries and studios, the first stop of which couldn't have surprised me more if it had been an audience with an actual hobbit.

A short drive took us to a small, bright gallery just outside downtown Queenstown, where pop-goth canvases by Damien Hirst — yes, he of megawatt art-world fame — shared the walls with clover-shaped abstractions by Max Gimblett, a legendary Kiwi artist now based in New York. Nadene Milne Gallery, as I learned, is one of Hirst's global representatives. And the exhibit, tantalizingly titled "The Beauty and Brutality of Fact," provided my first glimpse of a Queenstown that rarely makes the radar of adventure-craving tourists — a happening, heterogeneous art scene that's uniquely New Zealand in its blend of hip and homey.

"There's a misconception that Queenstown is all about the adrenaline-seeking thrill," Blackley told me as we bounced along to our next destination, the tidy gallery of Tim Wilson, whose hyper-realistic fantasy landscapes got snapped up by "The Hobbit" cast members during their long shoot here. "People are surprised how art is evolving here. There's a lot of wealth in the region and a lot of generous patronage. And there are some very big private art collections here of a reputable international standard." Wilson, whose paintings can fetch six figures, agreed. "Art and culture does seem sometimes to take a back seat while the outdoor-thrill-seeker scenario is pushed, sometimes to the extreme," he told me by e-mail after my visit. "But I've lived in big cities around the world, and Queenstown's incredibly nurturing. The landscape's unlike anywhere on earth, the light's unique and the atmosphere translucent."

- 1. Переведите текст на русский язык.
- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзац текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Unit 25. At McLean Project for the Arts, tales go spinning into a world of strange

Прочитайте текст и выполните задания после текста

By Mark Jenkins, BBC News

Storytelling was blackballed from visual art by the 20th-century avant-garde, but it's been creeping back in. Although the old narratives haven't returned, today's artists are keen to recount lesser-known tales, or recombine familiar archetypes in unexpected ways. Both things happen in "Small Stories," an intriguing show of precise, but not exactly realistic, paintings at McLean Project for the Arts.

Nora Sturges, Gregory Ferrand and Matthew Mann all use styles derived more from illustrations than Renaissance canvases. Their work is cartoonish but impeccably detailed, representational yet eccentric. Sturges's little pictures are blankly surreal, depicting vacant landscapes in American suburbia as well as what appear to be Old World deserts. Rendered in muted earth or snow-country tones, the paintings often fix on institutional buildings and mass-produced objects,

including parking garages and precast-concrete barriers. The eerie "Tank" focuses on what seems to be a large shipping container, but the formal way it's positioned suggests a sort of temple. Perhaps that's how future anthropologists will see such now-commonplace places and things.

Ferrand's paintings, which include a series of portraits, conjure the look of old Hollywood. The women have neatly bobbed hair and the men wear suits and ties — even when they're running toward an airplane in one of the show's most dramatic works, the red-tinted "Explosion! If only they knew what they know now." Whether dream, hallucination or disaster-movie frame, the scene teasingly reveals that Ferrand knows what time it is: The plane in the background is a vintage propeller-driven model, but the woman at the center of the composition is clutching both a small dog and a smartphone.

Although his style is not classical, Mann flaunts his familiarity with Old Masters. Many of his pictures emphasize the intricate folds of flowing drapery, whose depiction is a hallmark of traditional painting. He partially paints over prints of famous artworks, and he remakes Fragonard's "The Reader" with the young woman's face replaced by a blue grebe's (among other alterations). Mann's magnum opus here is "Passion of St. George," whose image stretches across four canvases of different shapes and sizes. The saint doesn't appear, but there is a "Dear George" letter from the princess: She has run off with the dragon. That's not how the fable used to go, of course, but the puckish rewrite is one way "Small Stories" justifies telling tales.

Rosemary Luckett, whose "Altered Terrain" is displayed along the ramp leading to the arts center's main gallery, also takes a playful approach, but with serious intent. The collaged drawings depict a world where technology threatens everything that lives — even those creatures who designed and built the SUVs, bulldozers and industrial derricks that are among the show's motifs. Despite ominous imagery, the tone isn't grim. The artist is partial to rubber ducks, and she builds a forest from tree-shaped air fresheners and shows a frog surrounded by microphones, ready to deliver the message of these works: What Luckett calls the "web of life" is dangerously frayed. After walking to the McLean Project for the Arts from the closest Metrobus stop, count the SUVs in the parking lot.

1. Переведите текст на русский язык.

- 2. Выделите в тексте слова, излагающие главную идею реферируемого материала.
- 3. Озаглавьте каждый абзаи текста.
- 4. Составьте план текста.
- 5. Сформулируйте цель и главную мысль реферата.
- 6. Сформулируйте свою точку зрения о содержании или форме реферируемого материала.
- 7. Составьте план реферата.
- 8. Сделайте письменный реферат статьи в соответствии с планом реферата.
- 9. Составьте аннотацию статьи.

Список источников

www.bbc.com www.inosmi.ru www.theguardian.com www.washingtonpost.com

П	РЕДИСЛОВИЕ	3
P	ЕФЕРИРОВАНИЕ И АННОТИРОВАНИЕ КАК СПОСОБЫ ПЕРЕВОДА	3
	Из истории реферативного перевода	3
	Аннотирование и реферирование текстов	5
	Сущность реферирования	7
	Назначение и виды рефератов	9
	Требования, предъявляемые к реферату	12
	Язык реферата	13
	Свертывание первичных документов и этапы работы при составлении реферата	15
	Назначение и виды аннотаций	16
	Структура, содержание и особенности аннотаций	17
	Алгоритмы в обучении аннотированию и реферированию	19
	Пример написания аннотаций и реферата	20
	Литература	12
Т	ЕКСТЫ ДЛЯ РЕФЕРАТИВНОГО ПЕРЕВОДА, РЕФЕРИРОВАНИЯ И АННОТИРОВАНИЯ	13
	Unit 1. Hillary Clinton: Trade With Russia Is a Win-Win	13
	Unit 2. A Point of View: Why are the Beatles so popular 50 years on?	15
	Unit 3. Diamond Jubilee: Queen 'humbled' by celebrations	19
	Unit 4. Turkey calls Nato meeting on warplane downed by Syria	22
	Unit 5. Why Russia is standing by Syria's Assad	25
	"Start Quote	27
	Unit 6. Russia's intelligence attack: The Anna Chapman danger	28
	Unit 7. Russia charges U.S. report on human trafficking is biased	31
	Unit 8. Astrophile: The outermost ocean in the solar system	33
	Unit 9. Do animals have imagination?	35
	Unit 10. An Irish garden provides ideas as souvenirs	37
	Unit 11. New York Times hacking revelations shed new light on China cybercrime	39
	Unit 12. Why 'school reform' is a misnomer — principal	42
	Unit 13. We're on notice to plan for the next meteor	45
	Unit 14. Of course China is building a full-size, working replica of the Titanic	47
	Unit 15. Exoplanets near red dwarfs suggest another Earth nearer	49
	Unit 16. Is this the year everybody gets hacked?	51
	Unit 17. Cambridge, Cabs and Copenhagen: My Route to Existential Risk (Part I)	53
	Unit 18. Cambridge, Cabs and Copenhagen: My Route to Existential Risk (Part II)	57
	Unit 19. What companies must do to survive the decade	61

Unit 20. Russia and Obama's Second Term63	
Unit 21. Planet of the Apes? Not Likely — and Here's Why68	
Unit 22. The Mystery of the Galactic Train Wreck70	
Unit 23. Surprise! Astronomers Spot Life on Earth — and Why That's News71	
Unit 24. In Queenstown, New Zealand, art is an adventure, too73	
Unit 25. At McLean Project for the Arts, tales go spinning into a world of strange75	

Учебное издание

Ю. Г. Алексеев, О. А. Егорова

Практикум по реферативному переводу для студентов старших курсов

«Non multa sed multum»

В авторской редакции

Директор Издательского центра *Т. В. Филиппова* Подготовка оригинал-макета *Р. А. Водениной*

Подписано в печать 26.12.2014. Формат 60х84/16. Гарнитура Times New Roman. Усл. печ. л. 2,3. Уч.-изд. л. 2,0. Тираж 100 экз. Заказ № 162/

Оригинал-макет подготовлен в Издательском центре Ульяновского государственного университета 432017, г. Ульяновск, ул. Л. Толстого, 42

Отпечатано в Издательском центре Ульяновского государственного университета 432970, г. Ульяновск, ул. Л. Толстого, 42