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КУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ПОСОБИЕ ПО ПЕРЕВОДУ НАУЧНОЙ ЛИТЕРАТУРЫ

для аспирантов и соискателей

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Пособие содержит научные тексты общественно-политической тематики с разметкой лексико-грамматических трудностей и заданиями для выработки умения аннотирования. Оно предназначено для аспирантов и научных сотрудников, готовящихся к сдаче кандидатского экзамена, и может быть использовано для самостоятельной работы.

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Предисловие.

Настоящее пособие представляет собой практическое руководство для перевода научной литературы с английского языка на русский.

Основная цель пособия – способствовать выработке умения анализировать различные элементы текста и правильно переводить английскую и американскую научную литературу, а также заложить основы для перехода к развитию навыков реферирования и аннотирования в процессе обучения.

Представлены тексты общественно-политической тематики; также используется как стратегия организации при переводе предварительная разметка текста: выделение основных сложных лексических и грамматических аспектов, представляющих трудности при переводе.

К текстам предлагаются: I – задания на выявление и перевод сложных лексических оборотов и грамматических конструкций; II – лексические задания; III – задания на проверку понимания прочитанного и подготовку к аннотированию текста.

Рекомендуется следующий алгоритм работы с текстом:

1. Прочитать весь текст понять его общее содержание.
2. Структурировать каждое сложное предложение: обозначить в сложноподчиненных главное и придаточное, а в сложносочиненных – простые.
3. В каждом предложении определить группу сказуемого (по личной форме глагола), затем найти группы подлежащего и дополнения.
4. Перевод предложения начинать с группы подлежащего, затем переводить группы сказуемого, дополнения, обстоятельства.
5. Отыскать незнакомые слова в словаре, уяснив предварительно какой частью речи они являются в данном предложении.

Материал для текстов взят из оригинальной английской и американской литературы.

Read the text and state its topic.

Meeting of the frontiers

*Отрывки из материалов проекта «Meeting of Frontiers» Библиотеки Конгресса
США*

(Part 1)

1. The lands of Siberia and the American West were conquered by the millions of settlers who moved there to start new lives. The mass expansion into these lands was related to the demographic explosion of Europe in the nineteenth and twentieth centuries. Millions of Europeans sailed west to America, millions of Americans moved west across the continent, and millions of Russians moved east, all at the same time. They settled along the rivers and the coasts and in the fertile river valleys and established farms on unfamiliar landscapes. Although the vast majority of Russians and Americans still lived in the metropolises, the frontier hinterlands were now claimed by unprecedented numbers of people who helped weave the frontier into the consciousness of their nations.

2. Diverse ethnic groups moved to these frontiers and came into contact with a range of native peoples. In both countries, some native peoples actively resisted colonization and others tried to cooperate [1] with newcomers. In both countries also, the task of colonization was made easier by the **large-scale deaths** [2] of native peoples who had no resistance to the diseases by the colonizers.

3. These frontiers were also vast fields for religious development. Churches sent missionaries to distant reaches and soon houses of worship crisscrossed the frontier. Other religious groups, like the Old Believers in Russia and the Mormons in America, fled to the frontier to escape [3] persecution and hoped to find a promised land.

4. Many other settlers were brought to the frontier by force. [4] Many countries tried to populate distant frontiers by exiling criminals and “undesirables” there. [5] Great Britain used Australia and America as penal colonies. The American government forced eastern Indian tribes to move to the lands beyond the Mississippi. The Russian crown – and the Soviet state – sent common criminals and political dissidents to Siberia. It was often an inhumane form of punishment, but very effective for populating inhospitable frontiers.

5. Out of these different frontier movements and interactions, Siberians and Westerners created rich and diverse societies that were very different from the homelands of the settlers. They adopted native material cultures and lived in new ways, built new towns, and created new identities for themselves.

6. In the nineteenth and twentieth centuries, the economies of Siberia and the American West experienced many parallel developments. **Fur trading** [6] declined in importance as fashions changed and fur-bearing animals were overhunted, sometimes to the point of extinction. At the same time, mineral extraction intensified. Gold was discovered in the Yenisey River basin in Siberia in 1838-39, only ten years

before John Sutter's men found it at the bottom of a stream in California. Both events led to gold rushes and concentrated populations of miners, although the Siberian rush fed almost exclusively off transient Siberians and did not stimulate a great migration to the frontier as did the California gold rush. [7]

7. Despite the diverse range of economic activities and social types such as miners, lumberjacks, and exiles, most people on the Siberian and western frontiers were farmers and the most common economic pursuit was agriculture. Both regions posed severe challenges to farmers – the West for its aridity and Siberia for its aridity in spots, but also wet lands and long winters. Because of a more southerly climate, western farmers had a much easier time creating [8] bountiful ranches and farms. But Siberia is not all frozen tundra, and peasants farmed successfully in the forest steppe belt in the south of the region.

(www.loc.gov/rr/)

I.

Найдите в тексте и переведите следующие лексико-грамматические трудности:

- 1 – Определите тип сказуемого и дайте его перевод.
- 2 – Дайте перевод словосочетания.
- 3 – Определите функцию инфинитива.
- 4 – Определите форму и время сказуемого и дайте его перевод.
- 5 – Найдите причастие I и определите его функцию.
- 6 – Дайте перевод словосочетания.
- 7 – Найдите причастие II и определите его функцию.
- 8 – Определите функцию причастия I.

II.

Find the translation of the words taken from the text:

frontier –

to defend one's frontiers – защищать свои границы (рубежи)

frontiers of knowledge – пределы знания

to conquer –

to conquer a country – завоевать страну

to conquer the enemy – победить врага

to conquer bad habits – преодолеть плохие привычки

vast –

vast areas – обширные районы / территории

vast scheme – грандиозный замысел

vast empires – гигантские империи

vast interests – широкий круг интересов

vast knowledge – **обширные** познания

range –

range of commodities – **ассортимент** товаров

the whole range of events – целая **цепь** событий

range of use – **область** применения

range of activity – **размах** деятельности

range of influence – **сфера** влияния

expansion –

economic expansion – экономический **подъем**

expansion in cultural exchanges – **развитие** культурного обмена

territorial expansion – территориальные **захваты**

III.

Task 1. Read paragraph 1 and identify the topic sentence. What is meant by “mass expansion”?

Task 2. Read paragraphs 2 and 3. Formulate the topic idea of these sentences. Identify the sentences which illustrate the position of native peoples and religious development.

Task 3. Read paragraph 4. Make up a list of words that you have looked up in the dictionary and their contextual Russian equivalents. How does the author characterize populating distant frontiers by exiling criminals and “undesirables”?

Task 4. Read paragraphs 5 and 6. Identify the topic sentences and the illustrating sentences. Give the Russian equivalents for: adopted native material cultures, new identities, mineral extraction, gold rush, fur-bearing animals, were overhunted.

Task 5. Read paragraph 7. Answer the questions: What was the most common economic pursuit? How does the author characterize severe challenges to farmers? Give the English equivalents for: Разнообразие экономической деятельности и социальных типов, серьезные трудности для фермеров, самое распространенное экономическое занятие, лесостепная территория.

Task 6. Write an outline of the text (in 3 sentences).

Read the text and answer the question: What problems are discussed in the text?

Meeting of the frontiers

*Отрывки из материалов проекта «Meeting of Frontiers» Библиотеки Конгресса
США*

(Part 2)

1. The Russian and American frontiers met in Alaska. The Bering Strait had long been a link between Siberia and North America – many scholars believe the first Native Americans originally populated the American continents traveling [1] from Siberia to Alaska. Russian servitors [government officials] reached the Pacific Coast by the mid-1600s, sighted Alaska in 1741, and established their first permanent settlement in North America by 1773, probably at Captain's Harbor on Unalaska Island. In 1808, the capital of Russian America was moved to New Archangel (Sitka).

2. Russians came to North America for the same reason they penetrated Siberia, to find [2] furs, in this case sea otters. Missionaries soon followed the traders, looking to convert souls to Christianity. Russia also established outposts on Hawaii and the California coast to facilitate the sea-otter trade. But in Alaska conditions were even more difficult for traders than in Siberia: food was scarce, the Russian supply centers far away, the climate cold and wet, the native Tlingits well-armed and often hostile to the Russians, and the competition of British and especially American traders for furs was stiff. By the mid-nineteenth century, Russian officials realized that they had overextended themselves; Russian America was abandoned with the sale of Alaska to the United States in 1867.

3. The purchase of Alaska was as controversial in America as it was in Russia. "What would we do with this 'Icebergia'?" many Americans asked. Others made haste to discover what Alaska had to offer. Most Americans who moved to Alaska settled in New Archangel, which was renamed Sitka. The army built outposts; civil government was established in 1884 with a governor appointed by the president, and initially settlers concentrated on the fur trade. [3] But Americans soon diversified the economy of Alaska and developed the **fish-processing industry** [4]. Then prospectors discovered gold on the Klondike in neighboring Canada in 1896 and then in Akaka, and by 1897 the Klondike gold rush was underway. Thousands of people streamed to and through Alaska to strike [5] it rich and quickly transformed the economy and society. The population exploded and some gold-mining camps grew into major towns, such as Nome and Fairbanks.

4. Although Alaska was not the icebox many Americans believed it to be, the exoticism of this far northern land lured travelers of various sorts. Scientists and artists came to explore and record the landscape, animals, and plants. [6] Tourists arrived on luxury steamships and took in the rain forests, glaciers, and port towns, boosting [7] the local economy in the process. And back home in "lower" America, people read and watched Yukon adventure films, which helped solidify the image of Alaska as America's "last frontier".

5. By the early nineteenth century America was becoming a commercial force in the Pacific [8]. Merchant ships sailed the northwest coast of the continent in search of furs and the North Pacific became a region of interest to businessmen, explorers, and statesmen alike.

6. At the same time, Russian power in the region contracted and became more focused and consolidated. Inefficient, distant, poorly defended and provided for, Russian Alaska was sold to the United States in 1867 for \$7.2 million.[9] Although some Russian statesmen opposed the sale, others realized that Russia was overextended in Alaska and that despite Alaska's potential, the future of Russia on the Pacific lay through the fertile Amur valley and not Alaska.

7. In America, the purchase of Alaska elicited a range of reactions from praise to ridicule. The *New York Tribune* coined the term "Walrussia" for what was presented as a worthless, frozen territory. But other newspapers, east and west, praised the acquisition for the commercial and strategic benefits it would bring.

[\(www.loc.gov/rr/\)](http://www.loc.gov/rr/)

I.

Найдите в тексте и переведите следующие лексико-грамматические трудности:

- 1 – Определите функцию причастия I.
- 2 – Определите функцию инфинитива.
- 3 – Найдите причастие II и определите его функцию.
- 4 – Дайте перевод словосочетания.
- 5 – Определите функцию инфинитива.
- 6 – Определите тип сказуемого и дайте его перевод.
- 7 – Определите функцию причастия I.
- 8 – Определите форму и время сказуемого и дайте его перевод.
- 9 – Найдите причастие II, определите его функцию и дайте перевод.

II.

Find the translation of the words taken from the text:

to penetrate –

the water penetrated to the interior – вода **просочилась (попала)** внутрь

the travellers penetrated into the cave – путешественники **проникли** в пещеру

to penetrate into the secrets of nature – **постигать** тайны природы

a book penetrated with the atmosphere of the times – книга, **проникнутая** атмосферой эпохи

to facilitate –

to facilitate the execution of a task – **помочь** выполнению задачи

to facilitate economic recovery – **способствовать** восстановлению экономики

modern inventions facilitate housework – современные приспособления
облегчают работу по дому

scarce –

to be scarce – иметься **в недостаточном количестве**

countries where coal is scarce – страны, **бедные** углем

scarce raw materials – **дефицитное** сырье

money is scarce with them – с деньгами у них **туго**

scarce coin – **редкая** монета

stiff –

stiff battle – **ожесточенная** битва

stiff offensive – **мощное** наступление

stiff examination – **трудный** экзамен

controversial –

controversial question – **спорный** вопрос (пункт)

controversial book – книга, **вызвавшая ожесточенную полемику**

both candidates tried to avoid controversial issues – оба кандидата **тщательно**
обходили **больные** вопросы

III.

Task 1. *Read paragraphs 1 and 2. Identify the topic sentences and the illustrating sentences. Enumerate the reasons for the sale of Alaska by Russian officials to the USA in 1867. Give the English equivalents of:* способствовать торговле мехом
морской выдры, скудная еда, центры снабжения, жесткая конкуренция, зашли
слишком далеко.

Task 2. *State the main idea of the paragraph. Characterize the economy of Alaska. Give Russian equivalents of:* controversial, concentrated on the fur trade, diversify
the economy, gold rush was underway, to strike it rich, the population exploded.

Task 3. *Read paragraphs 4 and 5. Identify the topic ideas and the illustrating sentences. Answer the questions: What does the author say about exploring Alaska? What is meant by “boosting the local economy in the process”?*

Task 4. *Read paragraphs 6 and 7. Find the sentence containing information about the reasons of selling Alaska. What is meant by the term “Walrussia”? Find the English equivalents of:* сосредоточенные, объединенные, слишком разрослась,
плодородная долина, приобретение Аляски (2 варианта), вызвало
разнообразную реакцию, создало термин, коммерческая и стратегическая
польза.

Task 5. *Translate paragraph 3 in the written form.*

Task 6. *Make up a summary of the text in 3-4 sentences.*

Read the text and state its topic.

Globalization and its critics

1. The strongest case for globalization is the liberal one. It is almost never heard, least of all from governments or businessmen. International economic integration, on the liberal view, is what happens when technology allows people to pursue their own goals and they are given the liberty to do so. If technology advances to the point where it supports trade across borders, and if people then choose to trade across borders, you have integration, and because people have freely chosen it this is a good thing. Also, again because people have freely chosen this course, you would expect there to be economic benefits as well.

2. By and large, theory and practice confirm that this is so. Adam Smith's invisible hand does its work. People choose what serves their own self-interest, each of them making that judgment for himself. The result is that society as a whole prospers and advances – spontaneously, not by design of any person or government.

3. All kinds of qualifications and elaborations are needed, obviously, to fill [1] out the argument properly. Some of them will be offered in due course [2]. But it is essential to understand one point from the outset. The liberal case for globalization is emphatically not the case for domestic or international *laissez-faire*. Liberalism lays down no certainties about the requirements of social justice in terms of income redistribution or the extent of the welfare state. It recognizes that markets have their limits, for instance in tending to the supply of public goods (such as a clean environment). A liberal outlook is consistent with support for a wide range of government interventions; indeed a liberal outlook demands many such interventions.

4. But the starting point for all liberals is a presumption that, under ordinary circumstances, the individual knows best what serves his interests and that the blending of these individual choices will produce socially good results. Two other things follow. The first is an initial skepticism, at least, about collective **decision-making** [3] that overrides the individual kind. The other is a high regard for markets – not as a place where profits are made, it must be stressed, but as a place where society advances in the common good.

5. Why then are governments and business leaders rarely heard to put this case? Because for the most part they are not liberals. Perhaps it goes with the job that politicians of left and right, traditional and modern, have an exaggerated view of their ability to improve [4] on the spontaneous order of a lightly governed society.

6. It would be even more naïve, and contrary to all experience, to expect business itself to favour a liberal outlook. Businesses are ultimately interested in one thing: profits. The **business-bashing** [5] NGOs are right about that. If businesses think that treating their customers and staff well, or adopting a policy of “corporate

social responsibility”, or using ecologically friendly stationary will add to their profits, they will do it. Otherwise, they will not.

7. Does that make market capitalism wrong? On the contrary, the point of a liberal market economy is that it civilizes the quest for profit, turning it, willi-nilly, into an engine of social progress. If firms have [6] to compete with rivals for customers and workers, then they will indeed worry about their reputation for quality and fair dealing – even if they do not value those things in themselves. Competition will make them behave as if they did.

8. Here, then, is where the anti-business NGOs get their argument completely upside down – with genuinely dangerous consequences for the causes, sometimes just, which they hope to advance. On the whole, stricter regulation of international business is not going to reduce profits: the costs will be passed along to consumers. And it is not going to diminish any company’s interest in making profits. What it may well do, though, by disabling [7] markets in their civilizing role, is to give companies new opportunities to make even bigger profits at the expense of society at large.

9. For example, suppose that in the remorseless search for profit, multinationals pay sweatshop wages to their workers in developing countries. Regulation forcing them to pay higher wages is demanded [8]. The biggest western firms concede there might be merit in the idea. But justice and efficiency require a level playing-field. The NGOs, the reformed multinationals and enlightened rich-country governments propose tough rules on developing-country factory wages, backed up by trade barriers to keep out imports from countries that do not comply. Shoppers in the West pay more – but willingly, because they know it is in a good cause. The NGOs declare another victory. The companies, having shafted their developing-country competition and protected their domestic markets, count their bigger profits (higher wage costs notwithstanding).[9] And the developing-country workers displaced from locally owned factories explain to their children why the West’s new deal for the victims of capitalism requires them to starve.

*(ECONOMICS. Making sense of the Modern Economy.-
London: Edited by Simon Fox, 2006)*

Прим.: NGOs – non-governmental organizations – неправительственные организации.

I.

Найдите в тексте и переведите следующие лексико-грамматические трудности:

- 1 – Определите функцию инфинитива.
- 2 – Определите форму и время сказуемого и дайте его перевод.
- 3 – Дайте перевод словосочетания.
- 4 – Определите функцию инфинитива.

- 5 – Дайте перевод словосочетания.
6 – Переведите глагол *to have*.
7 – Определите функцию герундия и переведите на русский язык.
8 – Найдите главные члены предложения.
9 – Найдите главные члены предложения и определите тип сказуемого.

II.

Find the translation of the words taken from the text:

to advance –

to advance frontiers of physical science – **продвинуть** вперед границы физики
the enemy advanced – враг **наступал**
to advance interests – **содействовать** интересам
to advance in a rank – **получить** более высокое звание

to recognize –

to recognize defeat – **признать** поражение
to recognize devotion – **ценить** преданность
I recognized an old friend in him – в нем я **узнал** старого друга
We recognized that the situation was hopeless – мы **отдавали себе отчет в** том, что ситуация была безнадежной
to recognize an instruction – **опознавать** команду

benefit –

to the benefit – **на благо**
to reap the benefit of something – пожинать **плоды** чего-то
to get a benefit from – извлечь **выгоду**
tax benefits – налоговые **льготы**
cash benefit – денежное **пособие**

regard –

regard should be given to – следует уделить **внимание**
to show regard – проявлять **заботу**
to hold smb in high regard – придерживаться высокого **мнения** о ком-либо
in regard to your request – что **касается** вашего запроса
in this regard – в этом **отношении**

tough –

tough policy – **жесткий** курс
tough problem – **трудноразрешимая** проблема
tough criminal – **закоренелый** преступник
The water was tough – вода была **вязкая**

III.

Task 1. *Read paragraphs 1 and 2. Answer the questions: What is the main characteristic of the problem discussed? How does the author characterize integration? Give the Russian equivalent of: save for, technology advances to the point, to trade across borders, by and large, economic benefits.*

Task 2. *Read paragraphs 3 and 4. Make up a list of words that you looked up in the dictionary and give their contextual Russian equivalents. What does the author mean “a liberal outlook”? Give the Russian equivalents of: from the outset, in terms of, welfare of state, a wide range of, the starting point, under ordinary circumstances, decision-making, regard for markets, it must be stressed, the common good.*

Task 3. *Read paragraphs 5 and 6. Identify the topic sentences. What does the author say about governments and business? Make up a summary in 2-3 sentences.*

Task 4. *Read paragraphs 7, 8 and 9. Find the key word in paragraph 7. Find the sentences containing reasons why companies may make bigger profits. Enumerate the factors mentioned by the author to support this idea. Give the Russian equivalents of: fair dealing, competition, civilizing role, at the expense of, at large.*

Task 5. *Write an outline of the text (in 3-4 sentences).*

Read the text and state its topic.

America's community colleges: on the ascent

1. Across the spectrum that is higher education in the United States, the community college system is comparatively recent vintage – fundamentally a phenomenon that surfaced, developed and expanded over the course of the past century.

2. Originally, this two-year program was designed to accommodate [1] the rising number of secondary school graduates who sought to further their education but, for one reason or another – time, funds, family obligations or capability – could not enroll in a standard four-year college or university.

3. **Since** [2] those early years, community colleges have expanded their role beyond the two years of pre-baccalaureate study. Today, they prepare people for the workforce and offer a variety of services to local communities. They assist people to grow within their careers. Moreover, they offer basic literacy instruction for people who failed to fully learn rudimentary skills in primary and secondary education, as well as for new immigrants to the United States. Finally, they maintain courses for the present interest of adults – fostering the spirit of **lifelong learning**. [3]

4. Indeed, the general principle underlying [4] community college development has been a belief [5] in individual mobility and achievement – the belief that anyone seeking it should be given the opportunity to learn [6] in order to advance professionally or personally in society, notwithstanding their prior educational accomplishments or their social or economic status. Because community colleges place few barriers to students' admission, and because their tuition fees are lower than **those** [7] of four-year colleges and universities, they offer an open access, a readily available opportunity for one and all to find something of value.

5. By definition, the community college is an institution accredited to award an associate degree as its highest diploma [8]. Typically granted after two years of collegiate-level instruction, it qualifies the recipient to enter a university at the junior, or third-year level, or to enter the workforce as a qualified employee in numerous occupational and paraprofessional fields [9]. At present, there are 1,075 community colleges in the United States, enrolling 5.5 million degree-seeking students.

6. Their merit has been proven in many ways, not least in the manner in which they have accommodated periodic increases in the number of young people seeking [10] entry to college. For example, in 1979 there were 4.3 million 17-year-olds in the United States, an increase of 50 percent in 15 years. More than 70 percent of these 17-year-olds had graduated high school and nearly half of them sought entry to college. This put enormous pressure on college admissions, one that the universities were not prepared to accommodate but which the community colleges could, and did, absorb. In 2000, nearly half of all those who began college for the first time did so at community colleges. Invariably, community college students have diverse goals. One-third of them seek skills and certificates that qualify them for employment. Nearly 20 percent want to upgrade themselves in jobs they already hold, and 10 percent are attending strictly for their general personal interest. An additional one-third wants to earn credits that would be transferred to a four-year school towards a bachelor's degree [11].

7. This is significant: Few other educational systems around the world allow students to transfer credits readily from one institution to another. Elsewhere as well, the functions that American community colleges provide are divided among different types of institutions [12]. Japan, for example, has separate junior colleges, special training schools and technical colleges in its postsecondary mix. Only the U.S. community colleges provide pre-baccalaureate education, **short-term vocational training**, [13] adult education, and job entry and professional upgrading in technology, health professions and other occupations, all under one roof.

(by Arthur M. Cohen)

I.

Найдите в тексте и переведите следующие лексико-грамматические трудности:

1 – Определите функцию инфинитива.

2 – Дайте перевод слова *since*.

- 3 – Дайте перевод словосочетания.
- 4 – Определите функцию причастия I.
- 5 – Определите тип сказуемого и дайте его перевод.
- 6 – Определите функцию инфинитива.
- 7 – Дайте перевод слова those.
- 8 – Найдите причастие II и определите его функцию
- 9 – Определите главные члены предложения.
- 10 – Определите функцию причастия I.
- 11 – Определите тип сказуемого.
- 12 – Найдите главные члены предложения.
- 13 – Переведите группу слов.

II.

Find the translation of the words taken from the text:

to accommodate –

to accommodate oneself to smth – **приспосабливаться** к чему-л.

to accommodate a client – **обслуживать** клиента

to seek to do something –

to seek to make peace – **стремиться** к заключению мира

to seek to kill smb – **покушаться** на кого-либо

to seek something –

to seek smb's approval – **добиваться** чьего-либо одобрения

to seek wealth – **искать / жаждать** богатства

to further –

to further plans – **содействовать осуществлению** планов

to further hopes – **способствовать осуществлению** надежд

to further the course of peace – **бороться** за дело мира

to foster –

to foster artistic talent – **способствовать** развитию художественного таланта

to foster smb's interest in smth. – **привить** кому-л. интерес к чему-л.

to foster hope – **питать** надежду

to advance –

to advance in knowledge – **накапливать** знания

to advance in skill – **повышать** квалификацию

he was advanced to the position of manager – его **назначили** управляющим

to earn –

to earn fame – **заслужить** славу

to earn a great reputation – **завоевать** авторитет
fair dealing earns confidence – честность в делах **рождает** доверие
to earn hatred – **навлечь** на себя ненависть

III.

Task 1. *Read paragraphs 1, 2 and answer the questions: How long have America's community colleges existed? What were they designed for? Give the Russian equivalents for: to surface, to develop, to expand, to be designed for, to accommodate, to seek, to further, standard four-year college.*

Task 2. *Read paragraphs 3 and 4. Find the sentence containing advantages of community colleges. Look through the third paragraph and state the functions of community colleges. What do they do for students? Cope out the words equivalent to: рабочая сила, оказывать помощь, обучение основам грамотности, элементарные навыки (умения), обучение в течение всей жизни, доступная возможность, плата за обучение, открытый доступ.*

Task 3. *Read paragraphs 5, 6 and formulate the topic of the paragraphs. Identify the sentence which contains the accreditation of community colleges. Translate it into Russian. How does the author characterize the diverse goals of community college students? Make up a list of words that you have looked up in the dictionary and give their contextual Russian equivalents. Give the Russian equivalents of: to award an associate degree, a qualified employee, merit, to seek entry to college, to put enormous pressure on college admissions, to seek skills and certificates, to qualify for employment, to upgrade oneself, to earn credits, bachelor's degree.*

Task 4. *Read paragraph 7 and answer the question: What functions perform do only community colleges provide? Enumerate them. Translate the paragraph into Russia.*

Task 5. *Write an outline of the text (in 4-5 sentences).*

Read the text and state its topic.

Russia and its history:

The drawing of inaccurate historical parallels with Constantinople

1. When Nikolai Patrushev, head of Russia's federal security service (FSB), spoke to his staff to mark the 90th anniversary of the Soviet secret service last year, he made an odd historic diversion. "Those who study history know that security existed before. Sophia Paleologue married Ivan III, and being a niece of the last

Byzantine emperor, paid close attention to questions of security.” Few understood what he was talking about.

2. The mystery was cleared up a few weeks later, when Russia's state television channel aired an hour-long film, “The Destruction of the Empire: a Byzantine Lesson”. It proved so popular that the channel repeated it and added a 45-minute discussion concluding that Russia could exist only as an Orthodox empire. [1] The author and narrator of the film is Father Tikhon Shevkunov, reputedly the confessor of Vladimir Putin. In recent weeks the film has become one of the most talked-about in Moscow. *Russian rulers often appeal to history to justify their actions.* [2] *Mr. Putin revealed his interest in history from the start of his presidency, when he restored Stalin's anthem as a national hymn. Last year he promoted a school textbook justifying Stalin's brutal rule as a necessary evil. When other ex-Soviet republics commemorate Soviet brutalities, Russia treats this as a distortion of history. This week the foreign ministry held a meeting behind closed doors on the subject of “Counteracting the falsification of history aimed against Russia: a task of national importance”.* [3]

3. It is **of little concern** [4] to Father Tikhon, or to Russian state television, that the Russian empire gained most when it opened up to the West, not when it fenced itself off. Byzantium was always the source of Orthodox faith for Russia, but few Russian tsars looked to Byzantium as a political model. It was for good reason that they called Moscow a third Rome, not a second Constantinople. It **fell to** [5] Stalin to revive Byzantine studies, along with the idea of imperialism, says Father Tikhon, approvingly. “He knew whom to learn from.” But the danger of manipulating history in this way is **that** its tragedies may recur. [6]

(The Economist print edition,
Feb 14th 2008)

I.

Найдите в тексте и переведите следующие лексико-грамматические трудности:

- 1 – Причастие I в функции определения.
- 2 – Инфинитив в функции обстоятельства.
- 3 – Причастие II в функции определения.
- 4 – Дайте перевод словосочетания.
- 5 – Определите значение глагола *to fall*.
- 6 – Определите функцию слова *that*.

II.

Give the Russian equivalents of: security service, staff, to air, hour-long film, talked about, to be of little concern, to fence itself off, it was for good reason, to fell to.

III.

Make an outline of the text in 2-3 sentences.

Read the text and state its topic.

Piloting socio-technical innovations

1. Information and communication technologies (ICT) have been a major enabler of change in the world of business, public administration and society at large during the last decades. We live and work differently **since** [1] ICT have permeated organizations and private life. Not surprisingly, the power of leveraging ICT for socio-technical innovation has been at the forefront of information systems research. [2] In manifold ways such research has given evidence of this power for transformation, as it becomes apparent in the seminal case of OTICON's spaghetti organization that compellingly shows what **ICT-based** [3] innovations can do if embedded in the very fabric of organizations.

2. A key thrust of IS research is the further understanding of the drivers for and effects of **ICT-enabled** [4] change in practice. Much of this research is empirical in nature as it quantitatively or qualitatively studies ICT initiatives in organizations or society. Given the abundance of such initiatives in practice this proved to be a fruitful approach for IS research, generating [5] theoretical explanations and management frameworks on ICT-enabled change. One example is the thorough examination of the use, diffusion and strategic impact of electronic data interchange (EDI) in Europe. Essentially, the role of a researcher is **that** [6] of an observer of a given ICT-based innovation, from which he or she can distil theoretical or argument-oriented insights.

3. The German tradition of IS research, however, has long emphasized a more design-oriented role of research. Many researchers developed and still are developing new (business) technology or reference models for business technology. While a substantial part of this research may be seen as technology-centric, other research initiatives focus more on actually realizing technology-based innovations in field settings.[7,8] Thus, instead of studying a given ICT-based innovation they take an active role in actually designing and implementing such innovations. [9] This type of research contributes by fostering innovation in businesses, public administration or elsewhere and by generating knowledge for IS as a design science. [10] These two contributions are intertwined. ICT-based innovations are designed artifacts that can only be studied if brought about beforehand. [11] So by definition this results in an innovative information system applied in a field setting. Extending the breadth and depth of applying ICT furthermore puts researchers in the position of contributing to knowledge on designing **leading-edge information systems**. [12, 13]

4. Pilot projects of ICT-based innovations are a particular type of this design-oriented research. They aim to understand [14] the preconditions for implementing socio-technical systems in a field setting and the effects on their context of use. The key stance of pilot projects is to bring about socio-technical innovations that negate a purely technical focus. [15] Instead, they treat them as a complex bundle of artifacts that are designed to foster [16] acceptance of an innovation and to facilitate [16] desirable changes in its environment. By doing so, the outcomes of pilot projects may be an innovation in use in a field setting, an understanding of the design required to

attract users and knowledge about organizational change as a condition for and result of implementing the innovation. [17]

5. Overall, we argue that pilot projects are a promising approach for **information systems research**. [18] We discuss what contributions can be expected from such an endeavour and show that a key contribution of pilot projects is the design knowledge necessary for realizing socio-technical innovations. While traditionally this design knowledge has been mostly related to the technical design and to the changes in the social or organizational context of use, we show that pilot projects are particularly apt to provide knowledge about the design of services delivering the innovation in a usable manner.

*(The Past and Future of Information Systems. –
Oxford: Elsevier Ltd, 2004)*

I.

Найдите в тексте и переведите следующие лексико-грамматические трудности:

- 1 – Дайте перевод слова *since*.
- 2 – Найдите в функции определения.
- 3 – Дайте перевод словосочетания.
- 4 – Дайте перевод словосочетания.
- 5 – Определите функцию Причастия I.
6. – Определите функцию слова *that*.
- 7 – Определите тип сказуемого и дайте его перевод.
- 8 – Найдите Причастие I в функции дополнения.
- 9 – Определите функцию герундия.
- 10 – Найдите герундий в функции обстоятельства.
- 11 – Определите тип сказуемого и дайте его перевод.
- 12 – Определите главные члены предложения.
- 13 – Дайте перевод многочленного атрибутивного словосочетания.
- 14 – Определите функцию инфинитива.
- 15 – Определите тип сказуемого и дайте его перевод.
- 16 – Определите функцию инфинитива.
- 17 – Найдите Причастие II в функции определения.
- 18 – Дайте перевод многочленного атрибутивного словосочетания.

II.

Find the translation of the words taken from the text:

fabric –

to weave a fabric – ткать

a basic fabric – базовая структура

social fabric – общественное устройство

the fabric of society – структура общества

key –

key industries – ведущие отрасли промышленности

key positions – командные позиции

key problem – основная, узловая проблема

key actor – ведущий актер

practice –

in practice – на практике, на деле; на поверку

to put in(to) practice – осуществлять

to make a practice of – взять что-либо за правило

universal practice – общее правило

professional practice – профессиональная деятельность

framework –

the framework of the old armchair – каркас старого кресла

the framework of society – общественный строй

within the framework of smth – в рамках, в пределах чего-либо

to aim –

to aim at success – стремиться к успеху

to aim straight – прицеливаться прямо

to aim high – метить высоко, строить далеко идущие планы

contribution –

to make a contribution – сделать пожертвование

charitable contribution – благотворительный взнос

to lay under contribution – облагать налогом

a contribution to the science – вклад в науку

III.

Task 1. Give a short summary of the text (in 4-5 sentences).

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