

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ

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АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
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УНИВЕРСИТЕТ имени академика С.П. КОРОЛЕВА»
(Самарский университет)

САМАРСКИЙ НАУЧНЫЙ ЦЕНТР
РОССИЙСКОЙ АКАДЕМИИ НАУК

А.С.ГРИНШТЕЙН, Е.А.ВАШУРИНА

ПРАКТИКУМ ПО ПЕРЕВОДУ
(ПИСЬМЕННЫЙ И УСТНЫЙ ПЕРЕВОД)

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Рецензенты: д-р фил. н., проф. Е.Р.Левенкова
к. фил. н., доцент М.А.Гончарова

*Гринштейн, Алла Семеновна
Вашурина, Екатерина Андреевна*

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Пособие предназначено для практических занятий студентов-бакалавров 3 и 4 курсов, обучающихся по специальностям «Зарубежная филология» и «Лингвистика» и изучающих «Теорию перевода», «Основы теории перевода», «Перевод в гуманитарных науках» и смежные дисциплины.

Пособие знакомит студентов со стратегиями и приемами письменного и устного перевода на материале текстов общественно-политической и научной тематики и речей известных политических и общественных деятелей. Студенты приобретают профессиональные компетенции, предполагающие владение навыками перевода различных типов текстов.

Пособие содержит специальный раздел для самостоятельной работы, как в устной, так и в письменной форме (Приложение), а также сопровождается аудио приложением (в доступе на кафедре английской филологии).

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ЗАНЯТИЕ 1. ЛЕКСИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДА (МНОГОЗНАЧНЫЕ СЛОВА, СЛОЖНЫЕ СЛОВА, РАЗНОЕ ГЛАГОЛЬНОЕ УПРАВЛЕНИЕ)

Задание 1. Переведите предложения, обратите внимание на выделенные слова

1. I expect your instinct is to regard such behaviour as *foolhardy*....(Bryson, 105)

2. By the time he is 18, the typical American child has sat goggle-eyed through no fewer than 350 000 television adverts (Bryson, 121)

3. I have before me a review from The New York Times of a book by the British journalist Stephen Fay, in which the reviewer complains, with really profound irritation, that the book is “littered with needlessly confusing *Britspeak*” (Bryson, 137)

4. Now I’m all for *discouraging* smoking, but increasingly this is getting carried to neurotic and even sinister extremes (Bryson, 152)

5. The people of Texas recently voted down a \$750 million bond proposal to build new schools, but *overwhelmingly* endorsed a \$1 billion bond for new prisons, mostly to house people convicted of drug offences (Bryson, 161)

6. Moreover, once he is out, the murderer or rapist is immediately *eligible for welfare*, food stamps and other federal assistance (Bryson, 161)

7. The great irony is that I was the only one in the car, and by a *considerable margin*, who wanted to see it (Bryson, 237)

Задание 2. Переведите предложения, обратите внимание на словообразовательные средства

1. Although Professor Langdon might not be considered hunk-handsome like some of our younger awardees, this forty-something academic has more than his share of scholarly allure (D.Brown, 24)

2. The pain caused by the device also helped counteract the desires of the flesh (D.Brown, 290)

3. The High Street was busy with shunting Volvos and tweedy shoppers with raffia baskets sling over their arms (Bill, 165)

4. Of course none of the businesses would give change without a purchase, so I had to buy a copy of the New York Times, Boston Globe,

and Washington Post – each purchased separately, with a different note, as no other approach appeared to be allowable – until I had accumulated \$1.05 in assorted silver coins (Bryson, 181)

5. So it seems likely that when old Walt finally hangs up his saw and hammer whoever takes his place won't sound like an old-time Vermonter even if he was born and reared there. I only hope he isn't such an early riser (Bryson, 213)

6. A government report in April noted that the agency (FAA – the Federal Aviation Administration) had been plagued for years by power failures, malfunctioning and antiquated equipment, overworked and overstressed staff, inadequate training programs, and mismanagement owing to a fragmented chain of command (Bryson, 215)

Задание 3. Переведите предложения, обращая внимание на многозначные слова

1. At present, the Lords has extensive *powers* which go much further than its self-proclaimed role as a revising chamber.

2. Only when agreement is reached on the role and *powers* of the second chamber does it make sense to consider its composition.

3. He is having to exercise his persuasive *powers* fully, to prevent the negotiations from falling too far behind the time-table.

4. The *power* to gather and disseminate data electronically is growing so fast that it raises an even more unsettling question: in 20 years' time, will there be any privacy left to protect?

5. Last week, friendly talks between the two companies broke off, reportedly over an inability to agree on a *power-sharing arrangements* between the chief executives.

6. Once again logic must defer, in this *case*, to the vanity and power-hunger of national politicians.

7. That candidate's *record* shows what can be expected from him: a redbaiter, character assassin and a labour-hater.

8. The Minister played his well-worn *record* about being impossible to plan the economy and not plan wages.

9. Like a kaleidoscope, the *patterns* of world affairs shift with each spin of the globe.

10. Direct democracy enables the *public* to express their own views and interests without having to rely on self-serving politicians.

11. Washington has imagined no serious challenge to American *power* until the distant future.

Задание 4. Переведите предложения, обращая внимание на разное глагольное управление

1. "Do not reject these changes!" said a white South African businessman whom I genuinely like and respect and expect to have as a friend.

2. I remember talking with and being charmed by Che Guevara a few years ago.

3. After a quarter century in this city (Washington, D.C.) as editor, reporter and columnist, he knew, was respected by and had access to almost every major figure of our era.

4. Hated by some, envied by many, feared by his competitors, Dr. Rosenbach was nevertheless able to exert his charm on all, no matter what their status in society.

5. Light, colour and significance do not exist in isolation. They modify, or are manifested by objects.

6. I'd thought you were a Christian, Charlie Cool. My idea of a Christian does not include laughing at and encouraging a poor mad woman.

7. Nothing in his /L Carroll's/ diaries or his letters suggests that his interest in the scores of little girls he told stories to, played with at the seaside, and loved to take very formally to the theatre, when mothers allowed this, was other than innocent. (NYT)

8. There was a manly, vigour in his tone that convinced me he was wrestling with, and triumphing over, the great sorrow that had so nearly wrecked his life. (L. Carrol)

9. At present nearly 200,000 American engineers and scientists spend all their time making weapons, which is a comment on, and perhaps explanation for, the usual statement that more scientists are now alive than since Adam and Eve. (P. Goodman)

10. It is well to remember that Willy Brandt and Georges Pompidou did not like and trust each other (NYT).

11. "Oh," she said, "I am so frightened and so skeptical of big undertakings." (D.H. Lawrence)

12. You'd never had taken him for a little white-headed snipe that the girls used to order about and make fun of. (O. Henry)

13. He denied any suggestion that he was connected with, or was responsible for, the absence of the main witness at the trial.

14. He called for, and got, sympathy in the way most of us could never do.

15. Au revoir, my dearest. I shall be thinking of and writing to you.

16. Of vital importance in communication – understating, speaking, reading, and writing – are a knowledge of, and a facility with, the pronunciation and intonation patterns of English.

Задание 5. Подготовьте письменный перевод текста 1. (см. Приложение, часть 1)

ЗАНЯТИЕ 2. ЛЕКСИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДА (ПЕРЕВОД ИМЕН СОБСТВЕННЫХ И НАЗВАНИЙ, РЕАЛИЙ, ИНТЕРНАЦИОНАЛЬНЫХ СЛОВ, НЕОЛОГИЗМОВ)

Задание 1. Переведите следующие предложения, обратите внимание на способы передачи реалий

1. Within days of joining the Metropolitan Police Royalty Protection Department in 1986 I had become party to many of Diana's most intimate secrets, passed to me semi-officially (Diana, 34)

2. He knew, from Foreign Office feedback after overseas visits she had made, that the Princess was a real asset, and one that should be nurtured (Diana, 205)

3. I even know about two-thirds of the words to the Star-Spangled Banner, which is more than some people who have sung it publicly (Bryson, 16)

4. One of the most astounding stories I have encountered lately was a report in the Boston Globe last month that two college fraternity organizations – live-in clubs for university students – are banning intoxicating beverages of all kinds from their chapters (Bryson, 153)

Задание 2. Переведите следующие предложения, обратите внимание на способы передачи имен собственных

1. Its Georgian houses have a confident, almost regal air, its pubs are numerous and snug, its shops interesting and varied and their frontages uniformly unspoiled (Bill, 164)

2. I ambled along the shops, pausing now and again to peer in windows, and past the proud Georgian houses before coming abruptly to the entrance to Blenheim Palace and the Park (Bill, 165)

3. On one side you are in a busy village, and on the other you are suddenly thrust into a rural Arcadia of the sort that seems incomplete without a couple of Gainsborough figures ambling by (Bill, 165)

4. Churchill and Clemmie shared a simple and seemingly forgotten plot, which I found both surprisingly touching and impressive (Bill, 166)

5. I followed a paved path to the front of the palace and over Vanbrugh's grand bridge to the mighty, absurdly egocentric column that the first Duke of Marlborough erected at the top of a hill overlooking the palace and lake (Bill, 167)

6. In Cambridge shire, I know of a particularly lovely hedge, called Judith's Hedge, that is older than Salisbury Cathedral, older than York Minster, older indeed than all but a handful of buildings in Britain (Bill, 170)

7. The local university, Dartmouth, is a private school and quite exclusive – it's one of the Ivy League colleges, like Harvard and Yale – but you would never guess it. None of its grounds are off limits to us. Indeed, much of it is open to the community (Bryson, 201)

Задание 3. Переведите следующие предложения, обратите внимание на способы передачи интернациональных слов

1. As he had anticipated, a thundering iron gate fell nearby, barricading the entrance to the suite (D.Brown,17)

2. He crawled out from under the canvas and scanned the cavernous space somewhere to hide (D.Brown,17)

3. By the time you have reached the 50th channel you have forgotten what was on the first, so you start the cycle again in the pathetically optimistic hope that you might find something absorbing this time through (Bryson, 118)

4. His red eyes scanned the lobby as he entered the residence (Diana, 27)

5. One clearly indicated speed, but the other totally mystified me (Bryson, 164)

6. It seems a most eccentric arrangement to me (Bryson, 167)

Задание 4. Переведите следующие предложения, обратите внимание на способы передачи неологизмов

1. Hewitt, a natural womanizer, appreciated her emotional and physical needs (Diana, 213)

2. Diana, who loved to think that she had hoodwinked the media, was like a bird released from its cage (Diana, 215)

3. She was putty in his hands. And we were all putty in the hands of the freelance photographer outside (Diana, 215)

4. Although both the Palace and the British High Commission in Harare had ruled that this was to be a low-key visit, it was in effect a major set-piece tour that followed the pattern of all previous official visits made by the Waleses together prior to the separation (Diana, 217)

Задание 5. Переведите следующие предложения, обратите внимание на способы передачи суффиксальных новообразований

1. Homer Wells kept his notes in one of Dr. Larch's old medical school notebooks. Larch had been a cramped, sparse *note taker* – there was plenty of room.

2. Since 1944 there have been only 10 prosecutions under the act. If it is *unenforceable*, or at least *unenforced*, is there any point in replacing it with other legislation?

3. Yesterday's international plan to set up a science and technology center in Russia (unemployed and eminently *brain-drainable* former scientists for the use of) has already been anticipated by free market-minded men.

4. Neil Kinnock has made some good conference speeches but today he needs to make a really special one. Making Labour *electable*, which happened fairly regular prior to 1979, is his undeniable achievement. But party members and electors are entitled to ask a question: *electable* to what purpose?

5. Peregrine Worsthorn, the tower of Kiplingesque conservatism at the Sunday Telegraph, in London, has taken to zapping his American neo-conservative cousins on the subject of *hawkishness* in foreign policy.

6. Why are being asked to read some 1,600 pages from the diary of an unknown writer? Who cares about Arthur Crew Inman? During the 1920s he published several volumes of *forgettable* verse, if the experts he

quotes in his dairy are any indication.

7. As a pagan, I see all life and nature as sacred, yet I live in a society which views the Earth as a *plunderable* resource.

8. Is Douglas Fairbanks Jr. the most *clubable* man of the 20th century? If membership in the world's finest clubs was, by itself, the test of clubability, then Doug could claim preeminence. *Clubability*, however, presumes much more: the ability to tell spellbinding yarns, to wear suits well, to walk the fine line between being a character and an eccentric, and, above all else, to possess genuine good humour and bullet-proof equanimity.

9. Let us toast Mel Brook's "The Producers", the world's funniest about the World worst musical. In sheer *quotability* "The Producers" gives "Hamlet" sleepless nights.

10. D.Peploe was not a *joiner* of clubs or coteries but enjoyed conversations on every imaginable subject, preferably not art.

11. It is a joy to re-encounter David Levaux's production of "No man's Land" by H.Pinter. Not even the *coughers* who haunt West End first nights can diminish Pinter's twilit masterpiece.

12. In an interview with Ray Connolly in "The Times" tomorrow, Blunkett explained that at school he became a *stirrer* for good causes and led a delegation about the quality of the meals.

13. One of the reasons I am so impressed with him is that we parish pumpkin politicians do a lot of talking and little doing, but David is a *doer* and on that account I rate him very high indeed.

14. Other Arab leaders know that a deal crowning the butcher of Baghdad with saviorhood would increase his momentum and whet his appetite.

15. He used to buy Arrow shirts, at that time the nec plus ultra (-super) of *shirtdom*.

Задание 6. Подготовьте письменный перевод текста 2. (см. Приложение, часть 1)

ЗАНЯТИЕ 3. ЛЕКСИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДА (ПЕРЕВОД МНОГОКОМПОНЕНТНЫХ СЛОВСОЧЕТАНИЙ, ПРОБЛЕМЫ СОЧЕТАЕМОСТИ)

Задание 1. Переведите следующие предложения, обратите внимание на способы передачи свободных словосочетаний

1. It was, after all, too early in our relationship for her to launch into a full-scale assault on her husband (Diana, 31)

2. In my time with them I had already accompanied her on the London underground, and she had even taken them to visit down-and-outs living rough on the streets of the capital (Diana, 33)

3. Being both the wife of the Prince of Wales and a very high-profile figure in her own right, Diana was no exception (Diana, 34)

4. The young officer took a deep breath and began his account in best evidence-giving manner (Diana, 207)

5. His books on religious paintings and cult symbology had made him a reluctant celebrity in the art world (Diana, 22)

6. So finding myself suddenly in charge of an old New England home, with its mysterious pipes and thermostats, its temperamental garbage disposal and life-threatening automatic garage door, was both unnerving and rather exhilarating (Bryson, 16)

7. By the curious standard of the GDP, the nation's economic hero is a terminal cancer patient who is going through a costly divorce (Bryson, 73)

8. I believe I have just secured definitive proof that America is the ultimate shopping paradise (Bryson, 84)

Задание 2. Переведите следующие предложения, обратите внимание на сочетаемость компонентов в рамках свободных словосочетаний

1. After Nepal the Princess was determined to expand her schedule further, and in this respect the International Red Cross perfectly suited her interest and ambition (Diana, 205)

2. Aylard believed that this would redress the balance and portray the Princess in a good light, re-establishing her popularity with the media and public alike (Diana, 205)

3. The man stared at him, perfectly immobile except for the glint in his ghostly eyes (D.Brown, 18)

4. You have in this country the most comely, the most parklike, the most flawlessly composed countryside the world has ever known, a product of centuries of tireless, instinctive improvement, and you are half a generation from destroying most of it for ever (Bill, 171)

5. I was as dazzled as any foreigner by the famous ease and convenience of daily life, the giddy abundance of absolutely everything, the wondrous unfillable vastness of an American basement, the delight of encountering waitresses who seemed to be enjoying themselves, the curiously astounding notion that ice is not a luxury item (Bryson, 17)

6. When he ran for president in 1928, he was elected in a record landslide (Bryson, 101)

7. A lot of people conclude from this that FBI and its agents are dangerously inept (Bryson, 177)

8. The popcorn and confections were outrageously expensive and the salespeople had been programmed to try to sell you things you didn't want and hadn't asked for. In short, every feature of this cinema seemed carefully designed to make a visit deeply regretted experience (Bryson, 188)

Задание 3. Переведите следующие предложения, обратите внимание на способы передачи определения, образованного соположением

1. President Chirac prepared yesterday to fly to France's Mururoa nuclear test atoll in the Pacific.

2. I believe that TV is the least effective war reporting media because it presents images rather than a whole story.

3. Worried councilors in North Wales have called a public meeting to discuss the extent of radioactive pollution from Sellafield along the coast. The meeting was called by Gwynned county council's public protection committee after councilors heard reports of the high risk of radioactivity in the Irish Sea.

4. The Evening Star's aggressive salesman gobbled up more than half of the burgeoning metropolitan area's lucrative newspaper advertising market.

5. Scepticism is growing in Europe over the feasibility of meeting

the Soviet Union's huge food aid request, given disarray in the economy and the transfer of power to the republics. (G.)

6. His school draws about 600 day pupils from 13 villages. Many of his boarders are service children, sometimes two of the same family. Their costs are covered by the Ministry of Defense's boarding school allowances. (G.)

7. The British Pest Control Association warned in a report that pests carried "devastating range of diseases," but hospital pest control budgets were being squeezed. (NYT)

8. A crisis meeting is being held in London next Monday between secretaries of the printing trade unions and the proprietors of the Daily Sketch.

9. Glasgow faces evening paper closure crisis, their guessed, but unknown perils.

10. A Government bid to attract more fast-spending foreign tourists to Britain by improving hotels was revealed in the Commons yesterday in the second day of the four-day Budget debate. A new country-wide scheme of grants for hotel extensions and improvements was announced.

Задание 4. Подготовьте письменный перевод текста 3 (см. Приложение, часть 1)

ЗАНЯТИЕ 4. ЛЕКСИКО-ФРАЗЕОЛОГИЧЕСКИЕ ВОПРОСЫ ПЕРЕВОДА (ПЕРЕВОД ФЕ РАЗНЫХ ТИПОВ)

Задание 1. Переведите следующие предложения, обратите внимание на способы передачи фразеологических единиц

1. Sitting on the sofa, she looked every inch a princess (Diana, 31)
2. After seven years in her royal job, the Princess had learned how to break the ice with easy grace (Diana, 31)
3. You see them nearly as much as me, Ken. – But I was not going to take the bait (Diana, 31)
4. Nevertheless, I was convinced that my plea had fallen on deaf ears and that Diana would be faced with a gruesome scene when she came to the site the next day (Diana, 204)
5. So when her brother, Earl Spencer, telephoned out of the blue and offered her the use of the garden House at Althorp, her ancestral house, she was both pleased and excited (Diana, 207)

6. What was to happen next showed just how close she had come to the edge (207)

7. I tried to nip the problem in the bud and repeatedly confronted her about her new-found secretiveness (Diana, 213)

8. A few years earlier I would have wiped it out of my mind too, but I was growing concerned (Diana, 213)

9. Vittoria felt his spear hit home (D.Brown, A&D, 120)

10. Coming as I do from a country where even the most obscure and worthless presidents get a huge memorial library when they pop their clogs – even Herbert Hoover has a place that looks like the headquarters of the World Trade Organization – it was remarkable to think that Britain's greatest twentieth-century statesman was commemorated with nothing more than a modest statue in Parliament Square and this simple grave (Brill, 166)

11. But he lacked the common touch and alienated electorate by insisting repeatedly that recovery was just around the corner (Bryson, 102)

12. This morning when I set off it was minus 19 A (minus 28C) out there – cold enough to reconfigure the anatomy of a brass monkey, as I believe the saying has it (Bryson, 105)

13. Call me heartless, but I hope the next movie he sees has scenes involving rattlesnakes, gambling, thematic elements and language, and that it disturbs the dickens out of him (Bryson, 153)

Задание 2. Переведите предложения, обратите внимание на выделенные ФЕ (объясните выбор полного или частичного фразеологического эквивалента)

1. The brothers **came to blows** after a violent quarrel

2. He is **head and shoulders** above other students.

3. I can't go out **in broad daylight** wearing an evening gown.

4. **Don't bury your head in the sand.** You must reduce prices and increase the volume of sales.

5. The disaster came **like a bolt from the blue.**

6. A great ship asks **deep waters.**

Задание 3. Переведите предложения, обратите внимание на способы передачи пословиц и поговорок (выберите фразеологические соответствия или аналоги)

1. A burnt child dreads the fire.
2. Cut your coat according to your cloth.
3. Hasty climbers have sudden falls.
4. One good turn deserves another.
5. When the cat is away, the mice will play.
6. Even reckoning makes long friends.
7. Death pays all debts.
8. He dances well to whom fortune pipes.
9. First catch your hare, then cook him.
10. Little strokes fall great oaks.

Задание 4. Подготовьте письменный перевод текста 4, part 1 (см. Приложение, часть 1)

ЗАНЯТИЕ 5. ГРАММАТИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДА (КОММУНИКАТИВНОЕ ЧЛЕНЕНИЕ ПРЕДЛОЖЕНИЙ, ПАССИВ)

Задание 1. Переведите предложения, обратите внимание на коммуникативное членение предложений в английском и русском языках

1. The Saudi government is cracking down on foreign infractions of the Saudi laws banning possession of alcoholic beverages and drugs. The U.S. ambassador has been warned that Americans arrested on alcoholic charges no longer can expect a suspended sentence. Instead, the punishment of forty lashes will be applied, and at least six Americans have tasted the rod during the past few weeks.

2. Very few people in Europe realized that a new epoch was beginning when the French Estates-General met at Versailles on May 5, 1789. Unbalanced budgets and a bankrupt treasury, an army and navy incompetently led and irregularly paid, a peasantry permanently overtaxed and suffering from the famine caused by a series of ruinous harvests formed the background to and the reason for the calling of an assembly that had not met since 1614. (A.L. Morton)

3. It is working people, many of whom cannot afford burglar alarms and private transport, or who live in rundown estates that are, in the main,

victims of crime.

4. Nearby, benign in white floppy hat, shorts and sandals, a man stands with a poster reading: "It's going to get worse." (G.)

5. Japan can claim a long interest in robots. Clockwork dolls were developed in the 18th century to ferry cups between guests during tea ceremonies.

6. It was autosight... that directed the fire of those mighty guns.

7. *On the afternoon and early evening of December 23, three events occurred seemingly unconnected, and in distance three thousand miles apart.*

8. It was Larry who broke away from the pack after years of running... He was marrying Ellen Fried, a twenty-nine-year-old teacher.

9. A 24-page booklet which attacks the new BBC television documentary series "The British Empire" is being circulated among BBC staff.

Задание 2. Переведите предложения, обратите внимание на способы выражения причины в роли агента действия

1. A severed telephone cable crippled long-distance phone service Friday to and from the New-York area, halted trading at some financial markets and delayed hundreds of flights at East Coast airports.

2. With the end of the Cold War, budgets for military research began to fall, killing some programs, curtailing others and creating a general sense of foreboding in the military-industrial complex.

3. The Gulf war has increased sales for all quality newspapers. (G.)

4. Promoted in 1916, peace would have brought Russian troops home, saving a year of demoralizing war. (G.)

5. Surely any city which obliges McDonald's to close due to lack of patronage is an irrefragable candidate for canonization. (NYT)

6. He was a superb tutor, though he never cared for graduate students. But he could always fill the largest lecture hall at the most inconvenient hour. (NYT)

7. The desert is an ideal environment for the spy satellite to look down on. The low humidity and lack of clouds make for clear images.

8. By and large, the Kremlin's shortage of hard currency and eye-catching goods has deterred most governments from looking to Russia as a major trading partner. (NYT)

9. Overcrowding in our prisons is not caused by a shortage of space,

but by an abundance of prisoners. Building more prisons will no more reduce the crime rate than building more hospitals will reduce the number of road accidents. (G.)

10. Now the nation's (US) huge oil-import bills and smoggy air have revived interest in electronic vehicles, which emit no pollutants and can run on the juice from power plants burning American coal or natural gas. (NYT)

11. A plan by the Church of Christian Scientists to publish and promote a controversial book on its founder has split the 150,000-member sect.

12. His death at the height of his career robs medical statistics of one of the most talented exponents. (G.)

13. His house in Chiswick has a lovely atmosphere. There was a cat asleep on one of the chairs in the sitting room which made me feel instantly at home. (G.)

14. Unexpectedly mild weather has made November gardening a greater pleasure than usual (NYT)

Задание 3. Переведите предложения, обратите внимание на способы передачи обстоятельства в роли агента действия

1. The second half of the 15th century saw wars and conquests in Morocco and the colonization of Madeira and the Azores. These islands offer a pleasant climate and fertile land. (NYT)

2. Queen Victoria's reign saw rumbustious political rallies in Hyde Park and Albert's Great Exhibition with Crystal Palace. (G.)

3. The postwar years have seen decisive advances in the study of primates such as chimpanzees and in discovery of fossils of our ancestors. (NYT)

4. Paradoxically, the ending of the Cold War has not seen a reduction in either personnel or budget of the secret Intelligence Service. (NYT)

5. Brittany's much-forgotten language is getting a new lease of life, as 'the first ever Breton dictionary prepares to hit the shelves next year. Three years of research have produced 1,000 pages containing 10,000 words, a modest feat when compared to the Larousse French dictionary of 60,000 words. (G.)

6. Commonwealth leaders yesterday concluded their biennial summit with pledges covering topics from South Africa to Cyprus, from

democracy to global trade, but with little clout behind the words. Five days of talking produced a 17-page communique. (NYT)

7. The main block of the boarding school houses the boy's dormitories, dining rooms, common rooms and exercise room. (G.)

8. Built in 1933 as a memorial to Lillie Hitchcock Coit, who left a third of her fortune to beautify the city, the tower houses 3,691 square feet of murals that portray the life of 1930s California. (NYT)

9. The Southeast of Turkey harbours a number of ancient and diverse languages brought in by the different people who, over thousands of years, settled in this area of mountains and wide open spaces. (G.)

10. Archeologists working in Israel's Nahal Hemar cave, a Neolithic site south of Jerusalem, have found pieces of fabric that may be the earliest known example of linen. The cave also has yielded what may be the oldest known samples of woven baskets in the Middle East. (NYT)

11. Britain counts only four industries in which it can still be ranked as of world class: chemical, aerospace, steel and pharmaceuticals. (G.)

12. His school draws about 600 pupils from 13 villages. The last teacher vacancy, for a head of physical education, attracted more than 50 applicants. But attracting queues of parents has proved difficult. (G.)

Задание 4. Переведите предложения, обратите внимание на способы передачи пассивного залога

1. An idealist defending his system by the fact that when we sleep we often believe ourselves awake, was well answered by his plain neighbour, "Ay, but when awake do we ever believe ourselves asleep?"

2. Finally watches were consulted, tunics buttoned, hats donned. (E.E.Cununings)

3. He was accustomed to being showered with praise and affection by significant figures from his mother to his boss at the Navy Department. (T.Morgan)

4. During these days she suffered from mental starvation, until she was rescued by a family friend, Bernard Berenson, who arranged for her to be tutored in Greek and Latin by a classical scholar. To be taught so, in the country where earth is saturated with classical myth and poetry, gave her what she most needed.

5. On our arrival to Elevation, she readily adopted my suggestion that we should walk together; so as soon as our luggage had been duly taken charge of – hers by the servant who met her at the station, and mine by

one of the porters – we set out together along the familiar lanes. (L. Carroll)

6. In New York, Dorothy Donohue, the widow of a murdered policeman, finds it incredible that the killer may be spared the electric chair. (NYT)

7. And then Waldemar is coaxed and dragged out of bed, yelling and fighting. (Ch. Isherwood)

8. If nothing is done, the problem will acquire the momentum it has in the United States, where senior executives are paid so much more than workers that fundamental questions of equity and even decency are being widely discussed. (G.)

9. The care of dangerous mentally ill patients should be taken away from prison officers and given to nurses, an inquiry is expected to say today. (G.)

10. In fact, being with them here tonight was really an adventure, and somehow quite a wonderful adventure. But being an English adventure it was liable to be rained upon; and at this very moment down the rain came.

11. He was pitchforked into the post of Minister of Health.

12. “Ready?” said the old gentleman inquiringly, when his guests had been washed, mended, brushed and brandied.

13. “I think you had better be going back,” he said. “It’s rather late. They may be missing you.” Maud laughed happily. “I don’t mind now what they do. But I suppose dinners must be dressed for, whatever happens.”

14. “The weather report promises heavy snow moving in from the west,” he said. It will be here by evening, so I’m going to New York today. By tomorrow we may be snowed in.

15. What’s wrong with the way American students are taught foreign languages? Just about everything, says a report from the American Council of Education.

16. Ten years ago, government statisticians calculated that one in five children would be affected by the divorce of their parents by the age of 16. Yesterday they changed that estimate to one child in four.

17. When she came into the room it was empty and the bed had not been slept in.

18. He was elegant, bowler-hatted and umbrellaed.

19. But I have been trained not to let a man die, if I can help it.

20. The low square stone house was set upon rocks well above the narrow beach that was outlined with bent pines.

21. By 5 p.m. the line of clouds extended from near Mineral Wells to Jemple, and was being watched by radar units at three offices of the National Weather Service.

22. But then Cambridge was interrupted by three years in a Royal Navy.

23. All through the nineteenth century, America, Africa, India, Australia and parts of Europe were being developed largely by British capital, and British shareholders were thus being enriched by the world's movement towards industrialization.

24. No young people were of any importance. Young people's opinions were not consulted and weren't expected to be given either without being asked for.

Задание 5. Подготовьте письменный перевод текста 4, part2 (см. Приложение, часть 1)

ЗАНЯТИЕ 6. ГРАММАТИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДА (ПЕРЕДАЧА ГЕРУНДИЯ, ИНФИНИТИВА, ГРАММАТИЧЕСКИЕ ЗАМЕНЫ)

Задание 1. Переведите предложения, обратите внимание на приемы передачи инфинитива и инфинитивных конструкций.

1. Efforts *to attract* investments by selling Ireland abroad also have a long history.

2. British Airways said, it would install heart monitors and cardiac defibrillators devices on all its aircraft within a year, becoming the first international airline *to do so*.

3. Military rule and disdain for human rights have supposedly made Nigeria a country *not to be visited*.

4. Information comes in floods now, but we haven't installed a way *to use the brains* with the capacity *to filter and distill* it.

5. The candidate said this morning that he was fully aware of the obstacles *to be faced* and the charges that would be made.

6. The US government controls exports of strong encryption products *to preserve* its capability *to decode* messages from foreign governments and criminals.

7. There are lessons to be learnt from the cold war, but the inevitability of a peaceful outcome is not one of them.

8. Britain has the most extensive network of double taxation agreements in the world *to protect* companies trading in Britain and other countries from paying tax twice over.

9. The said tax increases *to reduce* government borrowing would do little to help recession hit industry or reduce unemployment.

10. Mr. Crook is not the *first* British foreign secretary *to arrive* in office determined to change things, nor will he be *the last to run up* against the diplomats' natural skepticism about his ability to do.

11. The Prime Minister had told the party meeting that as a tough Prime Minister, he refused *to be dictated* by any group.

12. The announcement of his latest trip *is bound to intensify* suspicions about the objectives of the Government's manoeuvres.

13. Even a public apology from the prime minister for *failing to explain* his policy *failed to turn* the tide of opinion in his favour.

14. The commercial broadcasting industry convinced Americans that it was "good citizenship *to consume* news at regular intervals".

15. Domestically, the debt-ridden and poorly managed state-sector of China *is expected to continue* to drag down the consumption.

16. "... no government has ever backed demands for greater efficiency with any sort of clear statement of what exactly the police service *is supposed to achieve*", a police official stated yesterday.

17. Foreign secretaries can be useful of course. They *are supposed to manage* public opinion. They have to keep the House of Commons on side.

18. No one will refuse to pay less tax, but if they think that by this means they will bribe the electors to vote for them in large numbers, they *are likely to be disappointed*.

19. Another intricate problem *likely to be reintroduced* with the help of a subtle change of name is the problem of medium range ballistic missiles.

20. The remark, *reported to have been made* after the announcement of his appointment to London, was widely commented on in the press.

21. Europe *seems to be slowing down* faster than most people expected.

22. *There are said to be* indications that unless "new information" is obtained, the proof is *unlikely to uncover* sufficient evidence for legal action.

20. The low square stone house was set upon rocks well above the narrow beach that was outlined with bent pines.

21. By 5 p.m. the line of clouds extended from near Mineral Wells to Jemple, and was being watched by radar units at three offices of the National Weather Service.

22. But then Cambridge was interrupted by three years in a Royal Navy.

23. All through the nineteenth century, America, Africa, India, Australia and parts of Europe were being developed largely by British capital, and British shareholders were thus being enriched by the world's movement towards industrialization.

24. No young people were of any importance. Young people's opinions were not consulted and weren't expected to be given either without being asked for.

Задание 5. Подготовьте письменный перевод текста 4, part2 (см. Приложение, часть 1)

ЗАНЯТИЕ 6. ГРАММАТИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДА (ПЕРЕДАЧА ГЕРУНДИЯ, ИНФИНИТИВА, ГРАММАТИЧЕСКИЕ ЗАМЕНЫ)

Задание 1. Переведите предложения, обратите внимание на приемы передачи инфинитива и инфинитивных конструкций.

1. Efforts *to attract* investments by selling Ireland abroad also have a long history.

2. British Airways said, it would install heart monitors and cardiac defibrillators devices on all its aircraft within a year, becoming the first international airline *to do so*.

3. Military rule and disdain for human rights have supposedly made Nigeria a country *not to be visited*.

4. Information comes in floods now, but we haven't installed a way *to use the brains* with the capacity *to filter and distill* it.

5. The candidate said this morning that he was fully aware of the obstacles *to be faced* and the charges that would be made.

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9. The said tax increases *to reduce* government borrowing would do little to help recession hit industry or reduce unemployment.

10. Mr. Crook is not the *first* British foreign secretary *to arrive* in office determined to change things, nor will he be *the last to run up* against the diplomats' natural skepticism about his ability to do.

11. The Prime Minister had told the party meeting that as a tough Prime Minister, he refused *to be dictated* by any group.

12. The announcement of his latest trip *is bound to intensify* suspicions about the objectives of the Government's manoeuvres.

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19. Another intricate problem *likely to be reintroduced* with the help of a subtle change of name is the problem of medium range ballistic missiles.

20. The remark, *reported to have been made* after the announcement of his appointment to London, was widely commented on in the press.

21. Europe *seems to be slowing down* faster than most people expected.

22. *There are said to be* indications that unless "new information" is obtained, the proof is *unlikely to uncover* sufficient evidence for legal action.

23. The warnings *are now shown to have been fully justified*: thousands of workers will get the sack.

24. The Prime Minister has decided *to get the Cabinet to make an earlier than expected decision on the budget*.

25. The report *calls for the monarchy* in the UK to become professionals and accountable.

26. Elitists *highlight the tendency for political power to be concentrated* in the hands of a privileged minority.

Задание 2. Переведите предложения, обратите внимание на перевод причастий и герундия

1. *After spending* most of the post-war era close to the nest, European women – and especially mothers – are taking jobs in record numbers.

2. The US President is able to increase support for his policy *by explaining* it energetically.

3. *By putting off* the party elections, the Prime Minister will effectively prevent dissidents in the party *from mounting* an internal challenge to him before general elections.

4. *By not losing sight* of the long-term objectives they made themselves masters and not servants or victims of economic forces operating in the world.

5. They expected that the Prime Minister will try to suppress criticism *by pleading* that matters are at a delicate stage.

6. Meanwhile the people and their representatives did what they were told *without even the privilege of being informed* of the decisions taken by their leaders.

7. The report stopped short *of identifying* individuals responsible for various massacres.

8. Television, meanwhile, has become a major means *of solidifying* power and *creating – or controlling –* national unity in the country.

9. European fund-management companies are obsessed *with growing* their asset bases *by entering* new markets.

10. *Avoiding* a death sentence depends a lot on having a good lawyer.

11. *Far from doing* anything to reduce the number of jobless, the Government is planning to throw more out of work with its rail and pit closures.

12. *Far from helping* the low-paid the Prime Minister has hit them hardest of all.

13. *Talking is* better than *trading* threats, something the two have done all too frequently in recent months.

14. In the large-scale political democracy of nation state, or city, citizens participate in the political process in many ways other than through *voting*, but *voting* is the central act in the *influencing* policy formation.

15. Nominal sovereignty is no longer the valuable commodity it once was, and independence may actually lead to *people having less control* over decisions that crucially affect them.

16. The continued success of voluntary mass vaccination depends on *governments providing accurate information* about the risk and benefits.

17. Jobs and living standards depend on *the industrial capacity of the nation being used* to the full.

18. They gathered to discuss the injustices of foreign trade as they affect the chances of *the poor countries ever becoming* less poor.

19. One hundred and thirty recruits have also joined the party since October *without any sort of recruiting campaign being needed*.

20. The whole system was nothing but an alarm system designed to go off in case of *raw materials being illegally removed or utilized*.

Задание 3. Подготовьте письменный перевод текста 5 (см. Приложение, часть 1)

ЗАНЯТИЕ 7. ГРАММАТИЧЕСКИЕ ПРОБЛЕМЫ ПЕРЕВОДА (ГРАММАТИЧЕСКИЕ ТРАНСФОРМАЦИИ ПРИ ПЕРЕВОДЕ)

Задание 1. Переведите предложения, обратите внимание на способы передачи артикля и наречий

1. The coalition began *campaigning for* a tax to get at excessive oil profits early last fall.

2. It is time for *a* decision: without it, in the end, there will be no possible solution.

3. This is indeed a new world. But not one that needs *a* new Columbus to claim it or reshape it.

4. *Few* diseases have been as politicized as AIDS. And in few other cases is political correctness such a danger to the disease's victims.

5. *Few* industries can boast such rapid growth as this one.

6. *Few* other international problems have such a complex structure or such wide repercussions.

7. Certainly there was *little* evidence that he would be able to shift the State Secretary from his fundamental lack of enthusiasm for the project.

Задание 2. Переведите предложения, обратите внимание на передачу союзов

1. The government has put the court in an awkward position, *since* judges almost never clarify rulings unless it is in the context of a subsequent case.

2. The report fueled talk that US interest rates may be raised this year *while* expectations are for lower rates in Europe.

3. *While* pressing for every kind of financial help to the local authorities, it is evident that only nationalization of all urban land is an essential need.

4. We no longer prefer to comfort reality directly, *for* long ago we learned and accepted the fact that reality has *for* all practical purposes become unmanageable. Instead we have turned our energies to the proliferation and production of endless amounts of unreality to soothe our tired and fractured egos.

5. *For* most of American history, relations with Europe have been cool.

6. *For* these reasons the dreams of a solution along these lines are empty castles in the clouds.

7. It is considered that Atlantic relations *for* all their seeming normalcy face a profound crisis.

8. *As* other western democracies have condemned and abandoned the death penalty, America has defended it with increasing vigour.

9. *As far as* Presidential elections are concerned, they are not very democratic. It's really a monopoly of the two parties, and each year it has been getting more difficult for Independents to get on the ballot in many states.

10. In our epoch the peoples and states have *but* one choice: peaceful coexistence or nuclear war of extermination.

11. She casts herself as a representative of traditional Christian family values, yet her personal history has been *anything but* traditional.

12. In the federal elections they will probably not to do quite *so well*, but nevertheless they are likely to gain seats.

Задание 3. Переведите предложения, обратите внимание на передачу эллиптических конструкций

1. In such circumstances her mood swings were perhaps forgivable, if not excusable (Diana, 36)

2. It must have been terribly embarrassing, if not humiliating, for her to have to hold up her head among her personal staff (Diana, 36)

3. I have a certain regard for Hoover (Herbert Hoover) ...He was the only person in American history for whom attaining the White House was a bad career move. Nowadays when people think of Hoover at all, it is as the man who gave the world the Great Depression (Bryson, 100)

4. Not only did he not get the job, but a week or so later he received by recorded delivery an affidavit threatening him with prosecution for failing to declare on his application that he had a felony conviction involving drugs (Bryson, 162)

5. At the time it seemed ridiculous and exasperating, but afterwards I realized that I was probably the only person ever even to have entertained the notion of negotiating that intersection on foot (Bryson, 167)

6. Despite my best efforts there abounds a terrible myth, which I should like to lay to rest once and for all, that America is an efficient place. It is anything but (Bryson, 216)

7. Now what has brought on all this sudden sensation is that a week or so ago we took our eldest son off to a small university in Ohio. He was the first of our four to fly the coop, and now he is gone – grown up, independent, far away – and I am suddenly realizing how quickly they go (Bryson, 230)

8. Still to come are the costs of flying him to and from Ohio at Thanksgiving, Christmas and Easter – holidays when every other college student in America is flying and so air fares are at their most stupefying extreme – plus all the other incidental expenses like spending money and long-distance phone bills (Bryson, 231)

Задание 4. Подготовьте письменный перевод текста 6 (см. Приложение, часть 1)

ЗАНЯТИЕ 8. УСТНЫЙ ПЕРЕВОД (ЧАСТЬ 1)

Задание 1. Повторите последовательность слов – названий растений, деревьев, животных, рыб, цветов, насекомых

1. орел, соловей, сова, ласточка, дятел, грач
2. муха, блоха, бабочка, комар, кузнечик, стрекоза
3. клюква, малина, клубника, смородина, крыжовник, черешня
4. незабудка, фиалка, анютины глазки, нарцисс, одуванчик, гвоздика
5. пантера, леопард, слон, гепард, жираф, буйвол
6. коза, гусь, овца, курица, индюшка, бык

Задание 2. Переведите последовательность слов – названий растений, деревьев, животных, рыб, цветов, насекомых на английский язык

1. буйвол, олень, заяц, носорог, бегемот, крокодил
2. орхидея, подснежник, хризантема, тюльпан, пион, георгин
3. таракан, вошь, жук, червяк, гусеница, божья коровка
4. кролик, петух, утка, павлин, страус, лебедь
5. голубь, воробей, журавль, аист, ворона, орел

Задание 3. Переведите последовательность слов и назовите лишнее слов

1. книга, словарь, учебник, ложка, энциклопедия
2. самолет, мотоцикл, нож, велосипед, поезд
3. соль, уксус, перец, горчица, хлеб
4. сок, молоко, пирог, вино, кофе
5. телефон, ксерокс, компьютер, пенал, ноутбук
6. тыква, свекла, горох, масло, фасоль, капуста.

Задание 4. Выучите синонимы следующих лексических единиц. Продолжите синонимический ряд на русском языке.

1. **herald** – foreshadow, bode, prefigure, be a harbinger of, be an omen of, point to – предвещать
2. **key** – watershed, pivotal, historical, epoch-making, crucial – ключевой
3. **countless** – myriad, numberless, infinite – бесчисленный
4. **obey** – abide by, observe, comply with, live up to – повиноваться
5. **stress** – underscore, emphasize, highlight, bring out, underline, give weight/ importance to – подчеркивать, выделять

Задание 5. Запомните официальное название американских штатов и прозвища

Idaho – Gem State

Alabama – Cotton State

Alaska – St. Valentine State, Copper State

Washington – Evergreen State

Illinois – Land of Lincoln

California – El Dorado State

Massachusetts – Bay State, Pilgrim State

Michigan – Great Lakes State

New York – The Empire State

New Jersey – Garden State

Задание 6. Переведите официальные названия американских штатов и прозвища на русский язык.

Задание 7. Подготовьте письменно краткое описание (5-6 предложений) одного из штатов на русском языке (стиль научно-популярный). Ваши коллеги устно переведут его на английский язык.

Задание 8. Подготовьте устный перевод текста с листа – Текст 1 (см. Приложение, часть 3)

Задание 9. Подготовьте устный последовательный перевод публичной речи 1 (см. Приложение, часть 2)

ЗАНЯТИЕ 9. УСТНЫЙ ПЕРЕВОД (ЧАСТЬ 2)

Задание 1. Повторите последовательность слов – названий растений, деревьев, животных, рыб, цветов, насекомых

1. буйвол, крокодил, заяц, носорог, бегемот, олень
2. подснежник, орхидея, тюльпан, хризантема, пион, георгин
3. гусеница, вошь, жук, червяк, таракан, божья коровка
4. кролик, страус, утка, павлин, петух, лебедь
5. журавль, воробей, голубь, ворона, аист, орел

Задание 2. Переведите последовательность слов – названий растений, деревьев, животных, рыб, цветов, насекомых на английский язык

1. соловей, орел, ласточка, сова, дятел, грач
2. бабочка, стрекоза, блоха, комар, кузнечик, муха
3. смородина, малина, клубника, клюква, крыжовник, черешня
4. анютины глазки незабудка, фиалка, гвоздика, нарцисс, одуванчик,
5. леопард, пантера, слон, гепард, жираф, буйвол
6. овца, бык, гусь, курица, индюшка, коза

Задание 3. Повторите последовательность слов и цифр – названия стран и международный телефонный код

1. Великобритания 44, Испания 34, Канада 1
2. Китай 86, Южная Корея 82, Греция 30
3. Чили 56, Япония 81, Франция 33,
4. Швеция 46, Пакистан 92, Норвегия 47
5. Саудовская Аравия 966, Хорватия 385, Монголия 976
6. Македония 389, Исландия, 354, Болгария 359
7. Италия 390, Люксембург 352, Чехия 420

Задание 4. Выучите синонимы следующих лексических единиц. Продолжите синонимический ряд на русском языке

1. **lead to** – ignite, touch off, spark, trigger, prompt, engender – привести, породить
2. **belittle** – run down sell short, disparage, denigrate, cast aspersions on – преуменьшить
3. **vague** – hazy , muddy, ill-defined, unclear, nebulous – неопределённый
4. **terrible** – appalling, loathsome, obnoxious, abominable, odious, vile, despicable, horrendous – ужасный, отвратительный
5. **demanding** – stiff, stringent, exacting – требовательный

Задание 5. Найдите полные названия следующих общественно-политических организаций

IMF
IOC
UNESCO
WTO

WHO
Interpol
ICC
EU
IBRD
ICAO
EEC
NATO
EFTA
OPEC

Задание 6. Переведите полные названия следующих общественно-политических организаций на русский язык и дайте их сокращенные названия на русском языке

Задание 7. Подготовьте краткое описание одной из организаций (5-7 предложений) на английском языке. Ваши коллеги устно переведут его на русский язык.

Задание 8. Подготовьте устный перевод текста с листа – Текст 2. (см. Приложение, часть 3)

Задание 9. Подготовьте устный последовательный перевод публичной речи 2 (см. Приложение, часть 2)

ЗАНЯТИЕ 10. УСТНЫЙ ПЕРЕВОД (ЧАСТЬ 3)

Задание 1. Повторите последовательность слов – названий рыб, деревьев, птиц

1. осетр, щука, карп, судак, ерш, карась
2. ясень, пихта, береза, ель, тополь, вяз
3. лосось, акула, селедка, треска, камбала
4. липа, плющ, ива, осина, дуб, бук
5. ворона, скворец, сорока, воробей, кукушка, журавль

Задание 2. Выучите 2 лимерика Э.Лира и их переводы на русский язык. Прочитать их в их в классе выразительно, чтобы коллеги могли запомнить.

1. There was an Old Man with a flute,
A serpent ran into his boot;

But he played day and night,
Till the serpent took flight,
And avoided that man with a flute.

К удалому флейтисту из Конго
Раз в сапог заползла анаконда.
Но настолько отвратно
Он играл, что обратно
Черезчасу ползла анаконда

2. There was a Young Lady whose chin,
Resembled the point of a pin;
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

Подбородок у мисс из Норфолка
Был длинней и острей, чем иголка.
Не смущаясь нимало,
Им на арфе играла
Одаренная мисс из Норфолка.

3. There was an Old Man in a boat,
Who said, 'I'm afloat, I'm afloat!'
When they said, 'No! you ain't!'
He was ready to faint,
That unhappy Old Man in a boat.

Сидя в лодке, старик из Намюра
Воскликнул: «Наконец я на море!»
Услышав: «Вы на суше!»,
Он едва Богу душу
Не отдал от досады и горя.

4. There was a Young Lady of Portugal,
Whose ideas were excessively nautical:
She climbed up a tree,
To examine the sea,

But declared she would never leave Portugal.

Долговязая леди из Фриско
По натуре была маринистка.
Взгромоздясь на сосну,
Знай глядит на волну,
Но к воде не подходит и близко

Задание 3. Переведите следующие имена на русский язык, используя прием транскрипции или транслитерации

1. William the Conqueror
2. William Shakespeare
3. Charles I
4. Charles Dickens
5. James II
6. James Joyce
7. Mary, Queen of Scots
8. Mary Shelley
9. IsaakNewton

Задание 4. Подготовьте краткие новостные сообщения на русском языке по следующей тематике. В классе подготовьте устный перевод.

1. По сообщению главы Олимпийского комитета...
2. Министерство иностранных дел России выступило с заявлением
3. Согласно данным Комитета по правам человека
4. В отчете Министерства финансов сказано

Задание 5. Повторите сочетания максимально быстро

1. 126 миллионов
2. 640 километров
3. 345 долларов
4. 980 кв. метров
5. 730 акров
6. 16 дюймов
7. 56 унций
8. 356 литров

Задание 6. Переведите сочетания на русский язык максимально быстро

1. 27 pounds
2. 453 tons
3. 765 miles
4. 789 dollars
5. 18 inches
6. 589 meters
7. 78 %
8. 25 pounds

Задание 7. Подготовьте устный перевод текста с листа – Текст 3. (см. Приложение, часть 3)

Задание 8. Подготовьте устный последовательный перевод публичной речи 3 (см. Приложение, часть 2)

ПРИЛОЖЕНИЕ. ТЕКСТЫ ДЛЯ ПЕРЕВОДА

ЧАСТЬ 1. ТЕКСТЫ ДЛЯ ПИСЬМЕННОГО ПЕРЕВОДА

Текст 1. Grading Kate Middleton's First Year as a Royal

30 April, 2012

The Duchess of Cambridge celebrated her one-year anniversary with husband Prince William over the weekend, and critics are raving about her royal debut

On Sunday, Prince William and his wife, Catherine Middleton, celebrated their first anniversary as a regal couple. In the year since their controversially lavish wedding, royal-watchers have been scrutinizing “commoner” Kate to see if she can pull off her high-profile gig more than 30 years after William’s mother, the late Princess Diana, charmed the public with her own debut. Critics have been more than charitable. Here, a sampling of their enthusiastic impressions:

1. Kate is saving the monarchy

Recent decades have seen the popularity of Britain’s monarchy plummet, says Autumn Brewington at The Washington Post. A spate of divorce scandals, the modernization of the government, and economic turmoil are all factors that have soured Britons’ on the royal family – until Kate came along and defied the country’s expectations. Presenting a “princess-perfect” image and making strategic public appearances, she has managed to make a legion of Brits fall back in love with the monarchy. “The House of Windsor is in good hands.”

2. She’s outpacing Diana’s debut

Following her marriage to Prince Charles in 1981, Princess Diana was “ill-prepared for the frenzy that awaited her,” says Rachel Elbaum at MSNBC. She began making public appearances immediately, and quickly became pregnant with William, complicating her adjustment to the public eye. William and Kate, on the other hand, haven’t rushed into starting a family, and Kate didn’t make her poised, impressive podium debut until 11 months after the wedding. “Catherine exudes confidence and Diana, at the age of 20, didn’t know what confidence was.”

3. She’s refreshingly accessible...

When Kate's fashion choices make headlines, it's not because her clothing costs absurd amounts; she actually shops at relatively affordable stores like Zara and Reiss, and she often wears outfits from previous seasons, says Max Foster at CNN. Bolstering her down-to-earth persona, she does her grocery shopping at superstore Tesco and waits in line at Starbucks. When the media went into frenzy over the naming of her new puppy, Kate casually revealed her new dog's moniker – Lupo – during a conversation with Oxford students, instead of turning the name reveal into a strained P.R. op. She has mastered the balance between a public and private life.

4. ...And perfectly restrained

Rather than praise Kate's accomplishments to date, says Victoria Mather at The Daily Beast, it may be more fitting to praise what she didn't do. She did not upstage her husband, the queen, or stepmother-in-law – even though the media may be more fascinated by her than by those three combined. She has developed a “cloak of invisibility” that has helped her lead a relatively normal life. “She's the girl next door, but she's our girl next door.”

5. She's a full-fledged royal

A true measure of Kate's success in her first year is how warmly she has been embraced by the royal family, says Foster. She has developed a close relationship with her father-in-law, Prince Charles, with whom she often attends the opera and visits art galleries. She also gets on well with the queen. The two have been seen spending a lot of time together. She has already begun shaping her own identity within the royal family.

Tekcr2. Saab Saved From Bankruptcy to Make Electric Cars

By Dan Milmo

13 June, 2012

Chinese-born entrepreneur says purchase heralds new era in car industry and sees China as biggest market Share

Saab is to be reborn as an electric car manufacturer focused on China under rescue plans drawn up by a Chinese-born entrepreneur.

One of Scandinavia's best known industrial brands is being bought out of bankruptcy by National Electric Vehicle Sweden. Kai Johan Jiang, the chief executive and main owner of NEVS, said the purchase of Saab

heralded a “new era” in the car industry. He added: “Marketing and sales will be global but initially we will focus on China. It’s there we see the biggest market for electric cars.”

Saab has been making cars since 1947 but went bust at the end of 2011, less than two years after former owner General Motors sold it to Dutch group Spyker. Despite its distinctive brand and loyal fanbase, Saab has struggled against bigger competitors and failed to capitalise on emerging market demand for premium cars in recent years.

Saab’s administrators said NEVS had agreed to buy Saab for an undisclosed sum, beating competition from Chinese group Zhejiang Youngman Lotus Automobile. Jiang, born in China but now a Swedish citizen, said NEVS aims to build a new electric car based on the Saab 9-3 model, which will be launched at the end of next year. Saab also plans to launch a completely new model based on Japanese technology, reflecting the input of NEVS’s Japanese co-owner, Sun Investment.

The mayor of Saab’s home town, Trollhattan, Sweden, said the company “has risen again,” but the initial plans for the business require only 200 staff, well below the 3,500 Saab used to employ.

NEVS has bought most of Saab’s assets but spare parts business will remain in the ownership of the Swedish government after it repaid a loan on behalf of the old Saab. NEVS also bought the rights to the Saab 9-3 and a development platform for future Saabs, called Phoenix. But the rights for the Saab 9-5 and 9-4X were not included in the deal as these are still covered by licences owned by GM, which had been wary of selling Saab to a Chinese buyer. (G.)

Text3. Coal’s Resurgence Undermines Fight against Global Warming

By Terry Macalister

13 June, 2012

Coal has carved itself a 30% share of the global energy market - its highest level in over 40 years – undermining attempts by governments to reduce their carbon emissions, new figures show.

China and India both increased their use of carbon-heavy coal by over 9% but Europe, where political consensus against global warming is strongest, also saw a 4% increase, according to the BP Statistical Review of World Energy.

Christof Ruhl, BP's chief economist presenting the figures in London on Wednesday said industrialisation of developing countries and cheap prices were driving coal demand which had "profound implications" for CO2 output.

The increased use of coal and a continued heavy use of other fossil fuels such as oil and gas led to a 3% increase in world carbon emissions from energy in 2011, a lower rate than in 2010, the statistics show.

Ruhl said concerns about climate change seemed to have been parked to one side as a "sense of frustration" had set in over the difficulties of finding a quick and easy solution to global warming.

He believed a fast move away from coal to gas would help reduce CO2 emissions fast but he questioned whether the current system of subsidising renewable power would lead to the kind of technology breakthroughs needed.

Global oil consumption grew by less than 1% to reach 88m barrels a day in 2011 despite the Brent crude price averaging \$111 a barrel, an increase of 40% on the previous 12 month period, the BP statistics show.

Annual production of oil increased by 1.1m b/d due to output reaching record levels in Saudi Arabia, the UAE and Qatar while demand was strongest in China – up 5.5%.

Oil remains the world's leading fuel, at 33% of global energy consumption, but it continued to lose market share to reach its lowest level since 1965, BP says.

The statistics show UK oil production falling 17% and gas output down 21% while global oil reserves are still large enough to serve current demand for 54 years, according to BP.

Global proven oil reserves totaled 1,653bn barrels at the end of 2011, up 8% on the previous year, due to new discoveries and high oil prices which have made tar sands and marginal fields more economical to exploit.

Addressing continual concern that the world is close to "peak oil" when demand cannot match supply, BP chief executive, Bob Dudley, said: "The world is not structurally short of hydrocarbon resources – as our data on proved reserves confirms year after year but long lead times and various forms of access constraints in some regions continue to create challenges for the ability of supply to meet demand growth at reasonable prices."

The BP figures also show nuclear power use dropping by 4% – its lowest on record – while renewable energy used in power generation grew by 18%.

Wind power increased by 26%, due to major increases in China and the US, while solar power rose by 86% but that figure was from a very low starting point. (G.)

Tекст 4.N.S.A. Gets More Latitude to Share Intercepted Communications

By Charlie Savage

12 January, 2017

WASHINGTON – In its final days, the Obama administration has expanded the power of the National Security Agency to share globally intercepted personal communications with the government’s 16 other intelligence agencies before applying privacy protections.

The new rules significantly relax longstanding limits on what the N.S.A. may do with the information gathered by its most powerful surveillance operations, which are largely unregulated by American wiretapping laws. These include collecting satellite transmissions, phone calls and emails that cross network switches abroad, and messages between people abroad that cross domestic network switches.

The change means that far more officials will be searching through raw data. Essentially, the government is reducing the risk that the N.S.A. will fail to recognize that a piece of information would be valuable to another agency, but increasing the risk that officials will see private information about innocent people.

Attorney General Loretta E. Lynch signed the new rules, permitting the N.S.A. to disseminate “raw signals intelligence information,” on Jan. 3, after the director of national intelligence, James R. Clapper Jr., signed them on Dec. 15, according to a 23-page, largely declassified copy of the procedures.

Previously, the N.S.A. filtered information before sharing intercepted communications with another agency, like the C.I.A. or the intelligence branches of the F.B.I. and the Drug Enforcement Administration. The N.S.A.’s analysts passed on only information they deemed pertinent, screening out the identities of innocent people and irrelevant personal information.

Now, other intelligence agencies will be able to search directly through raw repositories of communications intercepted by the N.S.A. and then apply such rules for “minimizing” privacy intrusions.

“This is not expanding the substantive ability of law enforcement to get access to signals intelligence,” said Robert S. Litt, the general counsel to Mr. Clapper. “It is simply widening the aperture for a larger number of analysts, who will be bound by the existing rules.”

But Patrick Toomey, a lawyer for the American Civil Liberties Union, called the move an erosion of rules intended to protect the privacy of Americans when their messages are caught by the N.S.A.’s powerful global collection methods. He noted that domestic internet data was often routed or stored abroad, where it may get vacuumed up without court oversight.

“Rather than dramatically expanding government access to so much personal data, we need much stronger rules to protect the privacy of Americans,” Mr. Toomey said. “Seventeen different government agencies shouldn’t be rooting through Americans’ emails with family members, friends and colleagues, all without ever obtaining a warrant.”

The N.S.A. has been required to apply similar privacy protections to foreigners’ information since early 2014, an unprecedented step that President Obama took after the disclosures of N.S.A. documents by the former intelligence contractor Edward J. Snowden. The other intelligence agencies will now have to follow those rules, too.

Under the new system, agencies will ask the N.S.A. for access to specific surveillance feeds, making the case that they contain information relevant and useful to their missions. The N.S.A. will grant requests it deems reasonable after considering factors like whether large amounts of Americans’ private information might be included and, if so, how damaging or embarrassing it would be if that information were “improperly used or disclosed.”

The move is part of a broader trend of tearing down bureaucratic barriers to sharing intelligence between agencies that dates back to the aftermath of the terrorist attacks of Sept. 11, 2001. In 2002, the Foreign Intelligence Surveillance Court secretly began permitting the N.S.A., the F.B.I. and the C.I.A. to share raw intercepts gathered domestically under the Foreign Intelligence Surveillance Act.

After Congress enacted the FISA Amendments Act – which legalized warrantless surveillance on domestic soil so long as the target is a

foreigner abroad, even when the target is communicating with an American – the court permitted raw sharing of emails acquired under that program, too.

In July 2008, the same month Congress passed the FISA Amendments Act, President George W. Bush modified Executive Order 12333, which sets rules for surveillance that domestic wiretapping statutes do not address, including techniques that vacuum up vast amounts of content without targeting anybody.

After the revision, Executive Order 12333 said the N.S.A. could share the raw fruits of such surveillance after the director of national intelligence and the attorney general, coordinating with the defense secretary, agreed on procedures. It took another eight years to develop those rules.

The Times first reported the existence of those deliberations in 2014 and later filed a Freedom of Information Act lawsuit for documents about them. It ended that case last February, and Mr. Litt discussed the efforts in an interview at that time, but declined to divulge certain important details because the rules were not yet final or public.

Among the most important questions left unanswered in February was when analysts would be permitted to use Americans' names, email addresses or other identifying information to search a 12333 database and pull up any messages to, from or about them that had been collected without a warrant.

There is a parallel debate about the FISA Amendments Act's warrantless surveillance program. National security analysts sometimes search that act's repository for Americans' information, as do F.B.I. agents working on ordinary criminal cases. Critics call this the "backdoor search loophole," and some lawmakers want to require a warrant for such searches.

By contrast, the 12333 sharing procedures allow analysts, including those at the F.B.I., to search the raw data using an American's identifying information only for the purpose of foreign intelligence or counterintelligence investigations, not for ordinary criminal cases. And they may do so only if one of several other conditions are met, such as a finding that the American is an agent of a foreign power.

However, under the rules, if analysts stumble across evidence that an American has committed any crime, they will send it to the Justice Department.

The limits on using Americans' information gathered under Order 12333 do not apply to metadata: logs showing who contacted whom, but not what they said. Analysts at the intelligence agencies may study social links between people, in search of hidden associates of known suspects, "without regard to the location or nationality of the communicants."(NYT)

Text 5. The Trump Effect Has Rallied Us Markets – But It's Based on Illusion

By Robert Shiller

19 January, 2017

Speculative markets have always been vulnerable to illusion. But seeing the folly in markets provides no clear advantage in forecasting outcomes, because changes in the force of the illusion are difficult to predict.

In the US, two illusions have been important recently in financial markets. One is the carefully nurtured perception that President-elect Donald Trump is a business genius who can apply his deal-making skills to make America great again.

The other is a naturally occurring illusion: the proximity of Dow 20,000. The Dow Jones Industrial Average has been above 19,000 since November, and countless news stories have focused on its flirtation with the 20,000 barrier – which might be crossed by the time this commentary is published. Whatever happens, Dow 20,000 will still have a psychological impact on markets.

Trump has never been clear and consistent about what he will do as president. Tax cuts are clearly on his agenda, and the stimulus could lead to higher asset prices. Lower corporate taxes are naturally supposed to lead to higher share prices, while cuts in personal income tax might lead to higher home prices (though possibly offset by other changes in the tax system).

But it is not just Trump's proposed tax changes that plausibly affect market psychology. The US has never had a president like him. Not only is he an actor, like Ronald Reagan; he is also a motivational writer and speaker, a brand name in real estate, and a tough deal maker. If he ever reveals his financial information, or if his family is able to use his

influence as president to improve its bottom line, he might even prove to be successful in business.

The closest we can come to Trump among former US presidents might be Calvin Coolidge, an extremely pro-business tax cutter. “The chief business of the American people is business,” Coolidge famously declared, while his treasury secretary, Andrew Mellon – one of America’s wealthiest men – advocated tax cuts for the rich, which would “trickle down” in benefits to the less fortunate.

The US economy during the Coolidge administration was very successful, but the boom ended badly in 1929, just after Coolidge stepped down, with the stock-market crash and the beginning of the Great Depression. During the 1930s, the 1920s were looked upon wistfully, but also as a time of fakery and cheating.

Of course, history is never destiny, and Coolidge is only one observation – hardly a solid basis for a forecast. Moreover, unlike Trump, both Coolidge and Mellon were levelheaded and temperate in their manner.

But add to the Trump effect all the attention paid to Dow 20,000, and we have the makings of a powerful illusion. On 10 November 2016, two days after Trump was elected, the Dow Jones average hit a new record high – and has since set 16 more daily records, all trumpeted by news media.

That sounds like important news for Trump. In fact, the Dow had already hit nine record highs before the election, when Hillary Clinton was projected to win. In nominal terms, the Dow is up 70% from its peak in January 2000. On 29 November 2016, it was announced that the S&P/CoreLogic/Case-Shiller national home Price index (which I co-founded with my esteemed former colleague Karl E Case, who died last July) reached a record high the previous September. The previous record was set more than 10 years earlier, in July 2006.

But these numbers are illusory. The US has a policy of overall inflation. The US Federal Reserve has set an inflation “objective” of 2% in terms of the personal consumption expenditure deflator. This means all prices *should* tend to go up by about 2% per year, or 22% per decade.

The Dow is up only 19% in real (inflation-adjusted) terms since 2000. A 19% increase in 17 years is underwhelming, and the national home price index that Case and I created is still 16% *below* its 2006 peak in real terms. But hardly anyone focuses on these inflation-corrected numbers.

The Fed, like the world's other central banks, is steadily debasing the currency to create inflation. A Google Ngrams search of books shows that use of the term "inflation-targeting" began growing exponentially in the early 1990s, when the target was typically far below actual inflation.

The idea that we actually want moderate positive inflation – "price stability," not zero inflation – appears to have started to take shape in policy circles around the time of the 1990-91 recession. Lawrence Summers argued that the public has an "irrational" resistance to the declining nominal wages that some would have to suffer in a zero-inflation regime.

Many people appear not to understand that inflation is a change in the units of measurement. Unfortunately, though the 2% inflation target is largely a feelgood policy, people tend to draw too much inspiration from it. Irving Fisher called this fixation on nominal price growth the "money illusion" in an eponymous 1928 book.

That doesn't mean that we set new speculative-market records every day. Stock-price movements tend to approximate what economists call "random walks," with prices reflecting small daily shocks that are about equally likely to be positive or negative.

And random walks tend to go through long periods when they are well below their previous peak; the chance of setting a record soon is negligible, given how far prices would have to rise. But once they do reach a new record high, prices are far more likely to set additional records – probably not on consecutive days, but within a short interval.

In the US, the combination of Trump and a succession of new asset-price records – call it Trump-squared – has been sustaining the illusion underpinning current market optimism. For those who are not too stressed from having taken extreme positions in the markets, it will be interesting (if not profitable) to observe how the illusion morphs into a new perception – one that implies very different levels for speculative markets. (G.)

Текст 6. The Talent Society

By David Brooks

20 February, 2012

We're living in the middle of an amazing era of individualism. A few generations ago, it was considered shameful for people to have children

unless they were married. But as Jason DeParle and Sabrina Tavernise reported in *The Times* on Saturday, these days, more than half of the births to women under 30 occur outside of marriage.

In 1957, 57 per cent of those surveyed said that they believed that adults who preferred to be single were “immoral” or “neurotic.” But today, as Eric Klinenberg reminds us in his book, “Going Solo,” more than 50 per cent of adults are single. Twenty-eight per cent of households nationwide consist of just one person. There are more single-person households than there are married-with-children households. In cities like Denver, Washington and Atlanta, more than 40 per cent of the households are one-person dwellings. In Manhattan, roughly half the households are solos.

A few generations ago, most people affiliated with one of the major parties. But now more people consider themselves independent than either Republican or Democrat. A few generations ago, many people worked for large corporations and were members of a labor union. But now lifetime employment is down and union membership has plummeted.

A few generations ago, teenagers went steady. But over the past decades, the dating relationship has been replaced by a more amorphous hook-up culture. A few generations ago, most people belonged to a major religious denomination. Today, the fastest-growing religious category is “unaffiliated.”

The trend is pretty clear. Fifty years ago, America was groupy. People were more likely to be enmeshed in stable, dense and obligatory relationships. They were more defined by permanent social roles: mother, father, deacon. Today, individuals have more freedom. They move between more diverse, loosely structured and flexible networks of relationships.

People are less likely to be trapped in bad marriages and bad situations. They move from network to network, depending on their individual needs at the moment. At the same time, bonds are probably shallower and more tenuous.

We can all think of reasons for this transformation. Affluence: people have more money to live apart if they want to. Feminism: women have more power to define their own lives. The aging society: more widows and widowers live alone. The information revolution: the Internet

and smartphones make it easier to construct far-flung, flexible networks. Skepticism: more people believe that marriage is not for them.

But if there is one theme that weaves through all the different causes, it is this: The maximization of talent. People want more space to develop their own individual talents. They want more flexibility to explore their own interests and develop their own identities, lifestyles and capacities. They are more impatient with situations that they find stifling.

Many people have argued that these changes have led to a culture of atomization, loneliness and self-absorption. That's overdrawn. In "Going Solo," Klinenberg nicely shows that people who live alone are more likely to visit friends and join social groups. They are more likely to congregate in and create active, dynamic cities.

It's more accurate to say that we have gone from a society that protected people from their frailties to a society that allows people to maximize their talents.

The old settled social structures were stifling to many creative and dynamic people (and in those days discrimination stifled people even more). But people who were depressed, disorganized and disadvantaged were able to lead lives enmeshed in supportive relationships.

Today, the fast flexible and diverse networks allow the ambitious and the gifted to surf through amazing possibilities. They are able to construct richer, more varied lives. They are able to enjoy interesting information-age workplaces and then go home and find serenity in a one-bedroom apartment.

On the other hand, people who lack social capital are more likely to fall through the cracks. It takes effort, organization and a certain set of skills to surf these new, protean social networks. People who are unable to make the effort or lack social capital are more likely to be alone. As Klinenberg and others have shown, this is especially likely to happen to solitary middle-aged men, who are more likely to lack the drive and the social facilities to go out and make their own friendship circles.

Over all, we've made life richer for the people who have the social capital to create their own worlds. We've also made it harder for the people who don't – especially poorer children.

These trends are not going to reverse themselves. So maybe it's time to acknowledge a core reality: People with skills can really thrive in this tenuous, networked society. People without those advantages would

probably be better off if we could build new versions of the settled, stable and thick arrangements we've left behind. (NYT)

Tekst 7. Rolls-Royce Lobbied Ministers to Weaken Anti-Bribery Proposals

By Rob Evans, Holly Watt and David Pegg
19 January, 2017

Documents from 2004 court case show how Rolls-Royce and other firms pressed government to water down plans

Rolls-Royce, which this week agreed to pay £671m in penalties after admitting it had engaged in corruption, lobbied ministers to weaken proposed curbs on bribery a decade ago.

The effort to dilute anti-bribery regulations was conducted under the leadership of Sir John Rose, the firm's chief executive until 2011, who is facing calls from Labour to be stripped of his knighthood after the bribery settlement.

Documents from a 2004 court case show how Rolls-Royce, in alliance with other multinationals, exerted pressure on the government to water down proposals that were intended to combat bribery.

Tony Blair's government had proposed strengthening rules to stop bribery in contracts that were supported by the UK's export credit agency and ministers said they were stepping up efforts to prevent UK businesses paying bribes to secure contracts overseas.

The documents detail how Rolls-Royce and the other multinationals objected to the proposals and began privately to lobby against them.

Minutes of a meeting in July 2004 show that Rolls-Royce told civil servants it refused to disclose any details of its middlemen to the government as they saw these arrangements as strictly private.

At another meeting the following month, Rolls-Royce and the other firms again argued for secrecy on the grounds that they "operated in a particular environment" that "was very competitive with a small number of large companies".

"These competitors would gain a major commercial advantage if they knew who [Rolls-Royce]'s intermediaries were. These details were very commercially sensitive. The network of agents/intermediaries was a valuable asset built up over a number of years and offered important commercial advantages such as being able to open doors ... Even within

the companies the names were restricted to a small number of senior employees,” the minutes record.

The then Labour government subsequently diluted the anti-bribery proposals. That decision was challenged in a legal action brought by the anti-corruption campaign group Corner House. As a result, the lobbying documents were released.

Sue Hawley, an anti-corruption campaigner involved in the legal action, said: “Clearly Rolls-Royce didn’t want any scrutiny of its agents and commission payments because its main business model was paying bribes via agents to win contracts.”

In his judgment approving the Rolls-Royce settlement this week, Sir Brian Leveson described how the firm had systemically used middlemen to funnel “truly vast corrupt payments” to secure contracts.

The bribes were paid to win contracts in countries including Indonesia, China, Russia, Thailand, Iraq and Angola, earning more than £250m in profits.

Leveson found that the corruption involved “senior (on the face of it, very senior) Rolls-Royce employees” and disclosed how Rolls-Royce had changed its procedures for approving payments to its middlemen. In 2003, payments over a certain threshold had to be specifically approved by the chief executive, a post occupied at the time by Rose.

The Guardian asked Rose, who led the company between 1996 and 2011, how many times he had approved payments to middlemen over this threshold. Rose declined to answer. He has not made any comment since the settlement was announced on Monday.

On Wednesday, the shadow secretary of state for international trade, Barry Gardiner, said Rose could not credibly retain his knighthood after Rolls-Royce admitted it was responsible for “egregious criminality over decades” during his term as chief executive.

Leveson said in his ruling that he had approved the deal to halt the investigations as he was satisfied that Rolls-Royce had changed its management team since prosecutors began to look at evidence of the corruption in 2012. (G.)

TEXT 8. Natalie Portman: ‘JFK Was A Great Proponent Of Civil Rights. Trump Is Taking Us Backwards’

By Rory Carroll

19 January, 2017

The Oscar-tipped star of Jackie talks about playing the widowed first lady of the progressive president and why the new inauguration is an ‘upsetting moment’

Natalie Portman enters the screening room wearing black shoes, a black dress and a black cape. The effect is stylish, if sombre. She could be in mourning. Or maybe Darth Vader has lured her to the dark side after all.

The effect dissolves when she extends a hand, flashes a blinding smile and reveals a sizeable belly bump. She plonks down in the front row, taking the weight off her legs. Portman is seven months pregnant and taking the radiance business seriously. She looks great.

The actor is enjoying a collision of glad tidings. She has moved back to Los Angeles from Paris, is about to have a second child (her son, Aleph, was born in 2011) and is receiving rapturous reviews for her performance in Jackie. If the bookies are right, she might well top it all with an Oscar.

Hence the screening room. Earlier, a few dozen Academy members filed into this discreet Beverly Hills sanctum to watch the Jacqueline Kennedy biopic and hear why they should vote for Portman, as well as others who worked on the film. It's one small front in the PR-campaign blitz that consumes Hollywood during awards season. Now they are gone, the screen is blank and the room is nearly empty.

Campaigning while heavily pregnant – you're a trouper, I say. Portman laughs it off. "It's all good. It's not coal mining." After a two-year sojourn in France, Portman, 35, seems happy to be back in LA. "Here is much more a place to make art. It's just very inspiring light. A lot of freedom."

Portman sips a herbal tea and holds court with grace and wariness, smiling often while weighing each word, with a guardedness that comes after decades in the public eye.

The solemn attire feels apt. Later in the day, there will be a joint funeral service for Carrie Fisher and her mother Debbie Reynolds, who died a day apart. In the Star Wars prequel trilogy, Portman played Princess Leia's mother. Queen Padme Amidala was also, of course, missus to Anakin Skywalker before he became Darth Vader.

Portman is now also indelibly associated with the world's most famous and enigmatic widow. Jackie, directed by Pablo Larraín, is an intimate portrait that swirls between John F Kennedy's assassination and the grieving first lady making funeral arrangements a week later.

The termination of a progressive presidency, the nation bewildered and anxious, the future uncertain: resonant themes on the cusp of the Donald Trump era. "It certainly has taken on different meanings because of the context we've landed in, which was completely unexpected and unpredictable," says Portman. "Noah Oppenheim, who wrote the script, has been saying that it shows our country has been through many difficult times, and we've managed to pull through and come out the other end of the tunnel."

Portman, a vegan and activist for liberal causes, campaigned for Hillary Clinton in Pennsylvania. She warned in an October interview that a Trump presidency would be "catastrophic", especially for women's rights.

Now, with the casino owner moving into the White House, the actor is more circumspect, though still emphatic. "I don't remember saying it would be a catastrophe but I do think it is a very upsetting moment because of the way he has spoken about women, about minorities, about immigrants. I don't think that kind of discriminatory speech or behaviour is helpful to bringing people together in a positive way."

She campaigned in what turned out to be a decisive swing state but, like many of us, fell for the polls and punditry which dismissed Trump's chances. "I didn't sense it myself, and that's maybe part of the problem. We don't interact enough with people from different political persuasions. People tend to hang out with others who think alike, and it makes you less aware."

Given the controversy over artists performing at the president-elect's inauguration, I ask if, in their shoes, she would do so. Portman bats it away. "I don't think that's really a likelihood as I'm not a singer." Well, you can dance, I tell the Black Swan Oscar-winner. She laughs. "I don't think that would happen. It's a hypothetical." What about Clinton's decision to attend? Another coy response. "I admire her so much, and think she makes very good decisions for herself. So I respect the decisions she makes for herself."

Portman is blunter when contrasting the president-elect with JFK: both wealthy and keen on glamour but otherwise so, so different.

“Kennedy was a great proponent of civil rights and was quite revolutionary in that – and devoted his entire life to public service. Which cannot be said of Mr Trump who is, what, 50 or 60 years later in history, and is taking us backwards on civil-rights issues. And also has only just started his public-service career at 70.”

Portman is agnostic about Melania Trump: “I don’t really know anything about her, but I would hope that she would take Jackie’s example in being a proponent for a cause that she cares about, whether it’s women’s rights or immigrants’ rights, as a female immigrant herself.” (Asked later if he would consider directing another first lady biopic based on Melania Trump, Larraín shuddered: “No, no, no, no. I need to feel love for the characters that I work with.”)

In contrast to those fleeing to Canada, Portman says Trump’s victory roots her deeper in the US. “I feel very excited to be part of the voices that are going to be speaking out against injustice. It’s a time when I wouldn’t want to live anywhere else because it would be hard if you’re living far away from your own country that you care about and want to help make things better. Not being able to be really close would be hard. I’d rather be here and ...”

Lead the resistance? A half-joke. She is, after all, Princess Leia and Luke Skywalker’s mum. Portman smiles slightly and continues. “And be part of making things better, and trying to help my own community.”

Portman, born in Jerusalem to an American mother and Israeli father, is Jewish. She told an interviewer she would like to have French citizenship. But last year her husband, the dancer and choreographer Benjamin Millepied (they met on *Black Swan*), abruptly quit his job as dance director of the Paris Opera Ballet, citing racism among other things. Does Portman share the perception, common in the US, of surging antisemitism in France?

“It seems hatred and racism in general is on the rise – or maybe being brought into the light more than previously. People are certainly feeling that they’ve been given licence to speak openly about it.” She says she witnessed a few incidents in Paris. “Not extreme but there were moments. I heard kids pushing each other, calling each other ‘Jew’ as an insult. But, you know, that was once in two years. It wasn’t a widespread phenomenon that I experienced.” She shrugs off the reported desire for French citizenship. “I don’t have any plans [to apply].”

There is a poised self-possession to Portman, an ability to play the fame game but retain distance and privacy. Not for nothing has Tom Hanks referred to her “unknowable mystery”. Yet she has been a movie star since the age of 11, when she starred opposite Jean Reno’s hitman in *Léon*. As a teenager, she played galactic royalty in *Star Wars*, paused her career to study psychology at Harvard (“I don’t care if [college] ruins my career, I’d rather be smart than a movie star,” she said), returned to the big screen in *Garden State*, *Closer*, *V for Vendetta* and *The Other Boleyn Girl* before her Oscar turn, as a ballerina who is cracking up, in *Black Swan*.

A directorial debut with *A Tale of Love and Darkness* (2013), based on Amos Oz’s autobiographical novel, received respectful reviews. She has starred in some recent duds – *Knight of Cups*, *Jane’s Got a Gun* – but remains in the enviable position of toggling between lucrative blockbusters, such as *Thor*, and critically acclaimed fare with statuette-potential.

She has worked with A-list directors – Luc Besson, Mike Nichols, Wes Anderson, Darren Aronofsky, Terrence Malick – but cites Larraín, a Chilean, who may win Oscar nominations for both *Jackie* and the Pablo Neruda biopic *Neruda* (the latter in the foreign-language category), as perhaps the pick of the bunch. “Pablo is one of the best, if not the best, director that I’ve ever worked with. He has an incredibly original point of view. He sees things like nobody else. The directions he gives are things I would never think of myself. He knows how to create tension in every scene, and find humour in the darkness, or vice versa.”

Cinema has a fetish for putting idealised women through the wringer, and in the process reducing them to victim or kick-ass hero, but Larraín and Oppenheim allowed her Jackie Kennedy to be multiple, contradictory things, says Portman. “She can be brave, and self-interested, and vulnerable, and super-tough, and sensual, and cold, and all of these things at once because that’s how human beings are. A lot of films that try for a ‘feminist’ portrayal will just make a woman be really tough. Well, that’s not feminist because it’s not allowing the woman to be a human being. No one’s just tough.”

For Jackie, Portman dug out psychology texts and read up on self, identity and memory. “It was so complicated for her to have such a public identity. But of course [it was] one that she put out. And one that was manipulated by others.” Memory can further splinter a sense of self, she

says. For instance, Jackie Kennedy apparently could not remember scrambling on to the back of the car immediately after the shooting. “But there are images of that, so it happened. How terrifying it is to be in a state where you’re doing something but can’t remember it and the whole world knows it exists ... [yet] how quickly she overcame it. This survival instinct came in.”

Portman bristles when people say the world would be better if run by women. “No. We’re human beings. There are good ones, there are bad ones, and everyone is going to be a mix of everything. We should know by now that female leaders aren’t inherently better people or inherently better anything. I don’t think there are gender differences in the quality of work of anything – as artists, as business people, as human beings. It’s simply humans. And women have been excluded from many opportunities.”

Hollywood, she says, is a major offender. “Every year it’s exclusively male-directed, written and filmed movies that we’re talking about in awards season. Not that men shouldn’t be making films,” she smiles. “I love watching men’s films. It’s just crazy that there is such a minority of women’s voices out there.” Everyone has a responsibility to promote inclusion, she says. “If someone notices that there’s only one woman at the table they need to make a change. Or if they notice that there are no minorities getting prominent roles in film ... they need to make a change.”

Portman says she would love to direct again, but first things first. “I will be having some maternity leave. I need to write, to take some time, get a little focus.”

With *Rogue One* spinning the Star Wars franchise back in time, Portman could, in theory, return as Queen Amidala, a comeback likely to cause ripples in the force given the prequels’ unloved status. She has not seen *Rogue One* (“Not yet; I’m dying to”) and at first sounds noncommittal about a return to the role. “No one has approached me about it at all, as far as I know.”

Would she accept an invitation? “Of course I feel very lucky to have been part of the Star Wars universe and the mythology that’s close to many people’s lives.” So she would accept? “I think they’re doing an amazing job extending the films. Sure.” (G.)

ЧАСТЬ 2. ТЕКСТЫ ДЛЯ УСТНОГО ПОСЛЕДОВАТЕЛЬНОГО ПЕРЕВОДА

Занятие 1. SteveJobs'StanfordCommencementAddress, 2005
Part 1. Время звучания: 00:05:48

Задание 1. Подготовьте устный последовательный перевод речи "SteveJobs' StanfordCommencementAddress. Part 1" (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

I am honored to be with you today for your commencement from one of the finest universities in the world. Truth be told, I never graduated from college. And this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother found out later that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would go to college. This was the start in my life.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six

months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked far more interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something – your

gut, destiny, life, karma, whatever. Believing that the dots will connect down the road will give you the confidence to follow your heart even if it leads you off the well-known path. And this will make all the difference.

Задание 3. С какими грамматическими, лексическими и стилистическими трудностями Вы столкнулись при переводе речи?

Занятие 2. Steve Jobs' Stanford Commencement Address, 2005 Part 2. Время звучания: 00:03:36

Задание 1. Подготовьте устный последовательный перевод речи *Steve Jobs' Stanford Commencement Address. Part 2* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (*script*) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

My second story is about love and loss.

I was lucky – I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation – the Macintosh – a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down – that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me – I still loved what I did. The

turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life is going to hit you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking. Don't settle.

Задание 3. С какими грамматическими, лексическими и стилистическими трудностями Вы столкнулись при переводе речи?

Задание для самостоятельной работы. Текст 1 из Приложения «Тексты для самостоятельной работы над устным последовательным переводом».

Занятие 3. Here I stand, Coxsackie-Athens High School 2010, Part 1. Время звучания: 00:03:59

Comment: The following speech was delivered by top of the class student **Erica Goldson** during the graduation ceremony at **Coxsackie-Athens High School on June 25, 2010**

Задание 1. Подготовьте устный последовательный перевод речи *Here I stand. Part 1* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

There is a story of a young, but earnest Zen student who approached his teacher, and asked the Master, “If I work very hard and diligently, how long will it take for me to find Zen? The Master thought about this, then replied, “Ten years ...”? The student then said, “But what if I work very, very hard and really apply myself to learn fast – How long then?” Replied the Master, “Well, twenty years.” “But, if I really, really work at it, how long then?” asked the student. “Thirty years,” replied the Master. “But, I do not understand,” said the disappointed student. “At each time that I say I will work harder, you say it will take me longer. Why do you say that?” Replied the Master: “When you have one eye on the goal, you only have one eye on the path.”

This is the dilemma I’ve faced within the American education system. We are so focused on a goal, whether it be passing a test, or graduating as first in the class. However, in this way, we do not really learn. We do whatever it takes to achieve our original objective.

Some of you may be thinking, “Well, if you pass a test, or become valedictorian, didn’t you learn something? Well, yes, you learned something, but not all that you could have. Perhaps, you only learned how to memorize names, places, and dates to later on forget in order to clear your mind for the next test. School is not all that it can be. Right now, it is a place for most people to determine that their goal is to get out as soon as possible.

I am now accomplishing that goal. I am graduating. I should look at this as a positive experience, especially being at the top of my class. However, in retrospect, I cannot say that I am any more intelligent than my peers. I can attest that I am only the best at doing what I am told and

working the system. Yet, here I stand, and I am supposed to be proud that I have completed this period of indoctrination. I will leave in the fall to go on to the next phase expected of me, in order to receive a paper document that certifies that I am capable of work. But I contest that I am a human being, a thinker, an adventurer – not a worker. A worker is someone who is trapped within repetition – a slave of the system set up before him. But now, I have successfully shown that I was the best slave. I did what I was told to the extreme. While others sat in class and doodled to later become great artists, I sat in class to take notes and become a great test-taker. While others would come to class without their homework done because they were reading about an interest of theirs, I never missed an assignment. While others were creating music and writing lyrics, I decided to do extra credit, even though I never needed it. So, I wonder, why did I even want this position? Sure, I earned it, but what will come of it? When I leave educational institutionalism, will I be successful or forever lost? I have no clue about what I want to do with my life; I have no interests because I saw every subject of study as work, and I excelled at every subject just for the purpose of excelling, not learning. And quite frankly, now I'm very scared.

John Taylor Gatto, a retired school teacher and activist critical of compulsory schooling, asserts, "We could encourage the best qualities of youthfulness – curiosity, adventure, resilience, the capacity for surprising insight simply by being more flexible about time, texts, and tests, by introducing kids into truly competent adults, and by giving each student what autonomy he or she needs in order to take a risk every now and then. But we don't do that." Between these cinderblock walls, we are all expected to be the same. We are trained to ace every standardized test, and those who deviate and see light through a different lens are worthless to the scheme of public education, and therefore viewed with contempt.

Задание 3. С какими грамматическими, лексическими и стилистическими трудностями Вы столкнулись при переводе речи?

Занятие 4. Here I stand, Coxsackie-Athens High School 2010, Part 2. Время звучания: 00:02:25

Comment: The following speech was delivered by top of the class student **Erica Goldson** during the graduation ceremony at **Coxsackie-Athens High School on June 25, 2010**

Задание 1. Подготовьте устный последовательный перевод речи *Here I stand. Part 2* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

H. L. Mencken wrote in *The American Mercury* for April 1924 that the aim of public education is not “to fill the young of the species with knowledge and awaken their intelligence. ... Nothing could be further from the truth. The aim ... is simply to reduce as many individuals as possible to the same safe level, to breed and train a standardized citizenry, to put down dissent and originality. That is its aim in the United States.”

To illustrate this idea, doesn't it perturb you to learn about the idea of “critical thinking.” Is there really such a thing as “uncritically thinking?” To think is to process information in order to form an opinion. But if we are not critical when processing this information, are we really thinking? Or are we mindlessly accepting other opinions as truth?

This was happening to me, and if it wasn't for the rare occurrence of an avant-garde tenth grade English teacher, Donna Bryan, who allowed me to open my mind and ask questions before accepting textbook doctrine, I would have been doomed. I am now enlightened, but my mind still feels disabled. I must retrain myself and constantly remember how insane this ostensibly sane place really is.

And now here I am in a world guided by fear, a world suppressing the uniqueness that lies inside each of us, a world where we can either acquiesce to the inhuman nonsense of corporatism and materialism or insist on change. We are not enlivened by an educational system that clandestinely sets us up for jobs that could be automated, for work that need not be done, for enslavement without fervency for meaningful

achievement. We have no choices in life when money is our motivational force. Our motivational force ought to be passion, but this is lost from the moment we step into a system that trains us, rather than inspires us.

We are more than robotic bookshelves, conditioned to blurt out facts we were taught in school. We are all very special, every human on this planet is so special, so aren't we all deserving of something better, of using our minds for innovation, rather than memorization, for creativity, rather than futile activity, for rumination rather than stagnation? We are not here to get a degree, to then get a job, so we can consume industry-approved placation after placation. There is more, and more still.

Задание 3. С какими грамматическими, лексическими и стилистическими трудностями Вы столкнулись при переводе речи?

Задание для самостоятельной работы. Текст 3 из Приложения «Тексты для самостоятельной работы над устным последовательным переводом».

Занятие 5. Robert F. Kennedy. Remarks on the Assassination of Martin Luther King, 4 April 1968. Время звучания: 00:05:55

Задание 1. Подготовьте устный последовательный перевод речи *Remarks on the Assassination of Martin Luther King* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

Ladies and Gentlemen,

I'm only going to talk to you just for a minute or so this evening, because I have some very sad news for all of you. Could you lower those signs, please? I have some very sad news for all of you, and, I think, sad news for all of our fellow citizens, and people who love peace all over the world; and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask

what kind of a nation we are and what direction we want to move in. For those of you who are black considering the evidence evidently is that there were white people who were responsible you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand, and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion, and love.

For those of you who are black and are tempted to fill with hatred and mistrust of the injustice of such an act, against all white people, I would only say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States. We have to make an effort to understand, to get beyond, or go beyond these rather difficult times.

My favorite poet was Aeschylus. And he once wrote:

*Even in our sleep, pain which cannot forget
falls drop by drop upon the heart,
until, in our own despair,
against our will,
comes wisdom
through the awful grace of God.*

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love, and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King – yeah, it's true – but more importantly to say a prayer for our own country, which all of us love – a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times. We've had difficult times in the past, but we – and we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

And let's dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world. Let us dedicate ourselves to that, and say a prayer for our country and for our people.

Thank you very much.

Задание 3. С какими грамматическими, лексическими и стилистическими трудностями Вы столкнулись при переводе речи?

Занятие 6. The World's English Mania by Jay Walker. Время звучания: 00:04:34

Задание 1. Подготовьте устный последовательный перевод речи *The World's English Mania* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

0:11 Let's talk about manias. Let's start with Beatlemania.

0:17 (Recording of crowd roaring)

0:19 Hysterical teenagers, crying, screaming, pandemonium.

0:25 (Recording of crowd roaring)

0:28 Sports mania: deafening crowds, all for one idea – get the ball in the net. (Recording) Goal! Okay, religious mania: there's rapture, there's weeping, there's visions. Manias can be good. Manias can be alarming. Or manias can be deadly.

0:53 (Recording of crowd cheering)

0:57 The world has a new mania. A mania for learning English. Listen as Chinese students practice their English, by screaming it:

1:07 Teacher: ... change my life!

1:09 Students: I want to change my life!

1:11 T: I don't want to let my parents down!

1:14 S: I don't want to let my parents down!

1:18T: I don't ever want to let my country down!
1:21S: I don't ever want to let my country down!
1:25T: Most importantly... S: Most importantly...
1:28T: I don't want to let myself down!
1:31S: I don't want to let myself down!
1:34H: How many people are trying to learn English worldwide? Two billion of them.
1:39S: A T-shirt. A dress.
1:43J: Jay Walker: In Latin America, in India, in Southeast Asia, and most of all, in China. If you're a Chinese student, you start learning English in the third grade, by law. That's why this year, China will become the world's largest English-speaking country.
2:05(Laughter)
2:07W: Why English? In a single word: opportunity. Opportunity for a better life, a job, to be able to pay for school, or put better food on the table. Imagine a student taking a giant test for three full days. Her score on this one test literally determines her future. She studies 12 hours a day for three years to prepare. Twenty-five per cent of her grade is based on English. It's called the gaokao, and 80 million high school Chinese students have already taken this grueling test. The intensity to learn English is almost unimaginable, unless you witness it.
2:49T: Perfect! S: Perfect!
2:51T: Perfect! S: Perfect!
2:54T: I want to speak perfect English!
2:56S: I want to speak perfect English!
2:58T: I want to speak ... S: I want to speak ...
3:01T: ... perfect English! S: ... perfect English!
3:03T (yelling more loudly): I want to change my life!
3:07S (yelling more loudly): I want to change my life!
3:10JW: So is English mania good or bad? Is English a tsunami, washing away other languages? Not likely. English is the world's second language. Your native language is your life. But with English you can become part of a wider conversation – a global conversation about global problems, like climate change or poverty, or hunger or disease. The world has other universal languages. Mathematics is the language of science. Music is the language of emotions. And now English is becoming the language of problem-solving. Not because America is pushing it, but because the world is pulling it. So English mania is a turning point.

4:01 Like the harnessing of electricity in our cities, or the fall of the Berlin Wall, English represents hope for a better future – a future where the world has a common language to solve its common problems.

4:17 Thank you very much.

4:18 (Applause)

Занятие 7. The Joy of Lexicography by Erin Mckean. Время звучания: 00:15:50

Задание 1. Подготовьте устный последовательный перевод речи *The Joy of Lexicography* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

0:15 Now, have any of y'all ever looked up this word? You know, in a dictionary? (Laughter) Yeah, that's what I thought. How about this word? Here, I'll show it to you. Lexicography: the practice of compiling dictionaries. Notice – we're very specific – that word "compile." The dictionary is not carved out of a piece of granite, out of a lump of rock. It's made up of lots of little bits. It's little discrete – that's spelled D-I-S-C-R-E-T-E – bits. And those bits are words.

0:45 Now one of the perks of being a lexicographer – besides getting to come to TED – is that you get to say really fun words, like lexicographical. Lexicographical has this great pattern: it's called a double dactyl. And just by saying double dactyl, I've sent the geek needle all the way into the red. (Laughter) (Applause) But "lexicographical" is the same pattern as "higgledy-piggledy." Right? It's a fun word to say, and I get to say it a lot. Now, one of the non-perks of being a lexicographer is that people don't usually have a kind of warm, fuzzy, snuggly image of the dictionary. Right? Nobody hugs their dictionaries. But what people really often think about the dictionary is, they think more like this. Just to let you know, I do not have a lexicographical whistle. But people think that my job is to let the good words make that difficult left-hand turn into the dictionary, and keep the bad words out.

1:39 But the thing is, I don't want to be a traffic cop. For one thing, I just do not do uniforms. And for another, deciding what words are good

and what words are bad is actually not very easy. And it's not very fun. And when parts of your job are not easy or fun, you kind of look for an excuse not to do them. So if I had to think of some kind of occupation as a metaphor for my work, I would much rather be a fisherman. I want to throw my big net into the deep, blue ocean of English and see what marvelous creatures I can drag up from the bottom. But why do people want me to direct traffic, when I would much rather go fishing? Well, I blame the Queen. Why do I blame the Queen? Well, first of all, I blame the Queen because it's funny. But secondly, I blame the Queen because dictionaries have really not changed.

2:33Our idea of what a dictionary is has not changed since her reign. The only thing that Queen Victoria would not be amused by in modern dictionaries is our inclusion of the F-word, which has happened in American dictionaries since 1965. So, there's this guy, right? Victorian era. James Murray, first editor of the Oxford English Dictionary. I do not have that hat. I wish I had that hat. So he's really responsible for a lot of what we consider modern in dictionaries today. When a guy who looks like that, in that hat, is the face of modernity, you have a problem. And so, James Murray could get a job on any dictionary today. There'd be virtually no learning curve.

3:15And of course, a few of us are saying: okay, computers! Computers! What about computers? The thing about computers is, I love computers. I mean, I'm a huge geek, I love computers. I would go on a hunger strike before I let them take away Google Book Search from me. But computers don't do much else other than speed up the process of compiling dictionaries. They don't change the end result. Because what a dictionary is, is its Victorian design merged with a little bit of modern propulsion. It's steampunk. What we have is an electric velocipede. You know, we have Victorian design with an engine on it. That's all! The design has not changed.

3:55And OK, what about online dictionaries, right? Online dictionaries must be different. This is the Oxford English Dictionary Online, one of the best online dictionaries. This is my favorite word, by the way. Erinaceous: pertaining to the hedgehog family; of the nature of a hedgehog. Very useful word. So, look at that. Online dictionaries right now are paper thrown up on a screen. This is flat. Look how many links there are in the actual entry: two! Right? Those little buttons, I had them all expanded except for the date chart. So there's not very much going on

here. There's not a lot of clickiness. And in fact, online dictionaries replicate almost all the problems of print, except for searchability. And when you improve searchability, you actually take away the one advantage of print, which is serendipity. Serendipity is when you find things you weren't looking for, because finding what you are looking for is so damned difficult.

4:47So – (Laughter) (Applause) – now, when you think about this, what we have here is a ham butt problem. Does everyone know the ham butt problem? Woman's making a ham for a big, family dinner. She goes to cut the butt off the ham and throw it away, and she looks at this piece of ham and she's like, "This is a perfectly good piece of ham. Why am I throwing this away?" She thought, "Well, my mom always did this." So she calls up mom, and she says, "Mom, why'd you cut the butt off the ham, when you're making a ham?" She says, "I don't know, my mom always did it!" So they call grandma, and grandma says, "My pan was too small!" (Laughter)

5:22So, it's not that we have good words and bad words. We have a pan that's too small! You know, that ham butt is delicious! There's no reason to throw it away. The bad words – see, when people think about a place and they don't find a place on the map, they think, "This map sucks!" When they find a nightspot or a bar, and it's not in the guidebook, they're like, "Ooh, this place must be cool! It's not in the guidebook." When they find a word that's not in the dictionary, they think, "This must be a bad word." Why? It's more likely to be a bad dictionary. Why are you blaming the ham for being too big for the pan? So, you can't get a smaller ham. The English language is as big as it is.

6:02So, if you have a ham butt problem, and you're thinking about the ham butt problem, the conclusion that it leads you to is inexorable and counterintuitive: paper is the enemy of words. How can this be? I mean, I love books. I really love books. Some of my best friends are books. But the book is not the best shape for the dictionary. Now they're going to think "Oh, boy. People are going to take away my beautiful, paper dictionaries?" No. There will still be paper dictionaries. When we had cars – when cars became the dominant mode of transportation, we didn't round up all the horses and shoot them. You know, there're still going to be paper dictionaries, but it's not going to be the dominant dictionary. The book-shaped dictionary is not going to be the only shape dictionaries

come in. And it's not going to be the prototype for the shapes dictionaries come in.

6:53 So, think about it this way: if you've got an artificial constraint, artificial constraints lead to arbitrary distinctions and a skewed worldview. What if biologists could only study animals that made people go, "Aww." Right? What if we made aesthetic judgments about animals, and only the ones we thought were cute were the ones that we could study? We'd know a whole lot about charismatic megafauna, and not very much about much else. And I think this is a problem. I think we should study all the words, because when you think about words, you can make beautiful expressions from very humble parts. Lexicography is really more about material science. We are studying the tolerances of the materials that you use to build the structure of your expression: your speeches and your writing. And then, often people say to me, "Well, OK, how do I know that this word is real?" They think, "OK, if we think words are the tools that we use to build the expressions of our thoughts, how can you say that screwdrivers are better than hammers? How can you say that a sledgehammer is better than a ball-peen hammer?" They're just the right tools for the job.

8:16 And so people say to me, "How do I know if a word is real?" You know, anybody who's read a children's book knows that love makes things real. If you love a word, use it. That makes it real. Being in the dictionary is an artificial distinction. It doesn't make a word any more real than any other way. If you love a word, it becomes real. So if we're not worrying about directing traffic, if we've transcended paper, if we are worrying less about control and more about description, then we can think of the English language as being this beautiful mobile. And any time one of those little parts of the mobile changes, is touched, any time you touch a word, you use it in a new context, you give it a new connotation, you verb it, you make the mobile move. You didn't break it. It's just in a new position, and that new position can be just as beautiful.

9:15 Now, if you're no longer a traffic cop – the problem with being a traffic cop is there can only be so many traffic cops in any one intersection, or the cars get confused. Right? But if your goal is no longer to direct the traffic, but maybe to count the cars that go by, then more eyeballs are better. You can ask for help! If you ask for help, you get more done. And we really need help. Library of Congress: 17 million books, of which half are in English. If only one out of every 10 of those

books had a word that's not in the dictionary in it, that would be equivalent to more than two unabridged dictionaries.

9:55And I find an un-dictionaryed word – a word like “un-dictionaryed,” for example – in almost every book I read. What about newspapers? Newspaper archive goes back to 1759, 58.1 million newspaper pages. If only one in 100 of those pages had an un-dictionaryed word on it, it would be an entire other OED. That's 500,000 more words. So that's a lot. And I'm not even talking about magazines. I'm not talking about blogs – and I find more new words on BoingBoing in a given week than I do Newsweek or Time. There's a lot going on there.

10:35And I'm not even talking about polysemy, which is the greedy habit some words have of taking more than one meaning for themselves. So if you think of the word “set,” a set can be a badger's burrow, a set can be one of the pleats in an Elizabethan ruff, and there's one numbered definition in the OED. The OED has 33 different numbered definitions for set. Tiny, little word, 33 numbered definitions. One of them is just labeled “miscellaneous technical senses.” Do you know what that says to me? That says to me, it was Friday afternoon and somebody wanted to go down the pub. (Laughter) That's a lexicographical cop out, to say, “miscellaneous technical senses.”

11:15So, we have all these words, and we really need help! And the thing is, we could ask for help – asking for help's not that hard. I mean, lexicography is not rocket science. See, I just gave you a lot of words and a lot of numbers, and this is more of a visual explanation. If we think of the dictionary as being the map of the English language, these bright spots are what we know about, and the dark spots are where we are in the dark. If that was the map of all the words in American English, we don't know very much. And we don't even know the shape of the language. If this was the dictionary – if this was the map of American English – look, we have a kind of lumpy idea of Florida, but there's no California! We're missing California from American English. We just don't know enough, and we don't even know that we're missing California. We don't even see that there's a gap on the map.

12:06So again, lexicography is not rocket science. But even if it were, rocket science is being done by dedicated amateurs these days. You know? It can't be that hard to find some words! So, enough scientists in other disciplines are really asking people to help, and they're doing a

good job of it. For instance, there's eBird, where amateur birdwatchers can upload information about their bird sightings. And then, ornithologists can go and help track populations, migrations, etc.

12:35 And there's this guy, Mike Oates. Mike Oates lives in the U.K. He's a director of an electroplating company. He's found more than 140 comets. He's found so many comets, they named a comet after him. It's kind of out past Mars. It's a hike. I don't think he's getting his picture taken there anytime soon. But he found 140 comets without a telescope. He downloaded data from the NASA SOHO satellite, and that's how he found them. If we can find comets without a telescope, shouldn't we be able to find words?

13:06 Now, y'all know where I'm going with this. Because I'm going to the Internet, which is where everybody goes. And the Internet is great for collecting words, because the Internet's full of collectors. And this is a little-known technological fact about the Internet, but the Internet is actually made up of words and enthusiasm. And words and enthusiasm actually happen to be the recipe for lexicography. Isn't that great? So there are a lot of really good word-collecting sites out there right now, but the problem with some of them is that they're not scientific enough. They show the word, but they don't show any context. Where did it come from? Who said it? What newspaper was it in? What book?

13:41 Because a word is like an archaeological artifact. If you don't know the provenance or the source of the artifact, it's not science, it's a pretty thing to look at. So a word without its source is like a cut flower. You know, it's pretty to look at for a while, but then it dies. It dies too fast. So, this whole time I've been saying, "The dictionary, the dictionary, the dictionary, the dictionary." Not "a dictionary", or "dictionaries." And that's because, well, people use the dictionary to stand for the whole language. They use it synecdochically. And one of the problems of knowing a word like "synecdochically" is that you really want an excuse to say "synecdochically." This whole talk has just been an excuse to get me to the point where I could say "synecdochically" to all of you. So I'm really sorry. But when you use a part of something – like the dictionary is a part of the language, or a flag stands for the United States, it's a symbol of the country – then you're using it synecdochically. But the thing is, we could make the dictionary the whole language. If we get a bigger pan, then we can put all the words in. We can put in all the meanings. Doesn't everyone want more meaning in their lives? And we can make the

dictionary not just be a symbol of the language – we can make it be the whole language.

15:01 You see, what I'm really hoping for is that my son, who turns seven this month – I want him to barely remember that this is the form factor that dictionaries used to come in. This is what dictionaries used to look like. I want him to think of this kind of dictionary as an eight-track tape. It's a format that died because it wasn't useful enough. It wasn't really what people needed. And the thing is, if we can put in all the words, no longer have that artificial distinction between good and bad, we can really describe the language like scientists. We can leave the aesthetic judgments to the writers and the speakers. If we can do that, then I can spend all my time fishing, and I don't have to be a traffic cop anymore. Thank you very much for your kind attention.

Занятие 8. Metaphorically speaking by James Geary. Время звучания: 00:09:23

Задание 1. Подготовьте устный последовательный перевод речи *Metaphorically Speaking* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

0:11 Metaphor lives a secret life all around us. We utter about six metaphors a minute. Metaphorical thinking is essential to how we understand ourselves and others, how we communicate, learn, discover and invent. But metaphor is a way of thought before it is a way with words.

0:34 Now, to assist me in explaining this, I've enlisted the help of one of our greatest philosophers, the reigning king of the metaphorians, a man whose contributions to the field are so great that he himself has become a metaphor. I am, of course, referring to none other than Elvis Presley. (Laughter)

0:58 Now, "All Shook Up" is a great love song. It's also a great example of how whenever we deal with anything abstract – ideas, emotions, feelings, concepts, thoughts – we inevitably resort to metaphor. In "All Shook Up," a touch is not a touch, but a chill. Lips are not lips, but

volcanoes. She is not she, but a buttercup. And love is not love, but being all shook up.

1:27In this, Elvis is following Aristotle's classic definition of metaphor as the process of giving the thing a name that belongs to something else. This is the mathematics of metaphor. And fortunately it's very simple. X equals Y . (Laughter) This formula works wherever metaphor is present.

1:50Elvis uses it, but so does Shakespeare in this famous line from "Romeo and Juliet": *Juliet is the sun*. Now, here, Shakespeare gives the thing, Juliet, a name that belongs to something else, the sun. But whenever we give a thing a name that belongs to something else, we give it a whole network of analogies too. We mix and match what we know about the metaphor's source, in this case the sun, with what we know about its target, Juliet. And metaphor gives us a much more vivid understanding of Juliet than if Shakespeare had literally described what she looks like.

2:29So, how do we make and understand metaphors? This might look familiar. The first step is pattern recognition. Look at this image. What do you see? Three wayward Pac-Men, and three pointy brackets are actually present. What we see, however, are two overlapping triangles. Metaphor is not just the detection of patterns; it is the creation of patterns. Second step, conceptual synesthesia.

2:55Now, synesthesia is the experience of a stimulus in one sense organ in another sense organ as well, such as colored hearing. People with colored hearing actually see colors when they hear the sounds of words or letters. We all have synesthetic abilities. This is the Bouba/Kiki test. What you have to do is identify which of these shapes is called Bouba, and which is called Kiki. (Laughter)

3:23If you are like 98 percent of other people, you will identify the round, amoeboid shape as Bouba, and the sharp, spiky one as Kiki. Can we do a quick show of hands? Does that correspond? Okay, I think 99.9 would about cover it. Why do we do that? Because we instinctively find, or create, a pattern between the round shape and the round sound of Bouba, and the spiky shape and the spiky sound of Kiki.

3:56And many of the metaphors we use everyday are synesthetic. Silence is sweet. Neckties are loud. Sexually attractive people are hot. Sexually unattractive people leave us cold. Metaphor creates a kind of conceptual synesthesia, in which we understand one concept in the context of another.

4:18 Third step is cognitive dissonance. This is the Stroop test. What you need to do here is identify as quickly as possible the color of the ink in which these words are printed. You can take the test now. If you're like most people, you will experience a moment of cognitive dissonance when the name of the color is printed in a differently colored ink. The test shows that we cannot ignore the literal meaning of words even when the literal meaning gives the wrong answer.

4:48 Stroop tests have been done with metaphor as well. The participants had to identify, as quickly as possible, the literally false sentences. They took longer to reject metaphors as false than they did to reject literally false sentences. Why? Because we cannot ignore the metaphorical meaning of words either.

5:08 One of the sentences was, "Some jobs are jails." Now, unless you're a prison guard, the sentence "Some jobs are jails" is literally false. Sadly, it's metaphorically true. And the metaphorical truth interferes with our ability to identify it as literally false. Metaphor matters because it's around us every day, all the time. Metaphor matters because it creates expectations.

5:33 Pay careful attention the next time you read the financial news. Agent metaphors describe price movements as the deliberate action of a living thing, as in, "The NASDAQ climbed higher." Object metaphors describe price movements as non-living things, as in, "The Dow fell like a brick."

5:53 Researchers asked a group of people to read a clutch of market commentaries, and then predict the next day's price trend. Those exposed to agent metaphors had higher expectations that price trends would continue. And they had those expectations because agent metaphors imply the deliberate action of a living thing pursuing a goal. If, for example, house prices are routinely described as climbing and climbing, higher and higher, people might naturally assume that that rise is unstoppable. They may feel confident, say, in taking out mortgages they really can't afford. That's a hypothetical example of course. But this is how metaphor misleads.

6:34 Metaphor also matters because it influences decisions by activating analogies. A group of students was told that a small democratic country had been invaded and had asked the U.S. for help. And they had to make a decision. What should they do? Intervene, appeal to the U.N., or do nothing? They were each then given one of three descriptions of this

hypothetical crisis. Each of which was designed to trigger a different historical analogy: World War II, Vietnam, and the third was historically neutral.

7:06 Those exposed to the World War II scenario made more interventionist recommendations than the others. Just as we cannot ignore the literal meaning of words, we cannot ignore the analogies that are triggered by metaphor. Metaphor matters because it opens the door to discovery. Whenever we solve a problem, or make a discovery, we compare what we know with what we don't know. And the only way to find out about the latter is to investigate the ways it might be like the former.

7:36 Einstein described his scientific method as combinatory play. He famously used thought experiments, which are essentially elaborate analogies, to come up with some of his greatest discoveries. By bringing together what we know and what we don't know through analogy, metaphorical thinking strikes the spark that ignites discovery.

7:58 Now metaphor is ubiquitous, yet it's hidden. But you just have to look at the words around you and you'll find it. Ralph Waldo Emerson described language as "fossil poetry." But before it was fossil poetry language was fossil metaphor. And these fossils still breathe.

8:19 Take the three most famous words in all of Western philosophy: "Cogito ergo sum." That's routinely translated as, "I think, therefore I am." But there is a better translation. The Latin word "cogito" is derived from the prefix "co," meaning "together," and the verb "agitare," meaning "to shake". So, the original meaning of "cogito" is to shake together. And the proper translation of "cogito ergo sum" is "I shake things up, therefore I am." (Laughter)

8:54 Metaphor shakes things up, giving us everything from Shakespeare to scientific discovery in the process. The mind is a plastic snow dome, the most beautiful, most interesting, and most itself, when, as Elvis put it, it's all shook up. And metaphor keeps the mind shaking, rattling and rolling, long after Elvis has left the building. Thank you very much. (Applause)

Занятие 9. Don't Insist On English! by Patricia Ryan. Время звучания: 00:10:28

Задание 1. Подготовьте устный последовательный перевод речи *Don't Insist on English!* (без опоры на текст), обращая

внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

0:12I know what you're thinking. You think I've lost my way, and somebody's going to come on the stage in a minute and guide me gently back to my seat. (Applause) I get that all the time in Dubai. "Here on holiday are you, dear?" (Laughter) "Come to visit the children? How long are you staying?"

0:38Well actually, I hope for a while longer yet. I have been living and teaching in the Gulf for over 30 years. (Applause) And in that time, I have seen a lot of changes. Now that statistic is quite shocking. And I want to talk to you today about language loss and the globalization of English. I want to tell you about my friend who was teaching English to adults in Abu Dhabi. And one fine day, she decided to take them into the garden to teach them some nature vocabulary. But it was she who ended up learning all the Arabic words for the local plants, as well as their uses – medicinal uses, cosmetics, cooking, herbal. How did those students get all that knowledge? Of course, from their grandparents and even their great-grandparents. It's not necessary to tell you how important it is to be able to communicate across generations.

1:42But sadly, today, languages are dying at an unprecedented rate. A language dies every 14 days. Now, at the same time, English is the undisputed global language. Could there be a connection? Well I don't know. But I do know that I've seen a lot of changes. When I first came out to the Gulf, I came to Kuwait in the days when it was still a hardship post. Actually, not that long ago. That is a little bit too early. But nevertheless, I was recruited by the British Council, along with about 25 other teachers. And we were the first non-Muslims to teach in the state schools there in Kuwait. We were brought to teach English because the government wanted to modernize the country and to empower the citizens through education. And of course, the U.K. benefited from some of that lovely oil wealth.

2:39Okay. Now this is the major change that I've seen – how teaching English has morphed from being a mutually beneficial practice to becoming a massive international business that it is today. No longer just

a foreign language on the school curriculum, and no longer the sole domain of mother England, it has become a bandwagon for every English-speaking nation on earth. And why not? After all, the best education – according to the latest World University Rankings – is to be found in the universities of the U.K. and the U.S. So everybody wants to have an English education, naturally. But if you're not a native speaker, you have to pass a test.

3:30 Now can it be right to reject a student on linguistic ability alone? Perhaps you have a computer scientist who's a genius. Would he need the same language as a lawyer, for example? Well, I don't think so. We English teachers reject them all the time. We put a stop sign, and we stop them in their tracks. They can't pursue their dream any longer, 'til they get English. Now let me put it this way: if I met a monolingual Dutch speaker who had the cure for cancer, would I stop him from entering my British University? I don't think so. But indeed, that is exactly what we do. We English teachers are the gatekeepers. And you have to satisfy us first that your English is good enough. Now it can be dangerous to give too much power to a narrow segment of society. Maybe the barrier would be too universal.

4:37 Okay. "But," I hear you say, "what about the research? It's all in English." So the books are in English, the journals are done in English, but that is a self-fulfilling prophecy. It feeds the English requirement. And so it goes on. I ask you, what happened to translation? If you think about the Islamic Golden Age, there was lots of translation then. They translated from Latin and Greek into Arabic, into Persian, and then it was translated on into the Germanic languages of Europe and the Romance languages. And so light shone upon the Dark Ages of Europe. Now don't get me wrong; I am not against teaching English, all you English teachers out there. I love it that we have a global language. We need one today more than ever. But I am against using it as a barrier. Do we really want to end up with 600 languages and the main one being English, or Chinese? We need more than that. Where do we draw the line? This system equates intelligence with a knowledge of English, which is quite arbitrary.

5:57 (Applause)

6:03 And I want to remind you that the giants upon whose shoulders today's intelligentsia stand did not have to have English, they didn't have to pass an English test. Case in point, Einstein. He, by the way, was considered remedial at school because he was, in fact, dyslexic. But

fortunately for the world, he did not have to pass an English test. Because they didn't start until 1964 with TOEFL, the American test of English. Now it's exploded. There are lots and lots of tests of English. And millions and millions of students take these tests every year. Now you might think, you and me, "Those fees aren't bad, they're okay," but they are prohibitive to so many millions of poor people. So immediately, we're rejecting them.

6:54(Applause)

6:57It brings to mind a headline I saw recently: "Education: The Great Divide." Now I get it, I understand why people would want to focus on English. They want to give their children the best chance in life. And to do that, they need a Western education. Because, of course, the best jobs go to people out of the Western Universities, that I put on earlier. It's a circular thing.

7:23Okay. Let me tell you a story about two scientists, two English scientists. They were doing an experiment to do with genetics and the forelimbs and the hind limbs of animals. But they couldn't get the results they wanted. They really didn't know what to do, until along came a German scientist who realized that they were using two words for forelimb and hind limb, whereas genetics does not differentiate and neither does German. So bingo, problem solved. If you can't think a thought, you are stuck. But if another language can think that thought, then, by cooperating, we can achieve and learn so much more.

8:12My daughter came to England from Kuwait. She had studied science and mathematics in Arabic. It's an Arabic-medium school. She had to translate it into English at her grammar school. And she was the best in the class at those subjects. Which tells us that when students come to us from abroad, we may not be giving them enough credit for what they know, and they know it in their own language. When a language dies, we don't know what we lose with that language.

8:46This is – I don't know if you saw it on CNN recently – they gave the Heroes Award to a young Kenyan shepherd boy who couldn't study at night in his village, like all the village children, because the kerosene lamp, it had smoke and it damaged his eyes. And anyway, there was never enough kerosene, because what does a dollar a day buy for you? So he invented a cost-free solar lamp. And now the children in his village get the same grades at school as the children who have electricity at home. (Applause) When he received his award, he said these lovely words: "The

children can lead Africa from what it is today, a dark continent, to a light continent.” A simple idea, but it could have such far-reaching consequences.

9:46 People who have no light, whether it’s physical or metaphorical, cannot pass our exams, and we can never know what they know. Let us not keep them and ourselves in the dark. Let us celebrate diversity. Mind your language. Use it to spread great ideas.

10:12 (Applause)

10:19 Thank you very much.

10:21 (Applause)

ЧАСТЬ 3. ТЕКСТЫ ДЛЯ УСТНОГО ПЕРЕВОДА С ЛИСТА

Текст 1. The 60th London Film Festival Hosts Red Carpet Full of Oscar Hopefuls

By Press Association

1 September, 2016

Nicole Kidman, Amy Adams, Jeremy Renner and Lupita Nyong’o will all be in London in October for premieres of their films

Oscar hopefuls *La La Land*, *The Birth of a Nation* and *Snowden* are among the films to be screened during the 60th BFI London film festival.

Actors including Nicole Kidman, Amy Adams, Jeremy Renner and Lupita Nyong’o will arrive next month for premieres of their films, as well as directors Oliver Stone, Tom Ford and Ben Wheatley.

The festival will open with *A United Kingdom*, British director Amma Asante’s film about the real-life love story between the King of Bechuanaland (now Botswana) and a London office worker in 1948, starring David Oyelowo and Rosamund Pike.

It will close with Ben Wheatley’s *Free Fire*, starring Oscar winner Brie Larson in a film about an arms deal that goes wrong.

Director Nate Parker will bring *The Birth of a Nation*, an account of the life of Nat Turner, a slave who led a revolt in Virginia in 1831. Parker plays Turner, as well as serving as director, writer and producer, and the film has already generated Oscar buzz after a world premiere at the Sundance film festival in January.

La La Land, starring Ryan Gosling and Emma Stone in a love letter to the golden era of Hollywood musicals, is director Damien Chazelle's follow-up to *Whiplash*.

Stone will return to London with his film about Edward Snowden, with Joseph Gordon-Levitt in the title role. Kidman stars opposite Dev Patel, previously seen in *Slumdog Millionaire*, in *Lion*, which is adapted from Saroo Brierley's memoir *A Long Way Home*, while Adams and Renner star in a science fiction movie, *Arrival*, directed by Denis Villeneuve.

Adams also stars in a Tom Ford film, *Nocturnal Animals*, featuring Jake Gyllenhaal, Michael Shannon and Isla Fisher. Nyong'o hopes to follow up her Oscar-winning success in *12 Years A Slave*, by playing opposite Oyelowo in *Queen Of Katwe*, based on the true story of a Ugandan chess champion.

Steve McQueen, the British director famous for *12 Years a Slave* and *Shame and Hunger*, will be given the BFI fellowship – the highest award of the institute's governors. The BFI has also announced *Black Star*, a season of film, TV and special events celebrating the achievements of black actors.

Other films receiving gala premieres include *Manchester by the Sea*, starring Casey Affleck and Michelle Williams, *A Monster Calls* starring Sigourney Weaver and Felicity Jones, and *Their Finest*, with Gemma Arterton and Sam Claflin. *American Honey*, starring Shia LaBeouf and Riley Keough, along with Ava DuVernay's documentary *The 13th* – which examines the history of racial inequality in the US, will be the special presentations. (G.)

ТЕКСТ 2. English as a Global Language (D.Crystal)

What is a global language?

A language achieves a genuinely global status when it develops a special role that is recognized in every country. This might seem like stating the obvious, but it is not, for the notion of 'special role' has many facets. Such a role will be most evident in countries where large numbers of the people speak the language.

ENGLISH AS A GLOBAL LANGUAGE as a mother tongue – in the case of English, this would mean the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and a sprinkling of other territories.

However, no language has ever been spoken by a mother tongue majority in more than a few countries (Spanish leads, in this respect, in some twenty countries, chiefly in Latin America), so mother-tongue use by itself cannot give a language global status.

To achieve such a status, a language has to be taken up by other countries around the world. They must decide to give it a special place within their communities, even though they may have few (or no) mother-tongue speakers.

There are two main ways in which this can be done. Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Such a language is often described as a 'second language', because it is seen as a complement to a person's mother tongue, or 'first language'. The role of an official language is today best illustrated by English, which now has some kind of special status in over seventy countries, such as Ghana, Nigeria, India, Singapore and Vanuatu. This is far more than the status achieved by any other language – though French, German, Spanish, Russian, and Arabic are among those which have also developed a considerable official use. New political decisions on the matter continue to be made: for example, Rwanda gave English official status in 1996.

Secondly, a language can be made a priority in a country's foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school, and the one most available to adults who – for whatever reason – never learned it, or learned it badly, in their early educational years. Russian, for example, held privileged status for many years among the countries of the former Soviet Union. Mandarin Chinese continues to play an important role in South-east Asia. English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. In 1996, for example, English replaced French as the chief foreign language in schools in Algeria (a former French colony).

Текст 3. Sentences (D.Crystal, 214)

The study of sentence structure is called *syntax*, and because there is so little variation in the grammatical structure of English words, a syntactic analysis forms the dominant element in amodern English grammar. The area thus provides the main point of contrast with traditional grammars, which because of their Latinate origins paid little attention to the syntactic properties of sentences.

Sentences

The sentence is probably the most familiar of all grammatical terms. We are introduced to it in our early school years, if not before, and it quickly becomes part of our linguistic awareness. We *imagine* we speak in sentences, and we teach children to write in them, making sure that they put in all the periods. It might therefore be thought that sentences are easy things to identify and define. The opposite turns out to be the case.

Those who learned some traditional grammar will remember the old definition of a sentence as ‘a complete expression of a single thought’. Unfortunately, this *notional* approach is too vague to be of much help. There are many sentences which seem to express a single thought, but which are not complete, by traditional standards:

Lovely day! Taxi! Nice one! Tennis?

There are also many sentences which are complete, but express more than one thought:

For his birthday, Ben wants a bike, a computer game, and a visit to the theme park.

The *formal* approach to English grammar, by contrast, tries to avoid these kinds of difficulty by describing the way in which sentences are constructed - the patterns of words they contain. It is an approach which can lead to some surprises, especially when we look carefully at what happens in everyday speech.

Текст 4. Jargon (D.Crystal, 174)

Jargon is itself a loaded word. One dictionary defines it, neatly and neutrally as ‘the technical vocabulary or idiom of a special activity or

group', but this sense is almost completely overshadowed by another: 'obscure and often pretentious language marked by a roundabout way of expression and use of long words'. For most people, it is this second sense which is at the front of their minds when they think about jargon. Jargon is said to be a *bad* use of language, something to be avoided at all costs. No one ever describes it in positive terms ('that was a delightful piece of rousing jargon'). Nor does one usually admit to using it oneself: the myth is that jargon is something only *other* people employ.

The up side

The reality is that everyone uses jargon. It is an essential part of the network of occupations and pursuits which make up society. All jobs present an element of jargon, which workers learn as they develop their expertise. All hobbies require mastery of a jargon. All sports and games have their jargon. Each society grouping has its jargon. The phenomenon turns out to be universal – and valuable. It is the jargon element which, in a job, can promote economy and precision of expression, and thus help make life easier for the workers. It is also the chief linguistic element which shows professional awareness ('know-how') and social togetherness ('shop-talk').

When we have learned to command it, jargon is something we readily take pleasure in, whether the subject area is motorcycles, knitting, cricket, baseball, computers, or wine. It can add pace, variety and humour to speech – as when, with an important event approaching, we might slip into NASA-speak, and talk about *countdown, all systems go, and lift-off*. We enjoy the mutual showing-off which stems from a fluent use of terminology, and we enjoy the in-jokes which shared linguistic experience permits. Moreover we are jealous of this knowledge. We are quick to demean anyone who tries to be part of our group without being prepared to take on its jargon. And we resent it when some other group, sensing our lack of linguistic awareness, refuses to let us in.

The down side

If jargon is so essential a part of our lives, why then has it had such a bad press? The most important reason stems from the way jargon can exclude as well as include. We may not be too concerned if we find ourselves faced with an impenetrable wall of jargon when the subject matter has little perceived relevance to our everyday lives, as in the case of hydrology or linguistics. But when the subject matter is one where we feel implicated, and think we have a right to know, and the speaker uses

words which act as a barrier to our understanding, then we start to complain; and if we suspect that the obfuscation is deliberate policy, we unreservedly condemn, labelling *gobbledegook* and calling down public derision upon it.

No area is sacrosanct, but advertising, political, and military statements have been especially criticised in recent years by the various campaigns for Plain English. In these domains, the extent to which people are prepared to use jargon to hide realities is a ready source of amusement, disbelief and horror. A lie is a lie, which can be only temporarily hidden by calling it an 'inoperative statement' or 'an instance of plausible deniability'. Nor can a nuclear plant explosion be suppressed for long behind such phrases as 'energetic disassembly', 'abnormal evolution', or 'plant transient'.

While condemning unnecessary or obscuring jargon in others, we should not forget to look out for it in ourselves. It is so easy to 'slip into' jargon, without realizing that our own listeners/readers do not understand. It is also temptingly easy to slip some jargon into our expression, to *ensure* that others do not understand. And it is just as easy to begin using jargon which we ourselves do not understand. The motivation to do such apparently perverse things is not difficult to grasp. People like to be 'in', to be part of an intellectual or technical elite; and the use of jargon, whether understood or not, is a badge of membership. Jargon, also, can provide a lazy way into a group or an easy way of hiding uncertainties and inadequacies: when terminology slips plausibly from the tongue, it is not essential for the brain to keep up. Indeed, it is commonly asserted that politicians and civil servants have developed this skill to professional levels. And certainly faced with a telling or awkward question, and the need to say something acceptable in public, slipping into jargon becomes a simple way out, and can soon develop into a bad habit. It is a short step, then, to jargon's first cousin, cliché.

TEXT 5. Nouns (Payne, 94)

For nouns and verbs, prototypes can be identified in terms of meaning. The class of **nouns** in any language includes words that refer to highly **bounded** or **individuated** entities, e.g., 'tree,' 'mountain,' 'mausoleum,' etc. These are concepts that tend not to change very much over time, and which can be referred to repeatedly in discourse as the *same thing*. For example, a storyteller may refer to one of the characters

in a story as *a king*. From then on the same character may be freely mentioned, sometimes as *the king*, other times as *he*, *her husband*, *the princess' father*, *the tyrant*, etc. In context, each of these expressions could be understood as making mention of the king. Hopper and Thompson (1984) describe this property of prototypical nouns as **discourse manipulability**.

To decide whether any given word is a noun or not, you must first determine the morphosyntactic properties of prototypical nouns. Then the properties of a questionable word can be compared to those of prototypical nouns. So, for example, you wouldn't want to start identifying nouns in an unfamiliar language using words that mean 'fist,' or 'explosion.' These are concepts that do not have clear boundaries and/or do not persist over a long period of time. Therefore you don't want to use the grammatical properties of these words to define nouns in general, just in case they belong to some other word class. However, we can be fairly confident that words referring to bounded and individuated items that are stable over time, like 'house' and 'tree,' will be nouns in most contexts in any language.

Grammatical properties of word classes generally involve the ways they may be adjusted to express conceptual categories, and their syntactic **distribution** within larger structures such as phrases, clauses, and texts. In this section we will describe some grammatical properties that tend to be associated with nouns.

There is probably no language in which nouns exhibit all of these properties, but the more "noun like" a word is, the more of these properties it is likely to have.

Текст 6. Distributional Properties of Nouns (Payne, 94-95)

Nouns function as heads of Noun Phrases (sometimes abbreviated as NPs). We will have a lot more to say about phrases in chapter 6. For now you can think of a phrase as simply a group of one or more words that "clump together" syntactically. There are at least two senses in which linguists use the term **head** of a phrase. It seems to be the case that, in all syntactic clumps, there is one word that determines the distributional, or syntactic, properties of the whole clump, and one word that expresses the main meaning of the clump. The word that determines the syntactic properties of the clump is sometimes referred to as the **syntactic head**,

whereas the word that expresses the main meaning of the clump is referred to as the **semantic head**.

Often the same word is both the syntactic and semantic head of a phrase. This is almost always true of noun phrases. For example, in a noun phrase like *oldman* there is no question that *man* is both the syntactic and the semantic head. It is the syntactic head because, for example, if you remove *old*, the part that is left still has the same syntactic properties as the original clump. In examples 3b and e we see that *man* can occur in the same syntactic slot as *old man*. However, if you remove *man*, *old* alone cannot be used in the same way as the original clump (examples 3c and f):

(3) a. The old man of the sea d. He told a story about this old man.

b. The man of the sea e. He told a story about this man.

c. *The old of the sea f. *He told a story about this old.

So it appears that the phrase *old man* and the noun *man* have the same distributional properties, but *old* by itself has different properties, therefore *man* is the syntactic head of this phrase. Another way of saying this is that a noun phrase is a **projection** of its syntactic head. That is, the syntactic head noun “projects” its nouniness onto the whole phrase.

The word *man* is also the semantic head of the phrase *old man* because the whole phrase refers to a man, and not to “oldness.” This property is perhaps easier to illustrate in English using an example in which either of the words in the phrase could refer to something concrete. For example, an English phrase like *computer man* refers to a bounded, individuated concept, so we suspect it is a nounphrase. However, it contains two words that also refer to bounded, individuated concepts, *computer* and *man*. So the question arises as to which of the two nouns is the semantic head of the NP. The answer in this case is easy: the whole phrase probably refers to a man, not a computer, therefore the noun *man* is the semantic head of the NP.

TEXT 7. Semantic Roles (Payne, 104-105)

Before discussing the various subclasses of verbs that may exist in a language, it is necessary to present a fuller discussion of the notion of semantic role. **Semantic roles** are roles that participants play in the **message world**. The message world can be thought of as the shared imaginary scenes being elaborated in any situation in which people are communicating. This world may correspond more or less closely to the

“realworld” (whatever that is), but maybe entirely fictitious, abstract, or hypothetical. In any case, the message world is populated by participants and props whose properties, actions, and relationships form the content of linguistic messages. Elements of the message world, including semantic roles, are represented in the top half of the form–function composite.

Though semantic roles influence morphosyntax profoundly, they are not primarily morphosyntactic categories. Ideally, semantic roles exist quite apart from linguistic expression. So, for example, if in some imagined situation (which may or may not correspond to objective reality), someone named Hiro purposely greets someone named Toshi, then Hiro is the AGENT and Toshi is the PATIENT of the greeting event, regardless of whether any observer ever utters a clause like *Hiro greeted Toshi* to describe that event. If anyone does care to describe this situation to someone else, they will definitely need to communicate who is the AGENT and who is the PATIENT. Thus every language provides grammatical tools for making that clear. Nevertheless, the roles themselves exist in the message world, and the means of expressing them belong to grammar.

ЧАСТЬ 4. ТЕКСТЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ (УСТНЫЙ ПОСЛЕДОВАТЕЛЬНЫЙ ПЕРЕВОД)

Текст 1. Steve Jobs' Stanford Commencement Address, 2005
Part 3. Время звучания: 00:05:53

Задание 1. Подготовьте устный последовательный перевод речи *Steve Jobs' Stanford Commencement Address. Part 3* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything – all external expectations, all pride, all fear of embarrassment or failure – these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and thankfully I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell

message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Текст 2. Here I Stand, Coxsackie-Athens High School 2010, Part

3. Время звучания: 00:03:13

Comment: The following speech was delivered by top of the class student **Erica Goldson** during the graduation ceremony at **Coxsackie-Athens High School on June 25, 2010**

Задание 1. Подготовьте устный последовательный перевод речи *Here I stand. Part 3* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

The saddest part is that the majority of students don't have the opportunity to reflect as I did. The majority of students are put through the same brainwashing techniques in order to create a complacent labor force working in the interests of large corporations and secretive government, and worst of all, they are completely unaware of it. I will never be able to turn back these 18 years. I can't run away to another country with an education system meant to enlighten rather than condition. This part of my life is over, and I want to make sure that no other child will have his or her potential suppressed by powers meant to exploit and control. We are human beings. We are thinkers, dreamers, explorers, artists, writers, engineers. We are anything we want to be -- but only if we have an educational system that supports us rather than holds us down. A tree can grow, but only if its roots are given a healthy foundation.

For those of you out there that must continue to sit in desks and yield to the authoritarian ideologies of instructors, do not be disheartened. You still have the opportunity to stand up, ask questions, be critical, and create your own perspective. Demand a setting that will provide you with

intellectual capabilities that allow you to expand your mind instead of directing it. Demand that you be interested in class. Demand that the excuse, "You have to learn this for the test" is not good enough for you. Education is an excellent tool, if used properly, but focus more on learning rather than getting good grades.

For those of you that work within the system that I am condemning, I do not mean to insult; I intend to motivate. You have the power to change the incompetencies of this system. I know that you did not become a teacher or administrator to see your students bored. You cannot accept the authority of the governing bodies that tell you what to teach, how to teach it, and that you will be punished if you do not comply. Our potential is at stake.

For those of you that are now leaving this establishment, I say, do not forget what went on in these classrooms. Do not abandon those that come after you. We are the new future and we are not going to let tradition stand. We will break down the walls of corruption to let a garden of knowledge grow throughout America. Once educated properly, we will have the power to do anything, and best of all, we will only use that power for good, for we will be cultivated and wise. We will not accept anything at face value. We will ask questions, and we will demand truth.

So, here I stand. I am not standing here as valedictorian by myself. I was moulded by my environment, by all of my peers who are sitting here watching me. I couldn't have accomplished this without all of you. It was all of you who truly made me the person I am today. It was all of you who were my competition, yet my backbone. In that way, we are all valedictorians.

I am now supposed to say farewell to this institution, those who maintain it, and those who stand with me and behind me, but I hope this farewell is more of a "see you later" when we are all working together to rear a pedagogic movement. But first, let's go get those pieces of paper that tell us that we're smart enough to do so!

Текст 3. Obama Race Speech. Время звучания 00:06:50

Задание 1. Подготовьте устный последовательный перевод речи *Obama Race Speech* (без опоры на текст), обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования.

Задание 2. Обратитесь к письменному варианту речи (script) для анализа переводческих приемов, использованных при передаче данного текста на русский язык.

“We the people, in order to form a more perfect union.”

Two hundred and twenty one years ago, in a hall that still stands across the street, a group of men gathered and, with these simple words, launched America’s improbable experiment in democracy. Farmers and scholars; statesmen and patriots who had traveled across an ocean to escape tyranny and persecution finally made real their declaration of independence at a Philadelphia convention that lasted through the spring of 1787.

The document they produced was eventually signed but ultimately unfinished. It was stained by this nation’s original sin of slavery, a question that divided the colonies and brought the convention to a stalemate until the founders chose to allow the slave trade to continue for at least twenty more years, and to leave any final resolution to future generations.

Of course, the answer to the slavery question was already embedded within our Constitution – a Constitution that had at its very core the ideal of equal citizenship under the law; a Constitution that promised its people liberty, and justice, and a union that could be and should be perfected over time.

And yet words on a parchment would not be enough to deliver slaves from bondage, or provide men and women of every color and creed their full rights and obligations as citizens of the United States. What would be needed were Americans in successive generations who were willing to do their part - through protests and struggle, on the streets and in the courts, through a civil war and civil disobedience and always at great risk – to narrow that gap between the promise of our ideals and the reality of their time.

This was one of the tasks we set forth at the beginning of this campaign – to continue the long march of those who came before us, a march for a more just, more equal, more free, more caring and more prosperous America. I chose to run for the presidency at this moment in history because I believe deeply that we cannot solve the challenges of our time unless we solve them together – unless we perfect our union by understanding that we may have different stories, but we hold common hopes; that we may not look the same and we may not have come from the same place, but we all want to move in the same direction – towards a better future for of children and our grandchildren.

This belief comes from my unyielding faith in the decency and generosity of the American people. But it also comes from my own American story.

I am the son of a black man from Kenya and a white woman from Kansas. I was raised with the help of a white grandfather who survived a Depression to serve in Patton's Army during World War II and a white grandmother who worked on a bomber assembly line at Fort Leavenworth while he was overseas. I've gone to some of the best schools in America and lived in one of the world's poorest nations. I am married to a black American who carries within her the blood of slaves and slaveowners – an inheritance we pass on to our two precious daughters. I have brothers, sisters, nieces, nephews, uncles and cousins, of every race and every hue, scattered across three continents, and for as long as I live, I will never forget that in no other country on Earth is my story even possible.

It's a story that hasn't made me the most conventional candidate. But it is a story that has seared into my genetic makeup the idea that this nation is more than the sum of its parts – that out of many, we are truly one.

Throughout the first year of this campaign, against all predictions to the contrary, we saw how hungry the American people were for this message of unity. Despite the temptation to view my candidacy through a purely racial lens, we won commanding victories in states with some of the whitest populations in the country. In South Carolina, where the Confederate Flag still flies, we built a powerful coalition of African Americans and white Americans.

This is not to say that race has not been an issue in the campaign. At various stages in the campaign, some commentators have deemed me

either “too black” or “not black enough.” We saw racial tensions bubble to the surface during the week before the South Carolina primary. The press has scoured every exit poll for the latest evidence of racial polarization, not just in terms of white and black, but black and brown as well.

Understanding this reality requires a reminder of how we arrived at this point. As William Faulkner once wrote, “The past isn’t dead and buried. In fact, it isn’t even past.” We do not need to recite here the history of racial injustice in this country. But we do need to remind ourselves that so many of the disparities that exist in the African-American community today can be directly traced to inequalities passed on from an earlier generation that suffered under the brutal legacy of slavery and Jim Crow.

Segregated schools were, and are, inferior schools; we still haven’t fixed them, fifty years after *Brown vs. Board of Education*, and the inferior education they provided, then and now, helps explain the pervasive achievement gap between today’s black and white students.

Legalized discrimination – where blacks were prevented, often through violence, from owning property, or loans were not granted to African-American business owners, or black homeowners could not access FHA mortgages, or blacks were excluded from unions, or the police force, or fire departments – meant that black families could not amass any meaningful wealth to bequeath to future generations. That history helps explain the wealth and income gap between black and white, and the concentrated pockets of poverty that persists in so many of today’s urban and rural communities.

A lack of economic opportunity among black men, and the shame and frustration that came from not being able to provide for one’s family, contributed to the erosion of black families – a problem that welfare policies for many years may have worsened. And the lack of basic services in so many urban black neighborhoods – parks for kids to play in, police walking the beat, regular garbage pick-up and building code enforcement – all helped create a cycle of violence, blight and neglect that continue to haunt us.

This is the reality in which Reverend Wright and other African-Americans of his generation grew up. They came of age in the late fifties and early sixties, a time when segregation was still the law of the land and opportunity was systematically constricted. What’s remarkable is not

how many failed in the face of discrimination, but rather how many men and women overcame the odds; how many were able to make a way out of no way for those like me who would come after them.

But for all those who scratched and clawed their way to get a piece of the American Dream, there were many who didn't make it – those who were ultimately defeated, in one way or another, by discrimination. That legacy of defeat was passed on to future generations – those young men and increasingly young women who we see standing on street corners or languishing in our prisons, without hope or prospects for the future. Even for those blacks who did make it, questions of race, and racism, continue to define their worldview in fundamental ways. For the men and women of Reverend Wright's generation, the memories of humiliation and doubt and fear have not gone away; nor has the anger and the bitterness of those years. That anger may not get expressed in public, in front of white co-workers or white friends. But it does find voice in the barbershop or around the kitchen table. At times, that anger is exploited by politicians, to gin up votes along racial lines, or to make up for a politician's own failings.

In fact, a similar anger exists within segments of the white community. Most working- and middle-class white Americans don't feel that they have been particularly privileged by their race. Their experience is the immigrant experience – as far as they're concerned, no one's handed them anything, they've built it from scratch. They've worked hard all their lives, many times only to see their jobs shipped overseas or their pension dumped after a lifetime of labor. They are anxious about their futures, and feel their dreams slipping away; in an era of stagnant wages and global competition, opportunity comes to be seen as a zero sum game, in which your dreams come at my expense. So when they are told to bus their children to a school across town; when they hear that an African American is getting an advantage in landing a good job or a spot in a good college because of an injustice that they themselves never committed; when they're told that their fears about crime in urban neighborhoods are somehow prejudiced, resentment builds over time.

Like the anger within the black community, these resentments aren't always expressed in polite company. But they have helped shape the political landscape for at least a generation. Anger over welfare and affirmative action helped forge the Reagan Coalition. Politicians routinely exploited fears of crime for their own electoral ends. Talk show

hosts and conservative commentators built entire careers unmasking bogus claims of racism while dismissing legitimate discussions of racial injustice and inequality as mere political correctness or reverse racism.

Just as black anger often proved counterproductive, so have these white resentments distracted attention from the real culprits of the middle class squeeze – a corporate culture rife with inside dealing, questionable accounting practices, and short-term greed; a Washington dominated by lobbyists and special interests; economic policies that favor the few over the many. And yet, to wish away the resentments of white Americans, to label them as misguided or even racist, without recognizing they are grounded in legitimate concerns – this too widens the racial divide, and blocks the path to understanding.

This is where we are right now. It's a racial stalemate we've been stuck in for years. Contrary to the claims of some of my critics, black and white, I have never been so naïve as to believe that we can get beyond our racial divisions in a single election cycle, or with a single candidacy – particularly a candidacy as imperfect as my own.

But I have asserted a firm conviction – a conviction rooted in my faith in God and my faith in the American people – that working together we can move beyond some of our old racial wounds, and that in fact we have no choice if we are to continue on the path of a more perfect union.

For the African-American community, that path means embracing the burdens of our past without becoming victims of our past. It means continuing to insist on a full measure of justice in every aspect of American life. But it also means binding our particular grievances – for better health care, and better schools, and better jobs – to the larger aspirations of all Americans – the white woman struggling to break the glass ceiling, the white man whose been laid off, the immigrant trying to feed his family. And it means taking full responsibility for own lives – by demanding more from our fathers, and spending more time with our children, and reading to them, and teaching them that while they may face challenges and discrimination in their own lives, they must never succumb to despair or cynicism; they must always believe that they can write their own destiny.

In the end, then, what is called for is nothing more, and nothing less, than what all the world's great religions demand – that we do unto others as we would have them do unto us. Let us be our brother's keeper, Scripture tells us. Let us be our sister's keeper. Let us find that common

stake we all have in one another, and let our politics reflect that spirit as well.

For we have a choice in this country. We can accept a politics that breeds division, and conflict, and cynicism. We can tackle race only as spectacle – as we did in the OJ trial – or in the wake of tragedy, as we did in the aftermath of Katrina – or as fodder for the nightly news. We can play Reverend Wright’s sermons on every channel, every day and talk about them from now until the election, and make the only question in this campaign whether or not the American people think that I somehow believe or sympathize with his most offensive words. We can pounce on some gaffe by a Hillary supporter as evidence that she’s playing the race card, or we can speculate on whether white men will all flock to John McCain in the general election regardless of his policies.

We can do that.

This time we want to talk about how the lines in the Emergency Room are filled with whites and blacks and Hispanics who do not have health care; who don’t have the power on their own to overcome the special interests in Washington, but who can take them on if we do it together.

This time we want to talk about the shuttered mills that once provided a decent life for men and women of every race, and the homes for sale that once belonged to Americans from every religion, every region, every walk of life. This time we want to talk about the fact that the real problem is not that someone who doesn’t look like you might take your job; it’s that the corporation you work for will ship it overseas for nothing more than a profit.

This time we want to talk about the men and women of every color and creed who serve together, and fight together, and bleed together under the same proud flag. We want to talk about how to bring them home from a war that never should’ve been authorized and never should’ve been waged, and we want to talk about how we’ll show our patriotism by caring for them, and their families, and giving them the benefits they have earned.

I would not be running for President if I didn’t believe with all my heart that this is what the vast majority of Americans want for this country. This union may never be perfect, but generation after generation has shown that it can always be perfected. And today, whenever I find myself feeling doubtful or cynical about this possibility, what gives me

the most hope is the next generation – the young people whose attitudes and beliefs and openness to change have already made history in this election.

Текст 4. Speech by David Crystal: ‘Will English Always Be the Global Language?’ Время звучания: 00:13:20

Задание 1. Подготовьте устный последовательный перевод речи *Will English always Be the Global Language?*, обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования. Видеозапись речи находится на www.youtube.com.

Задание 2. Составьте письменный вариант речи (script) и проанализируйте переводческие приемы, использованные при передаче данного текста на русский язык.

Текст 6. Speech by David Crystal: ‘The Effect of New Technologies on English’. Время звучания: 00:11:25

Задание 1. Подготовьте устный последовательный перевод речи *The Effect of New Technologies on English*, обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования. Видеозапись речи находится на www.youtube.com.

Задание 2. Составьте письменный вариант речи (script) и проанализируйте переводческие приемы, использованные при передаче данного текста на русский язык.

Текст 5. Speech by David Crystal: ‘What Do You Most Enjoy about the English Language?’Время звучания: 00:06:35

Задание 1. Подготовьте устный последовательный перевод речи *What Do You Most Enjoy about the English Language?*, обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования. Видеозапись речи находится на www.youtube.com.

Задание 2. Составьте письменный вариант речи (script) и проанализируйте переводческие приемы, использованные при передаче данного текста на русский язык.

Текст 6. Speech by David Crystal: ‘The Biggest Challenges for Teachers’ Вреязвучания: 00:10:05

Задание 1. Подготовьте устный последовательный перевод речи *The World’s English Mania*, обращая внимание на лексические, грамматические трудности и осуществляя синтаксические преобразования. Видеозапись речи находится на www.youtube.com.

Задание 2. Составьте письменный вариант речи (script) и проанализируйте переводческие приемы, использованные при передаче данного текста на русский язык.

ЧАСТЬ 5. ТЕКСТЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ (ПИСЬМЕННЫЙ ПЕРЕВОД)

Текст 1. Ban Coal from Backup Power Subsidy Scheme, Says Scottish Power(G.)

By Adam Vaughan

30 January, 2017

Energy company and RenewableUK argue it is ‘counterproductive’ to spend bill-payers’ money on dirty technology

Ministers should ban coal power stations from a scheme paying their owners subsidies to provide backup power, a leading energy company and green energy group have urged.

Scottish Power and RenewableUK said it was an “obvious paradox” and “counterproductive” that the government had committed to closing all coal power stations by 2025 while continuing to support them through the capacity market, its system for ensuring power when supplies are low.

Three major coal power plants closed last year, largely because of the impact of the government’s carbon tax. But coal is still expected to win a significant number of contracts in a capacity market auction starting on

Tuesday to provide backup power next winter, paid through subsidies levied on household energy bills.

Scottish Power, one of the UK's big six energy companies, said it was time to exclude coal from future auctions, the first of which is due in December.

"As coal has to be replaced by 2025, we think that the government should now consider introducing an emissions restriction as part of the qualifying criteria for the next auction in December and any subsequent such auctions," said Keith Anderson, the chief corporate officer of Scottish Power. As the most carbon-intensive fuel, coal would likely fall foul of any such restriction.

"Replacing old coal with new gas is by far the cheapest way of reducing carbon emissions from the power sector and securing supply," Anderson added.

The company wants to build a new gas power station, but lost out for that plant in the last capacity market auction after the price went relatively low, disappointing government hopes of encouraging new gas power stations to be built.

Coal power has plunged in the UK

Emma Pinchbeck, the executive director of trade group RenewableUK, echoed the call to end subsidies for coal. "Everyone knows that it's game over for coal. It would be counterproductive to throw bill-payers' money away on a dirty technology which the government has quite rightly committed to phasing out by 2025."

She added that the government's upcoming vision of a more flexible, smarter energy system could show how to keep electricity supplies secure without relying on "old-fashioned, unclean and unreliable" coal.

Steve Holliday, the former chief executive of National Grid, which oversees the capacity market auctions, told the Guardian it was important to consider that in the future the power grid would be more flexible and capable of coping with peaks in demand.

"By 2022 we should have half-hour metering which means lots more business customers can be flexible on their electricity demand; the government says all homes will have smart meters so even if you're pessimistic the vast majority will have a smart meter; and there will be a lot more battery storage," he said. "So let's not commit to big central generation [such as gas or coal] too soon."

One senior industry figure said the Scottish Power proposals were sensible, but others said it would be better to target diesel generators, which have won lucrative capacity market subsidies.

Uniper, the company formed to take care of E.ON's fossil fuel operations when the German group split its businesses, rejected the idea of a ban.

"The capacity auctions to date clearly indicate that a phased closure of coal is already happening and a ban seems neither the best way forward to ensure consumers get the best deal, nor to ensure security of supply," said a spokeswoman for the company, which runs Ratcliffe coal plant in Nottinghamshire.

SSE, which operates the Fiddler's Ferry coal power station in Cheshire, also disputed the need to ban coal from the capacity market.

Analysts predict the auction this week, which is designed to guarantee backup power in the winter of 2017-18, would fetch a higher price than previous ones. Cornwall Energy said it expected a clearing price of £23 to £28 a kilowatt, compared with £22.50 in the last auction, but coal power generators would drive the price down with bids of £20 to £30.

"Older, less efficient plants will play a greater role in meeting the envelope [of backup capacity] than we have seen before," the group said.

Coal operators have previously won agreements to provide a considerable 6.1 gigawatts (GW) of capacity in the winter of 2020-21, down from 9.2GW in 2018-19. "We are already seeing a significant reduction in the role that coal will play in the capacity market year on year," said a government spokesman.

Holliday said the use of "Blackout Britain" headlines should end. "We've been talking about blackouts for 15 years every time it gets cold, but it's a scare story," he told the BBC.

The Energy and Climate Intelligence Unit, a UK-based thinktank, said the former grid boss's comments were refreshing, and noted that none of the UK's reserve power had been called on this winter.

Текст 2. The Form-Function Composite (Payne, 3-4)

Linguists usually assume that language consists of elements of form that people employ to "mean," "express," "represent," or "refer to" other things.

Although linguists often imply that the linguistic forms themselves express concepts, this must be taken as a shorthand way of saying that

speakers *use* linguistic forms (among other tools) to accomplish acts of expressing, referring, meaning, etc. (Brown and Yule 1983:27ff.). For example, a word is a linguistic form. In and of itself it is just a noise made by someone's vocal apparatus. What makes it a *word* rather than just a random noise is that it is produced intentionally in order to express some idea. When used by a skilled speaker, words can combine into larger structures to express very complex ideas. While linguistic forms help people formulate ideas, and may constrain the concepts that can be entertained, the linguistic forms themselves are logically distinct from the ideas that might be expressed, in the same way that the form of a hammer is distinct from the job of pounding nails.

Langacker (1987), building on Saussure (1915), describes linguistic units as consisting of **form-function composites** [...]

In ancient times, philosophers who thought about language often considered words to be inherently connected to their meanings. Invariably, the language the philosopher spoke (Sanskrit, Greek, or Latin) was considered to be the language that expressed the "true" meanings of words. In more recent times, linguists have tended to emphasize the **arbitrariness** of linguistic signs. That is to say, there is not necessarily an inherent connection between the form of a sign and its meaning. The noise spelled *tree* in English certainly has no inherent connection to the range of concepts that it can express. Indeed, even in related languages, such as German and French, very different noises (spelled *baum* and *arbre* respectively) express roughly the same idea. Even more recently, linguists are beginning to notice that linguistic signs are arbitrary to a certain extent, but that they are also **motivated** by factors such as understandability, **iconicity** (including **sound symbolism**), and economy.

Why is the bond between sign and signified concept, form and function, motivated? Linguists assume that the bond between symbol and signified concept is intentional. That is, language users *intend* to establish a link between form and meaning – they consciously *want* their utterances to be understood.

From this it follows that the forms used to represent concepts will be structured so as to make the link obvious, within limits of cognitive ability, memory, etc. This is not to deny the possibility that certain aspects of language may actually have no relation to the concepts expressed or may even serve to *conceal* concepts. However, we make it a

working assumption that in general language users want and expect linguistic forms to represent concepts to be communicated.

In any symbolic system, there must be consistency in the relationship between the symbols and categories or dimensions in the symbolized realm. We do not live in a “Humpty Dumpty world” where words mean anything we want them to mean (Carroll 1872). In order to communicate with others, we rely on the probability that words in our language mean approximately the same thing to other people as they do to us. Ideal symbolic systems (e.g., computer “languages”) maximize this principle by establishing a direct, invariant coding relationship between every form and its meaning or meanings. However, real languages are not ideal symbolic systems in this sense. They exist in an environment where variation and change are normal rather than exceptional. New functions appear every day as new situations, concepts, and perspectives speakers wish to express.

Vocal and auditory limitations cause inexact pronunciation and incomplete perception of messages. These and many other factors lead to variation in the form of language, even in the speech of a single speaker. The bond between form and meaning in real language, then, is neither rigid nor random; it is direct enough to allow communication, but flexible enough to allow for creativity, variation, and change.

Tekst 3. Creativity and Recursion (Payne, 5-7)

As discussed above, any language is a highly structured symbolic system consisting of many interrelated parts. It is also a very human phenomenon, used by people every day in new and creative ways to accomplish an infinite number of communicative tasks. Let’s discuss some examples of how people can creatively mold and shape their language in response to specific needs.

Lewis Carroll’s famous poem *Jabberwocky* (1872) starts out with the following verse:

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Even though many of the words in this verse are nonsense, in context we can infer a lot about the linguistic structure, and even develop a rough image of the scene being described. For example, we know that *brillig* probably refers to a time, because it is preceded by *'twas*. We also know that *toves* refers to something that can perform actions (probably persons or animals of some sort), because they *did gyre and gimble*, and these words obviously refer to actions. We also know that *wabe* must describe a place where *gyring* and *gimbling* may occur. *Slithy* and *mimsy* must be modifiers (**adjectives**) that describe properties of the *toves* and *borogoves* respectively.

The overall impression one gets from this verse is probably something like a forest setting involving strange, mythical creatures in some kind of special state or condition. We wait expectantly for the second verse to help fill in the gaps in our mental scene.

This example is from a famous author, but we don't even have to study great literature to see how language is used creatively to accomplish communicative work. Everyday conversation will easily suffice. For example, I recently heard the following sentence in an actual conversation:

(1) My dog just *snerdled* under the fence.

I don't find the word *snerdle* in any of my dictionaries. Yet, this sentence is immediately understandable, in the right context, to anyone who is a fluent speaker of English. We know *snerdle* must be a **verb**, because it has a **subject** (*mydog*) and takes the **past tense** ending *-ed*. These are structural facts about this sentence. Because the sentence has these structural features, we can make a very good guess about what the function, i.e., the *meaning*, of the sentence might be.

Because we know something about dogs and fences, and we know about verbs that start with *sn-* (*snort*, *sniff*, *sneeze*, *snore*, etc.), and verbs that end in a **plosive consonant** plus *-le* (*wiggle*, *waddle*, *fiddle*, *jiggle*, *sidle*, *giggle*, etc.), we can develop a very specific mental image based on this sentence. You may even say that the speaker provides a meaning for the verb *snerdle* by using it in exactly this context. It would be quite difficult to guess what this word "means" apart from its use in a specific communicative context. If this new verb fills a gap in the vocabulary of English, it may catch on to the point where it may even begin to appear in dictionaries. This kind of inventiveness characterizes every language on

earth and is one way that new words are added to the vocabulary of any language.

Throughout this book we will see examples of how the forms of language arise in response to communicative needs. Here is one more important example. As mentioned above, there is an infinite number of ideas and **nuances** that people may care to express using language. However, the human mind is finite. It is not possible for one person to store or to learn an infinite amount of information. How is it, then, that a speaker of a human language can potentially express an infinite number of ideas, using a finite mind? Any system that is charged with this task must exhibit what linguists call **recursion**. In other words, any system that takes a limited input and produces an unlimited output must be able to combine elements in the input recursively – over and over again – with enough complexity that the appropriate infinite range of outputs is possible. Here is a simple example.

Take a phrase like:

(2) The cat

We all know that there are many cats in the world. If I need to distinguish among them, I can “modify” this phrase:

(3) The cat in the hat

There are also many hats in the world. If I need to distinguish which hat I am talking about, I can modify the **noun** *hat* in the same way that I modified the noun *cat* earlier:

(4) The cat in the hat with a yellow ribbon

There are also many yellow ribbons in the world . . .

I think you can see where this is going. Since I can use a noun to modify another noun, I can potentially express an infinite number of ideas, starting with just a few basic words. The above examples illustrate **embedding**, which is just one of many respects in which all languages are recursive. Words, such as nouns, can be embedded within larger structures which can in turn be embedded within others, up to infinity. Any system that did not provide for such recursion would not qualify as a language. Why? Because it wouldn't be able to do the job of a language. So the forms of the language, in this case the way speakers construct noun phrases, are determined by the function, in this case, the need to express a potentially infinite number of ideas. Recursion is another respect in which every language is creative. It allows everyone who is a fluent speaker to formulate and express an infinite number of ideas. The

only limitations are the communicative needs and imagination of the speaker.

Текст 4. Morphology and Syntax (Payne, 7-9)

In this section we will briefly discuss how the subject matter of this book, sometimes referred to as **morphosyntax**, relates to the other subheadings within the domain of Grammar.

Phonetics and phonology have to do with how the sounds of language are produced in the human vocal organs (lungs, larynx, mouth, nasal cavity), and how sounds are systematically organized in particular languages. Morphosyntax has to do with how these sounds combine to form words and sentences. Semantics has to do with the meanings of individual elements of linguistic structure and their combinations. **Discourse analysis** is a term that describes the study of how sentences combine to form conversations, stories, lectures, and other extended forms of speech.

Actually, the term “morphosyntax” is a hybrid word that comes from two other words – morphology and syntax. Since “morphosyntax” sounds better than “syntophology,” the former is the word that linguists prefer to use.

Morphology is simply the study of shapes. For example, zoologists may study the morphology of camels – how their bodies are shaped. Different species of camels have different body shapes. Some have one hump and others have two.

Morphology in linguistics has to do with how words are shaped, and how the shapes of words may be systematically adjusted in order to accomplish communicative tasks. You can also think of morphology as the study of how meaningful units combine to shape words.

Syntax, on the other hand, is how words combine to form sentences. One reason many linguists like to talk about morphology and syntax together is that sometimes a communicative job that is performed by word shapes (morphology) in one language is performed by combinations of words (syntax) in another. So if linguists want to compare different languages, it helps to be able to refer to “morphosyntax.” For example, look carefully at the following sentences from Naga, a Tibeto-Burman language of Northern India, with their English equivalents:

(5) a. *ngama ate hethoang* ‘I will teach him.’

{ him will teach

- b. ate hethoang ngama 'I will teach him.'
- c. atema nganang hethohang 'He will teach me.'
- d. nganang hethohang atema 'He will teach me.'

In example 5a, meanings are given in English directly under the Naga words.

In Naga, the main way in which a speaker communicates who is teaching and who is being taught is by the shapes of the words. In all of these sentences, the word that mentions the person who is teaching ends with *-ma*, no matter where this word appears in the sentence. It can appear at the beginning (examples 5a and 5c) or at the end (examples 5b and 5d). In all these sentences, the word that mentions the primary *actor* (in this case the person who teaches) ends in *-ma*. Therefore we say that the job of expressing who the actor is in a sentence is accomplished morphologically, i.e., by the shapes of words, in Naga.

In English the situation is quite different. In English, the way a speaker communicates who is acting and who is being acted upon is mostly word order. Consider these examples:

- (6) a. Zarina taught Aileron.
- b. Aileron taught Zarina.

These sentences do not mean the same thing, even though the shapes of all the words are identical. The difference in meaning is expressed only by the order of the words. Therefore we say that the job of identifying the actor in English is accomplished *syntactically*.

[...]

Syntactic structure certainly affects morphology, and morphology is one very important way that syntactic structure is revealed. The main ideas to keep in mind to this point are:

Language is a tool for communication; therefore structural similarities among unrelated languages can, in most cases, be attributed to common communicational functions.

Languages can accomplish the same or similar communicative tasks by changing the shapes of words (morphologically) or by changing how words are arranged (syntactically).

Текст 5. Lexicon (Payne, 9-11)

So far we have described two subheadings within the general domain of Grammar in any language – the morphology and the syntax. We have seen that communicational jobs that are accomplished morphologically in

one language can be accomplished syntactically in another. There is one other subheading that perhaps should be considered alongside these two. This is the **lexicon**.

Different linguistic theories have vastly different ideas of what constitutes the lexicon of a language. The characterization presented here is flexible enough to encompass most of the theoretical variation, while remaining true to a common understanding of what linguists mean when they talk about the lexicon of a language.

In the broadest sense, the lexicon of a language consists of a list of all the **units** in that language. Units in the lexicon are **idealized** mental constructs, or images. They are not actual words, phrases, or sentences, but rather mental “pictures” that can be called up from memory when needed for the purpose of producing actual words, phrases, and sentences. Sometimes these pictures are referred to as “representations” or “templates.” Such units are called **lexical entries**. For example, *cat* is an entry in my internal mental lexicon of English.

As such, it is no more than an idealized representation – a memory, so to speak, of a noise that has served a certain range of functions in previous conversations I have been involved in. Because I can depend on the probability that other English speakers share a similar memory, that representation is available in English conversations as the need arises. In the lexicon, however, it is no more than a potentiality, an abstract representation of the possibility of some specific linguistic behaviour. The lexical entry for a linguistic unit consists of a cluster (conceived sometimes as a list and sometimes as an image) of all its characteristics. The term “entry” is based on the metaphor of the lexicon as a dictionary. We talk about the “dictionary entry” of a word as consisting of information about its spelling, pronunciation, meanings, and usages. Lexical entries are something like that, except they are conceived of as unconscious mental pictures stored in individual speakers’ minds, rather than in published books or computer disks.

In addition to whole words, like *cat*, parts of words can also be units in the lexicon. For example, the *-ed* part of a word like *walked* means **past tense**.

This is part of what one has to know in order to know English, therefore *-ed* is in the lexicon of English. It may be more accurate to say that the *pattern* of a verb followed by *-ed* is in the lexicon of English. This may be represented in a formula as:

(7) VERB + -ed = [VERB] past tense

In other words, it is not just any *-ed* that means “past tense,” but only those instances of *-ed* that are attached to verbs. The formula in 7 is one way of representing on paper the unconscious pattern in the minds of all English speakers that allows them to express the past tense of many verbs.

In this broad notion of the lexicon, **syntactic structures** may also be located there. Actual phrases and sentences are not part of the lexicon, but abstract, idealized patterns are. For example, 8 is a syntactic pattern of English:

(8) PREPOSITION + NOUN PHRASE

This pattern specifies that any member of a class of things called **prepositions** and any member of a class of things called **noun phrases** can combine to form a unit. This idealized pattern gives rise to a whole range of possible linguistic structures in use, for example:

(9) a. in the house

b. under the bed

c. with a hammer

d. on the mat

e. down the rabbit hole

f. through the mystical forest inhabited by strange beings and fraught with unfathomable dangers, none of which were apparent to Alice when she first began following the White Rabbit

The phrases in 9 are not in the lexicon. Rather, they are composed of other elements that are in the lexicon. The pattern in 8 is one of those elements, under a broad view of the lexicon. There are, however, several narrower views of the lexicon. Often syntactic patterns, such as 8, are not considered part of the lexicon. Rather, they are part of a separate component of the grammar of a language. Under this view, the lexicon can be thought of as a mental dictionary of all the **words** and **morphemes** (meaningful pieces of words). Syntactic patterns, such as 8, are mental images, but they are not part of the lexicon, in the narrower view.

The feature common to all conceptualizations of the lexicon, however, is that it contains lists of units. This is usually thought of as distinct from morphosyntax, which describes rules for constructing new ideas. The key concept there is “list” rather than “rule.” Lists involve itemized pieces of information, each of which must be memorized on its own. Rules, on the other hand, involve regular patterns for creating new

information. Rules themselves may be items in the list that constitutes the lexicon, but the outputs of rules are not. The difference between lexicon and morphosyntax, then, is the difference between what speakers need to know outright, vs. what they can construct based on what they already know.

ТЕКСТ 6. ‘The Swamp Is Goldman Sachs’: How the Bank Is Rewarded for Putting Profits over People(G.)

By Sarah Jaffe

18 January, 2017

The US government has continually mined the bank for some of its top posts despite its role in the 2008 financial crisis – and protests are popping up across the country again in response to Donald Trump’s cabinet picks

In a persistent drizzle on 17 January, a group of protesters swathed in green ponchos unfurled tarps and sleeping bags on the sidewalk in front of Goldman Sachs’ high-rise building on the West Side highway in New York City. A few of them wore handmade swamp creature masks; others bore signs with the swamp creatures on them. A light-board sign declared the bank “Government Sachs”.

The protest was the beginning of a multi-day camp-out aiming to stay on the sidewalk outside the investment bank until the inauguration of Donald Trump, and to bring people affected by the bank’s policies to the doorstep of some of the world’s richest people – some of whom will belong to the Trump administration.

“It’s about highlighting the lie that was told to millions of people in this country, the lie that Trump was draining the swamp. If we really want the swamp to be drained, we have to do it ourselves and we’re doing it by going to Goldman Sachs,” says Nelini Stamp of the Working Families party.

As the crowd of about 100 people set up camp, the police erected barricades around them but mostly held off as the crowd moved from chanting “The swamp is getting deeper! The swamp is Goldman Sachs!” to a series of speak-outs from the crowd about the bank’s connection to payday lending, the economic crisis in Puerto Rico, foreclosures and more.

For Jean Sassine, who lost his job and nearly lost his home during the 2008 financial crisis, fighting the influence of the big banks in Washington is personal. He became a member of community organization New York Communities for Change (NYCC) six years ago as a way to fight back, and for him the Goldman action “means trying to wake people up that these are the people who were part of the big crisis in 2008, that Steven Mnuchin was called Mr Foreclosure at OneWest and Goldman Sachs. Do you want Mr Foreclosure to be secretary of the treasury?”

The organizers targeted Goldman Sachs because, as Stamp explains, the bank “is a pipeline to government”. Through Democratic and Republican administrations, she notes, Goldman Sachs in particular has fed its bankers into high-ranking government positions – if Mnuchin is confirmed as treasury secretary, Trump will be the third of the past four presidents to have hired for that job from Goldman’s ranks. To Stamp, particularly in the post-financial crisis era, this means the bank is being rewarded for its involvement in subprime mortgages and the financial instruments created to profit from them.

On that front, says Renata Pumerol of NYCC, it is important to confront the power brokers directly as well as the elected officials who work with them. Calling them “Government Sachs” is a way to highlight the level to which they have captured Washington and influence policy that benefits themselves.

As for the occupation itself, the tactic obviously brings echoes of Occupy Wall Street, but Pumerol says that this demonstration differs in its specific demands – to halt the appointment of Mnuchin as well as fellow Goldmanites Gary Cohn, Anthony Scaramucci, Dina Powell and Steve Bannon. Also, she notes, this action is led by people of color and people who have been directly affected by Goldman’s actions.

“It’s an interesting circle of life for someone like myself, who was involved with Occupy,” Stamp adds, “to see this fake crony populism of ‘draining the swamp’ while the swamp is actually continuing to be filled.”

‘Wall Street is a bipartisan opportunist’

For many of the people involved in the Government Sachs action, it seemed obvious that Trump’s promises to drain the swamp were less than genuine. But for Richard Robinson, they resonated and led him to vote for the president-elect.

The 60-year-old veteran and truck driver from Utah lives on social security after a work accident nearly killed him and pushed him into medical retirement. Out of work, he says, he found himself “sitting at home feeling worthless, didn’t feel like I was accomplishing anything”. A friend suggested he get a hobby, and, he laughs: “I became an activist, I guess.”

Robinson lives in a manufactured home community, and through forming a group called MH Action to deal with the issues that he and his neighbors faced, he began to get in touch with other people working on similar issues around the country.

Robinson’s community is owned by a multistate corporation that also owns apartment complexes in New York and Chicago, which helped him get in touch with NYCC. “These companies are buying communities, buying apartment complexes and their business model is not acceptable to me. It’s to raise rents as quickly as possible and decrease maintenance of the communities, and that’s not a good business model for America,” he says.

His vote for Trump, he says, was based on the assumption that because the president-elect was not a career politician, “maybe things would be run differently in Washington”. But the number of Wall Streeters and ultra-wealthy in the administration has him frustrated, and brought him to New York in protest. “He actually hit Hillary Clinton over meeting behind closed doors with [Goldman Sachs] and now I believe he was meeting with them at the same time. He’s appointed them so quickly that I’ve got to believe at the same time he was campaigning hard on Hillary Clinton for meeting with them behind closed doors, I believe he was doing the same thing.”

Nomi Prins, former managing director at Goldman Sachs turned journalist and author of *All the President’s Bankers*, says that rather than make sincere promises Trump simply attacked weaknesses, taking advantage of widespread anger at Wall Street to score points against first his Republican opponents and then Clinton. Mnuchin, she points out, was his finance adviser the whole time. “There were more apparent Wall Street connections through Hillary Clinton because of the foundation, the speeches and because of Bill Clinton that were real,” she says, “but these are bipartisan relationships; Wall Street is a bipartisan opportunist.” (That relationship is visible in New York City, where Alicia Glen, formerly of Goldman Sachs, serves as deputy mayor to Bill de Blasio.)

That bipartisan relationship, and the bipartisan anger at the power of finance, is what makes it so important to target the banks and lay groundwork for white working-class communities to come together with communities of color to fight, Pumerol says. Adds Sassine: “It is clear that they are ready to raid the American people as opposed to benefiting. Government is supposed to be for the benefit of the people, whether you believe in small government, big government, it’s supposed to be for the benefit of the people.”

‘I’m the strongest, I’m the best, I’m the top dog’

Goldman’s tendency to wield outsize behind-the-scenes influence is part of the reason for the action, Pumerol says. People tend to think of the bank that they interact with daily, but Goldman, famously deemed the “vampire squid” by Matt Taibbi, has incredible reach.

That reach has long extended right up to the presidency, Prins notes. In the wake of the Great Depression, Sidney Weinberg, the then head of Goldman, reinvented himself as an ally to Franklin Delano Roosevelt. Even as Roosevelt railed that “government by organized money is just as dangerous as government by organized mob”, Weinberg helped raise money to put him in the White House.

Goldman Sachs wasn’t the only bank to have a close relationship with government, but its closeness with the halls of power stands out from FDR through to Bill Clinton, who took Robert Rubin to run the treasury, and George W Bush, who picked Hank Paulsen as his treasury secretary, a man widely criticized for handing bailout dollars to his cronies after the 2008 crash.

Alexis Goldstein, senior policy analyst at Americans for Financial Reform and a former Wall Streeter, notes that Goldman’s reputation for being elite even among other big investment banks adds to its power. “In some ways that aligns with Trump; the idea of Trump being the best is much more about smoke and mirrors, but there is a parallel about I’m the strongest, I’m the best, I’m the top dog.”

But beyond the idea of eliteness, Prins notes, the very nature of Washington has ensured a symbiotic relationship. “It’s a place, as is Wall Street, where people rely on their connections. If you’re already there, you can reach out to the next generation or your colleague and bring them in. It feeds on itself.”

And so conservatives have criticized Trump's choice of Mnuchin, who has donated to Democrats in the past and who Goldstein calls "a banker's banker", noting that he is second-generation Goldman Sachs. Both Mnuchin and Gary Cohn, Prins points out, have a long history at Goldman, rising through its ranks and thriving in its high-pressure, high-risk culture. "Those two are just examples of that particular element, running trading desks, working on complex products and securities, squeezing out the juice of financial instruments and taking big bets."

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*Гринштейн Алла Семеновна
Вашурина Екатерина Андреевна*

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