МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФИЛИАЛ КУБАНСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА
В Г. СЛАВЯНСКЕ-НА-КУБАНИ

Кафедра русской и зарубежной филологии

О. Н. БАКУМЕНКО

ТЕОРИЯ ПЕРЕВОДА

Методические рекомендации
к практическим занятиям и самостоятельной работе
студентов 5-го курса бакалавриата, обучающихся по направлению
44.03.05 Педагогическое образование
(с двумя профилями подготовки – Английский язык, Немецкий язык)
очной формы обучения

Славянск-на-Кубани
Филиал Кубанского государственного университета
в г. Славянске-на-Кубани
2018

ББК 81.18
Т 338

Рекомендовано к печати кафедрой русской и зарубежной филологии
филиала Кубанского государственного университета
в г. Славянске-на-Кубани Протокол № 10 от 21 июня 2018 г.

***Рецензент**:*
кандидат филологических наук, доцент
О. С. Финько

Бакуменко, О. Н.

Т 338 **Теория перевода**: метод. рекомендации к практ. занятиям и самостоят. работе студентов 5-го курса бакалавриата, обучающихся по направлению 44.03.05 Педагогическое образование (с двумя профилями подготовки – Английский язык, Немецкий язык) очной формы обучения / О. Н. Бакуменко. – Славянск-на-Кубани : Филиал Кубанского гос. ун-та в г. Славянске-на-Кубани, 2018. – 75 с. 1 экз.

Методические рекомендации по дисциплине «Теория перевода» составлены в соответствии с ФГОС ВО, учебным планом и учебной программой курса, содержат методические рекомендации к организации процессов освоения дисциплины, к изучению теоретической и практической части, самостоятельной работе студентов, а также по подготовке к зачету.

Издание адресовано студентам бакалавриата, обучающимся по направлению 44.03.05 Педагогическое образование (с двумя профилями подготовки – Английский язык, Немецкий язык) очной формы обучения.

Электронная версия издания размещена в электронной информационно-образовательной среде филиала и доступна обучающимся из любой точки доступа к информационно-коммуникационной сети «Интернет».

ББК 81.18

СОДЕРЖАНИЕ

ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью освоения дисциплины «Теория перевода» является формирование системы знаний, умений и навыков, связанных с закономерностями двуязычной коммуникации, процесса перевода; основными категориями лингвистической теории перевода, стратегиями и принципами перевода, возможностями перевода с иностранного языка на русский и его особенностями в зависимости от различных условий; навыками сравнительного анализа переводов; умениями работать с электронными словарями, формирование устойчивого познавательного интереса к изучению понятий и терминов современной филологической науки; навыков анализа конкретных языковых явлений; общей филологической культуры.

Изучение дисциплины «Теория перевода» направлено на формирование у студентов следующих компетенций: ПК-4 – способность использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов. В соответствие с этим ставятся следующие задачи дисциплины:

– ознакомить студентов с основными понятиями, проблемами и базовой терминологией теории перевода;

– ознакомить студентов с основными этапами становления переводоведения и современным состоянием лингвистической теории перевода;

– выработать и развить у студентов умение анализировать транслатемы в их реальном функционировании для обеспечения углубленного понимания текстов разных стилей на иностранном языке и успешного декодирования всего объема содержащейся в них информации;

– стимулировать углубленное изучение иностранного языка при сопоставлении его с русским в процессе перевода;

– обеспечить условия для активизации познавательной деятельности студентов и формирования у них опыта самостоятельного комплексного лексикологического анализа текста;

– стимулировать самостоятельную деятельность по освоению содержания дисциплины и формированию необходимых компетенций.

КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Изучение данной учебной дисциплины направлено на формирование профессиональной компетенции ПК-4 – способность использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов.

Таблица 1 – Компетенции обучающегося, формируемые в результате освоения дисциплины

№ п. п.	Индекс компетенции	Содержание компетенции (или её части)	В результате изучения учебной дисциплины обучающиеся должны		
			знать	уметь	владеть
1	ПК-4	способность использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов	знание теоретических основ переводоведения; основных моделей перевода и переводческих трансформаций; видов переводческих соответствий	вырабатывать общую стратегию перевода с учетом его цели и типа оригинала; профессионально пользоваться словарями, справочниками, базами данных и другими источниками дополнительной информации	навыками перевода с иностранного языка на родной и с родного на иностранный; умениями производить необходимые лексико-грамматические трансформации с учетом вида перевода.

СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

Распределение трудоёмкости дисциплины по видам работ представлено в таблице 2.

Таблица 2 – Структура дисциплины «Теория перевода » (9, А семестр)

Вид учебной работы	Всего часов	Семестры (часы)	
		9	А
Контактная работа, в том числе:			
Аудиторные занятия (всего):			
Занятия лекционного типа	28	14	14

Лабораторные занятия				
Занятия семинарского типа (семинары, практические занятия)		56	28	28
Иная контактная работа:				
Контроль самостоятельной работы (КСР)		6	2	4
Промежуточная аттестация (ИКР)		0,4	0,2	0,2
Самостоятельная работа, в том числе:				
Курсовая работа		-	-	-
Проработка учебного (теоретического) материала			26	26
Выполнение индивидуальных заданий			24	24
Реферат			-	-
Подготовка к текущему контролю			13,8	11,8
Контроль:				
Подготовка к экзамену		-	-	-
Общая трудоемкость	**час.**	**216**	**108**	**108**
	в том числе контактная работа	**90,4**	**44,2**	**46,2**
	зач. ед	**6**	**3**	**3**

Разделы дисциплины, изучаемые в 9 и А семестрах (очная форма), представлены в таблице 3.

Таблица 3 – Разделы дисциплины «Теория перевода » (9, А семестр)

№	Наименование разделов (тем)	Количество часов				
		Всего	Аудиторная работа			Внеаудиторная работа
			Л	ПЗ	ЛР	СР
1	2	3	4	5	6	7
9 семестр						
	Из истории науки о переводе. Адекватность перевода.	11,8	2	2	-	7,8
	Интерференция в переводе	14	2	4	-	8
	Виды перевода по жанру	14	2	4	-	8
	Виды перевода по восприятию и оформлению	12	2	2	-	8
	Виды соответствий в переводе.	14	2	4	-	8
	Роль контекста при переводе. Единица перевода.	14	2	4	-	8

	Морфологические трудности перевода.	13	1	4	-	8
	Синтаксические трудности перевода.	13	1	4	-	8
	Итого по дисциплине:		**14**	**28**	-	**63,8**
А семестр						
	Лексические трансформации	12	2	2	-	8
	Грамматические трансформации	14	2	4	-	8
	Стилистические трансформации	14	2	4	-	8
	Слова с эмоциональным значением и их перевод	14	2	4	-	8
	Перевод фразеологических единиц	14	2	4	-	8
	Реферирование иностранной специальной литературы	13	1	4	-	8
	Аннотирование иностранной специальной литературы	12,8	1	4	-	7,8
	Основы редактирования перевода	10	2	2	-	6
	Итого по дисциплине:		**14**	**28**	-	**61,8**

Примечание: Л – лекции, ПЗ – практические занятия / семинары, ЛР – лабораторные занятия, СР – самостоятельная работа

ЛЕКСИКО-ГРАММАТИЧЕСКИЕ ТРУДНОСТИ ПЕРЕВОДА

Словообразование. Аффиксация

В английском языке имеется несколько типов словообразования: аффиксация, т.е. прибавление к корню суффикса или префикса, конверсия и словосложение.

Префикс (приставка) ставится в начале слова и изменяет его значение. Префикс может добавляться к различным частям речи.

В литературе встречаются префиксы, которые имеют международный характер, например:

anti- (анти-, противо-) antibody – антитело

co- (со-) co-exist – сосуществовать

de- (де-) demilitarize – демилитаризовать

extra- (экстра-) extraordinary – экстраординарный

ex- (экс-) ex-champion – экс-чемпион

pre- (до-, пред-) prehistoric – доисторический

super- (пере-, сверх-) superconductivity – сверхпроводимость, supercharge – перегружать

trans- (транс-) transatlantic – трансатлантический

ultra- (ультра-) ultrasonic – ультразвуковой

EXCERCISES

I. *Form nouns from the verbs with the suffix* -er (-or), *translate them into Russian:*

sai1, act, write, read, invent, visit, speak, sleep, found, lead, direct.

II. *Form nouns from the verbs with the suffix* -er (-or) or -ist, translate them into Russian*:*

burn, receive, compose, read, drive, regulate, accumulate, special, social.

III. *Form nouns from the words with the suffix* -ian, translate them into Russian, transcribe paying attention to the changes in the pronunciation*:*

technic, mathematics, statistics, politics, music

IV. *Form nouns from the verbs with the suffix* -ment*:*

develop, achieve, equip, move, arrange, treat, state.

V. *Translate the following words, define their part of speech, underline the suffixes:*

difference – different
violence – violent
magnificence – magnificent
excellence – excellent
resistance – resistant
importance – im portant

VI. *Translate the following words, denoting sciences; underline their peculiar suffix:*

physics, dynamics, mathematics, mechanics, kinematics, phonetics

VII. *Form adjectives from the words with the suffixes* -ful or -less, *translate them into Russian:*

beauty, thank, hope, doubt, care, air, use, shape.

VIII. *Form adjectives from the words with the suffixes* -able, -ible, *translate them into Russian:*

extend, change, convert, resist, prevent, break, compare, desire.

IX. *Find suffixes in the following words. Define the part of speech, translate into Russian:*

British, English, boyish, Scottish, foolish, reddish, understand-able, heartless, pitiless, limitless, classless, successful.

X. *Form adjectives with the help of suffix* -al (-ial), *translate them into Russian:*

experiment, profession, form, nation, function, fundament, office, classic, music, industry.

XI. *Form adjectives with the help of suffix* -ive, *translate them into Russian:*

create, reflect, attract, demonstrate.

XII. *Form verbs with the help of suffix* -en, *translate them into Russian:*

red, tight, soft.

XIII. *Translate the following words into Russian paying attention to the meaning of prefixes and the roots:*

untrue, decompose, demilitarization, discover, antibody, non-inductivity, non-resistance, invariable, antiparticle, disappearance, disjoin, rearrangement, reconstruct, ex-champion, prewar, prefabricate, post-war, supersonic, coauthor, extraterritorial, prehistoric, ultramodern.

Интернационализмы

В языке литературы большое место занимают слова, заимствованные из других языков, в основном латинского и греческого. Эти слова получили широкое распространение и стали интернациональными.

revolution – революция

legal – легальный

mechanization – механизация

atom – атом

В литературе по различным отраслям науки имеются интернационализмы, например: в физике – *атом, протон, фокус, космос; в* математике – *плюс, интеграл;* в радиотехнике – *радио, диод, триод* и т. д.

Много международных слов в химии, медицине. Сами названия наук также являются международными словами: *физика, математика, геометрия, медицина* и т.д. Свидетельством достижений российской науки являются русские слова *спутник, лунник,* вошедшие в словарный состав всех языков мира.

Все эти слова входят в международный фонд научный терминологии и умение их видеть очень облегчает чтение и перевод. Однако нужно помнить, что многие интернационализмы разошлись в своем значении в русском и английском языках, поэтому их часто называют «ложными друзьями» переводчика. Например:

accurate – *точный,* а не *аккуратный*

resin – *смола,* а не *резина*

control – не только *контролировать,* но *и управлять* и т.д.

EXCERCISES

I. Read the following words and translate them without a dictionary:

signal, diesel, temperature, theorem, cylinder, vibration, electricity, reactor, material, neutron, structure, horizontal, vertical, mass, class, proton, voltage, form, element, motor, battery, transformation, method, control, radio, physics, experiment, plan, detail, technical, text, mechanism, magnetic, magnetism, effect, problem, energy, technology, parameter, practical.

II. Basing on word-building elements define the part of speech of the following words; translate them into Russian:

experiment, experimental, experimentator; electric(al), electrician, electricity; technical, technique, technician; react, reaction, reactor; transform, transformation, transformer; mechanism, mechanic(al); cylinder, cylindrical; system, systematical, systematically; electron, electronic; practice, practical

III. Read the following words. Look up their translation in the dictionary:

nature, opportunity, mixture, general, generally, real, really, absolutely, practical, standard, intelligent, capital, principle, principal, action, accurate

IV. *Translate the following sentences without a dictionary:*

1. All types of emission are most effective in vacuum. 2. Radio astronomy deals with transmission and reception of radio waves. 3. The results of that experiment are very interesting. 4. Electromagnetic radiation consists of gamma rays, X-rays, ultra-violet rays, ordinary visible light, infra-red (heat) radiation and radio waves.

Конверсия

Образование новых слов из существующих без изменения написания слов называется к о н в е р с и е й. Наиболее распространенным является образование глаголов от соответствующих существительных.

Например:

water *вода* – to water *поливать*

control *контроль* – to control *контролировать*

cause *причина* – to cause *причинять, являться причиной*

Может иметь место и обратный процесс, т.е. образование существительных от глаголов.

Например: fall out— *радиоактивные осадки* (от глагола to fall out – *выпадать)*

Глаголы могут быть образованы и от прилагательных.

Например: empty *пустой* – to empty *опорожнять*

Словосложение

Соединение двух слов в одно называется словосложением. Новообразованное слово пишется слитно или через дефис.

Например:

nobleman – дворянин (noble – благородный, man – человек); radioactivity – радиоактивность (radio – радио, activity – активность).

EXCERCISES

I. *Give the verbs to the following nouns. Consult a dictionary to translate them:*

aid, air, alloy, paper, control, cover, form, handle, guard, cause, rest, stamp, trap.

II. *Translate the following compound words into Russian consulting a dictionary:*

bathroom, lightweight, steamship, icebreaker, ammeter, thermostability, timber-work, foot-path, magnetograph, flame-proof, wear-and-tear, radioactivity.

Функции Participle I

Participle I в предложении выполняет функции определения или обстоятельства.

В функции определения Participle I может стоять перед определяемым существительным и после него. Participle I перед существительным переводится на русский язык причастием (действительным), время которого определяется временем основного глагола.

Например:

The machine parts lie on a moving platform. – Детали машины лежат на движущейся платформе.

All moving parts of machines wear. — Все движущиеся детали машин изнашиваются.

Participle I в положении после определяемого существительного обычно переводится на русский язык причастным оборотом или придаточным определительным предложением.

Например:

The stream of electrons moving along the conductor is called an electric current. – Поток электронов, движущихся в проводнике (которые движутся в проводнике), называется электрическим током.

The students studying chemistry work in laboratories. – Студенты, изучающие химию (которые изучают химию), работают в лаборатории.

Participle I в функции обстоятельства может предшествовать подлежащему или стоять после сказуемого.

На русский язык Participle I в функции обстоятельства переводится деепричастием несовершенного вида на *-а* или *-я* (или деепричастием совершенного вида).

Например:

Working with machines, sharp tools, motors, electricity one must always be careful. – Работая с машинами, острыми инструментами, моторами, электричеством, нужно быть всегда внимательным.

EXCERCISES

I. Form the Participle I from the following verbs: study, write, play, carry.

II. *State the function of the Participle I and translate the sentences into Russian:*

1. Describe the experiment illustrating three forces in equilibrium. 2. Michael Faraday, English experimental physicist, in his early life worked as a bookbinder's apprentice earning his living. 3. Taking time from his work to read some of the books passing through his hands, Faraday became interested in science. 4. He went into the office leaving the door open. 5. Men working with machines, motors, electrical materials must be careful. 6. Reading an article in an English journal he used a dictionary. 7. Repeating his experiment he noticed an interesting regularity. 8. Lomonosov entered the Slavonic-Greek-Latin Academy concealing his peasant origin. 9. Observing in 1761 the rare phenomenon of passage of the planet Venus over the visible disc of the Sun, Lomonosov discovered that Venus had an atmosphere. 10. Arranging all the elements according to their atomic weights, D. I. Mendeleyev found that identical properties of the elements repeat themselves periodically. 11. Rontgen called a new kind of rays X-rays, the letter X meaning an unknown.

Функции Participle II

Participle II (Причастие II) называется также причастием прошедшего времени (Past Participle), но времени как такового оно не выражает. Правильные глаголы образуют Participle II путем прибавления суффикса -ed к основе.

Например: to open – opened *открытый.*

Participle II неправильных глаголов образуется не по правилу (см. таблицы неправильных глаголов).

Например: to make – made *сделанный.*

Причастие II соответствует в русском языке страдательному причастию прошедшего времени. В предложении может выполнять роль определения перед существительным и входить в причастный определительный оборот.

Например:

a broken device – прибор, выведенный из строя (сломанный),

maximal value of load applied to testpiece. – предельное значение нагрузки, прикладываемой к испытуемому образцу,

Cosmic rockets launched with first space velocity (7.9 km. per sec.) become artificial satellites of the Earth. – Космические ракеты, запускаемые с первой космической скоростью (7,9 км в сек), становятся искусственными спутниками Земли.

EXCERCISES

I. *Form the Participle II from the following verbs:*

to call, to be, to leave, to make, to do, to know, to write, to see, to give, to show, to build, to find.

II. *State whether the italicized words are Participle II or the finite verb-forms. Translate the sentences into Russian:*

1. The first voyage around the earth, begun at Seville by Magellan in 1510 and completed at Seville by del Cano in 1522, established that the earth is a globe. 2. The first object observed by Galileo through the telescope was the Moon. 3. The experiments made by our students and described in the journal illustrated the properties of metals. 4. Invented in France and accepted universally in science but not in engineering or commerce, the Metric System has the following fundamental units: the metre, the kilogramme and the second.

III. Translate the following word-combinations into English:

написанная книга; эксперимент, проделанный студентами; дома, построенные в нашем городе; рабочие, строящие дом; данная статья; найденные результаты; работа, сделанная вовремя; ученик, делающий зарядку; работая, он нашел; путешествуя, он увидел много интересного

Образование и значение Passive Voice

Глагол в страдательном залоге обозначает действие, которое производится над подлежащим. За глаголом в пассивной форме может следовать дополнение с предлогом by для обозначения активного деятеля или with для обозначения инструмента, при помощи которого производится действие.

Например:

The metre rule is divided into 100 centimetres. — Метр делится на 100 сантиметров.

This experiment was done by all first-year students. – Этот опыт проделан всеми студентами-первокурсниками.

The relative masses are measured with a special apparatus called a mass spectrograph. – Относительные массы измеряются специальным прибором, называемым масс-спектрографом.

EXCERCISE

I. Define the tense and voice of the predicate and translate the sentences into Russian:

1. Distance is usually measured in millimetres, centimetres, metres or kilometres. 2. Mass is measured in grams or kilograms and' time is measured in seconds, minutes and hours. 3. The photoelectric effect was discovered by Heinrich Hertz in 1887. 4. Galileo lived at a time when the human spirit was waking after a thousand years of sleep. 5. Men were filled with a new life, and they made splendid progress in the arts and science. 6. The element in the air which is most important to us is oxygen.

Сочетание модальных глаголов с инфинитивом в страдательном залоге

Сочетание модального глагола с инфинитивом в страдательном залоге переводится на русский язык словами *нужно, можно, может, должен* плюс глагол в неопределенной форме.

Например:

The law can be illustrated by many simple experiments. – Этот закон можно проиллюстрировать большим количеством простых экспериментов.

Electricity can be converted to heat and vice versa. – Электричество может быть обращено в теплоту и наоборот.

EXERCISE

I. *Translate the given sentences into Russian:*

1. Today you can be taken everywhere in any direction in a few days. 2. Air must be let into the cylinder of the engine because no fuel will burn without air. 3. The air must be compressed. 4. The amplifier can be used with any high resistance galvanometer. 5. It must be cleaned. 6. This metal can be cut dry. 7. The floor must be cleared and swept. 8. The hole must be deepened and widened.

TEXTS FOR TRANSLATION WITH EXCERCISES

PART 1

TEXT 1.1

1. Translate the words into Russian. Define their part of speech:

science, scientific, scientist; England, English, Englishman; cover (закрывать), discover, rediscover, discovery, discoverer; important, importance; element, elementary; react, reaction, reactor, reactivity; electric, electrical, electricity; mix, mixture; danger, dangerous; fame, famous; contain, container; man, nobleman, gentleman, workman.

2. Translate into Russian without a dictionary:
experiment, element, gas, hydrogen, oxygen, method, container, hobby, reaction, proportion, argon, inert.

3. Translate the given sentences into Russian:
1. Chemistry is my hobby. 2. Water is a compound of hydrogen and oxygen. 3. Tell about your profession, please. 4. Pass me the salt, please. 5. He passed by without saying aword. 6. At the evening technical school students combine work and study. 7. Solve this problem, please. 8. Dissolve some salt in water.

4. Read the text "Henry Cavendish and His Discovery" and answer the questions after the text:

HENRY CAVENDISH AND HIS DISCOVERY

Henry Cavendish was born in 1731 and died in 1810. He was an English nobleman who did scientific experiments as a hobby. In 1781 he made the important discovery that water is not an element but a compound of the gases we now call hydrogen and oxygen. He described his experiments to the Royal Society in 1785.

His method was new. He showed that if electric sparks are passed through a mixture of hydrogen and oxygen the two gases combine explosively[2] and form water. This was adangerous experiment. Cavendish did his experiment safelyy; he wisely used a strong brass container for the gases. He also passed electric sparks through air and found that gases which readily dissolve in water form acids. We explain this reaction today as follows: oxygen and nitrogen combine and form oxides of nitrogen.

Cavendish also noticed that air contained a small proportion of a gas which did not combine with any other gas even if we pass electric sparks through it for a long time. We think that this gas was probably argon, one of the inert gases. It was rediscovered many years1ater.

NOTES

1. If electrics parks are passed – если пропускать электрические искры (разряды)
2. explosively – со взрывом

1. What was Henry Cavendish?
2. When and where did Cavendish live?
3. What did Cavendish discover?
4. Is water an element?
5. How did Cavendish prove that water is a compound?

TEXT 1.2

1. Translate the words into Russian without a dictionary:

Renaissance, period, history, sphere, nature, natural, professor, physics, mathematics, university, critic, official, complex, form, kinematics, mechanics, dynamics, acceleration, classical mechanics, construct, telescope, instrument, satellite, Jupiter, phase, Venus, philosopher, Inquisition, idea, dogma, religion, revolutionary

2. Translate the words into Russian:

real, natural, general, accuracy, basic, complex forms.

3. Translate the given words and combination into Russian:

outstanding, outstanding period; mankind, mankind's history; begin, the beginning; courage, courageous; fight, fighter, fighting; know, knowledge; look, outlook, outlook on the world; science, scientific, scientist; discover, discovery, discoverer; base, basic, basic law; fundamental conceptions; general principles; nature, natural sciences; finite, infinite, infinite Universe; found, founder, foundation.

4. Translate the given sentences into Russian:

1. Galileo established the fundamental conceptions of kinematics and dynamics. 2. He became famous in 1610. 3. The height of the mountains in the Caucasus is above 4 kilometres. 4. Giordano Bruno was sentenced by the Inquisition to death.

5. Read the text "Great Scholar of the Renaissance" and answer the questions after the text:

GREAT SCHOLAR OF THE RENAISSANCE

Galileo Galilei lived at a time of Renaissance, an outstanding period in mankind's history, which at the end of the 16th and the beginning of the 17th century extended to the sphere of the natural sciences. The Renaissance gave the world many courageous fighters for knowledge and new outlook on the world. Galilei was not only a scientist, professor of physics and mathematics at Pisa University and Padua University, but also a critic of official views in science. He discovered the basic laws of complex forms of motion. Galilei is famous not only for his establishment of fundamental conceptions of kinematics and dynamics such as speed and acceleration but also for the establishment of general principles of classical mechanics. Real world fame came to Galileo only in 1610 when he constructed the first telescope in the world. With this instrument he discovered satellites of Jupiter, the phases of Venus and the spots in the Sun. He measured the height of the mountains on the Moon with great accuracy and proved that the

Milky Way was not milk split by the Madonna but a gigantic conglomeration of stars. Galileo followed the great Italian philosopher Giordano Bruno, who died at the hands of the Inquisition, and defended the idea of an infinite Universe with multitude of inhabited worlds. In 1633, as a sick, 70-year-old man Galilei was interrogated by the Inquisition, found guilty and was sentenced to spend the rest of his life under the surveillance (надзором) of the Inquisition. We know Galilei as the founder of the map of the world, a map that is constantly growing and becoming more accurate. We see him as a philosopher who struggled against the dogma of religion, as a real revolutionary in science.

1. When did Galilei live?
2. What do you know about the Renaissance?
3. What did Galilei discover? 4. What did Galilei see through the telescope?

TEXT 1.3

1. Translate the following international words into Russian. Consult a dictionary if necessary:

radio, genius, human, priority, demonstrate, contribution, physical, chemical, university, laboratories, problem, electromagnetic, communication, operation, apparatus, progress, transmission, music, vision, signals, television, meeting, industry, period, centre, radar, telecontrol, telemetric systems, electronic microscopes.

2. Analyze the structure of the following words, translate them into Russian:

wireless; inventor, invention; high-quality; broadcasting; television; network; powerful; telecontrol.

3. *Translate the given words and combination into Russian:*

a wireless receiving set = radio; the existing conditions; research work, a research worker; electromagnetic wave, electromagnetic field; the art of radio communication; high-quality transmission; the Russian Physical and Chemical Society.

4. Translate the given sentences into Russian:

1. On the 8th of March we celebrate International Women's Day. 2. He graduated from the secondary school with honours and entered the Institute without examinations. 3. He worked under very hard conditions, but he was satisfied with his work. 4. We study physics and electrical engineering. 5. I am interested to see this apparatus in operation, then I'll see what can be improved in it.

5. Read the text "A .S. Popov – Inventor of the Radio" and answer the questions after the text:

A. S. POPOV – INVENTOR OF THE RADIO

The wireless receiving set or radio is one of the greatest achievements of human genius. Priority in the invention of radio belongs to the Russian scientist Popov. On the 7th of May we celebrate Radio Day because on that day in 1895 the Russian scientist Alexander Popov demonstrated his first radio set to a meeting of the Russian Physical and Chemical Society.

A. S. Popov was born in 1859 in the Urals. While at school he spent all his free time on physics and mathematics. He studied at St. Petersburg University and graduated from it with honours, but was not satisfied with the conditions of the laboratories of the University and accepted the post of teacher in the Mining School in Kronstadt. There he began his research in electrical engineering.

The greater part of his life he devoted to the problem of the application of electromagnetic waves to wireless communication.

Popov worked on a sensitive receiving set which could pick up even the weakest radio waves. The year of 1895 is considered to be the date of the invention of the radio when Popov demonstrated his radio receiving set in operation. By the end of the year he improved his apparatus. It was the first radio receiving set in the world.

Since then, the art of radio communication has progressed a great deal. Many scientists and inventors made their contributions.

The radio has brought great changes to our life. At present we produce equipment for powerful broadcasting and television centres, and for radio-relay stations, electronic computers, radar stations, telecontrol and telemetric systems, and other purposes.

1. Who is the inventor of the radio?
2. When do we celebrate Radio Day?
3. Where did A. S. Popov study and work?
4. What problem was he interested in?
5. When was the radio invented?
6. What is the practical use of radio communication?

TEXT 1.4

1. Translate the following international words into Russian. Consult a dictionary if necessary:

director, gymnasium, medal, pedagogical, master, commission, congress, professor, technological, bureau, contribution, container, nation, periodic, element, principle, inorganic, combination, alcohol, aqua, specific (gravity), physics, geophysics, patriot, energy, activity, progress, industry, thesis, general, generalization.

2. Translate the word-combinations into Russian without a dictionary:

Periodic Table of Elements, the director of Gymnasium, a gold medal, the World Chemical Congress, professor of the Petersburg Technological Institute, his pedagogical activities, principles of chemistry, aqueous solutions.

3. Translate the words into Russian. Define their part of speech:

general – generalize – generalization;
chemical – chemistry;
period – periodic;
educate – education;
graduate – graduation;
science – scientist – scientific;
literature – literary;
contain – container;
create – creative – creation;
discover – discovery;
organic – inorganic;
important – importance;
physics – physical – geophysics;
act – active – activity;
know – knowledge;
develop – development;
nation – national;
measure – measurement;
technological – technology;
aqua – aqueous;
city – citizen.

4. Analyze the structure of the following words, translate them into Russian:

standpoint, radioactivity, grandchildren.

5. Define the part of speech of the italicized words. Translate the given sentences into Russian:

1. He *works* as a teacher. 2. One of Mendeleyev's important *works* is his book Principles of Chemistry. 3. Your *report* was very interesting. 4. He *reported* the results of the experiment. 5. He devoted his life to the *progress* of his country. 6. If you do not work hard you'll make no *progress*. 7. He *thought* about his future work. 8. The book contained his *thoughts* about further development of national economy. 9. I have a *present* for you. 10. I am very busy at *present*. 11. In 1859 he *presented* his theses. 12. What are the *results*? 13. The driver *signaled* to a passer-by, who was crossing the street carelessly. 14. On my *return* home I called her up at once. 15. My father will *return* tomorrow afternoon.

6. Read the text "D. Mendeleyev" and answer the questions after the text:

D. MENDELEYEV

The father of one of the greatest generalization in chemistry – the Periodic Table of Elements – Dmitry Ivanovich Mendeleyev, was born in 1834 in the town of Tobolsk (Siberia), in the family of the director of the town Gymnasium. He received a secondary education at the Tobolsk Gymnasium and then entered the Petersburg Pedagogical Institute, from which he graduated with a gold medal in 1857. After graduation he worked as a teacher for two years, first in the Simferopol and then Odessa Gymnasiums.

In 1859 he presented his theses, received his master's degree1 and then went abroad on a two year scientific commission, during which he took part in the World Chemical Congress in Karlsruhe (1860). Upon his return to Odessa he was elected professor of the Petersburg Technological Institute and two years later professor of the Petersburg University where he carried on his scientific and pedagogical activities for twenty-three years. In 1893 Mendeleyev was appointed Director of the Bureau of Weights and Measures. At the same time he carried on a great deal of scientific and literary work. In 1906 he issued a book under the title Contribution to the Knowledge of Russia which contained profound thoughts as to the trends for the further development of Russian industry and the Russian national economy. The greatest result of Mendeleyev's creative effort was the discovery of the Periodic Law and the drawing up of the Periodic Table of Elements.

One of Mendeleyev's prominent works is his book Principles of Chemistry in which inorganic chemistry was for the first time explained from the standpoint of the Periodic Law.

Of other works by Mendeleyev, the most important are: On the Combination of Alcohol with Water and Investigations of Aquaeous Solutions by their Specific Gravity. His works embrace various fields of science – chemistry, physics, physical chemistry, geophysics.

A great scientist, Mendeleyev was a good citizen and patriot as well, who devoted his life and energies to the progress of his country's science and industry.

1. Who discovered the Periodic Law?
2. When and where was D. Mendeleyev born?
3. Where did Mendeleyev work?
4. What books did Mendeleyev write?
5. What fields of science did he work in?

TEXT 1.5

1. Analyze the structure of the following words, translate them into Russian:

thoughtful, newspaper, newsboy, baggage car, wonderful, usefulness, transmitter, telephone, phonograph, dictograph.

2. *Translate the words into Russian without a dictionary:*

progress (to make progress), encyclopedia, interest, chemistry, experiment, laboratory, a start, to start, baggage, phosphorus, conductor, result, platform, station, agent, moment, telegraphy, electricity, apparatus, system, telephone, phonograph, gramophone, dictaphone, instrument.

3. Translate the given sentences into Russian:

1. He studied at an evening technical school. 2. He taught physics. 3. He learned the poem by heart. 4. Among old books Jane found a book of poems by Byron. 5. Where have you bought this fountain-pen? 6. Move this table into the corner of the room. 7. The boy broke the window. 8. He broke the bottle of medicine. 9. Edison lost his hearing and became almost deaf. 10. We went to the station to see off our friends. 11. Edison made many useful inventions.

4. Put the given words into Past Simple Tense. Compare the meaning:

to think, to teach, to learn, to make, to take, to be, to see, to go, to put, to set, to lose, to become, to improve.

5. *Read and translate the given sentences into Russian:*

1. Little Charles Dickens was sent to work – he earned his living. 2. The conductor boxed Edison's ear, and the boy became almost deaf.

6. *Translate the words into Russian. Define their part of speech:*

improve, improvement;
easy, easier;
use, useful, usefulness;
invent, inventor, invention;
wonder, wonderful;
transmit, transmission, transmitter;
move, movement;
interest, to take an interest, interesting.

7. Translate the word-combinations into Russian:

to take an interest, to make experiments, to earn one's living, to be busy, to go on with experiments, to show gratitude, to set fire to.

8. Read the text "Thomas Elva Edison" and answer the questions after the text:

THOMAS ELVA EDISON

Edison was a thoughtful little boy. He was very inquisitive and always wanted to know how to do things. He was not very strong, and went to school when he was quite a big child. But his teacher thought him very stupid because he asked so many questions. So his mother, who was a teacher, took him away from school at the end of two months and taught him at home. With so kind a teacher, he made progress; and above all, he learned to think. His mother had some good books and among them an encyclopedia. It was probably from the encyclopedia that he first took an interest in chemistry. He liked to make experiments, so he bought some books, and made a little laboratory in the cellar of his home.

When he was twelve years old, he started to earn his living and became a newsboy on the train which ran from Port Huron to Detroit. There was a corner in the baggage car where he kept his stocks of newspapers, magazines and candy. To this corner he moved his little laboratory and library of chemical books, and when he was not busy, went on with his experiments. All went well for two or three years. But when he was in his sixteenth year, one day a phosphorus bottle broke on the floor. It set fire to the baggage car, and the conductor not only put the boy off the train, but soundly boxed his ear1. That was the most unfortunate part of the accident, for as a result Edison gradually lost his hearing, and became almost deaf.

Once he was standing on the platform of the station in Michigan, watching a coming train, when he saw the station agent's little boy on the track right in front of the coming engine. Another moment and the child would have been crushed; but Edison sprang to the track, seized the little one in his arms, and rolled with him to one side, just in time to escape the wheels. To show his gratitude the baby's father offered to teach telegraphy to Edison. Working at telegraphy he at the same time spent all the spare moments in the study of chemistry and electricity. Experimenting he improved telegraph apparatus. About the same time Edison made an improvement in the transmitter of the telephone which made it easier for the waves to travel, and improved the usefulness of the telephone very much. It was just about the same time that he invented the phonograph. This is the parent idea of the gramophone, dictaphone and other instruments, but these inventions are only a small part of the work of this wonderful man.

NOTES

1. soundly boxed his ear – сильно ударил по уху

1. How did Edison study at school?
2. What were his interests in childhood?
3. Where did he work?
4. What accident happened to Edison?
5. What happened that changed Edison's life?
6. What did Edison invent?

TEXT 1.6

1. Translate the following international words into Russian:

a) without a dictionary:

radium, metal, uranium, radiation, secret, experiment, mineral, exam (examination), laboratory, radioactivity, interesting, comfort, form, discomfort

b) consult a dictionary to translate these: secret, nature, to examine, examination, discomfort.

2. Define the part of speech of the following words. Underline the prefixes and suffixes that change the meaning of a word:

physics, physical, physicist; cover, discover, discovery; fail, failure; known, unknown; to see, seen, unseen; to believe, belief; scientist, science, scientific; to build, builder, building; comfort, comfortable, discomfort; measure, measurement; mystery, mysterious.

3. Consult a dictionary to define the meaning of the phrasal verbs:

to give – to give off – to give out; to come – to come from; to move – to move in; to set – to set up; to work – to work on; to find – to find out; to look – to look at – to look for.

4. *Define the part of speech of the italicized words. Translate the given sentences into Russian:*

1. It is *light* in the room. 2. Don't *light* the lamps! 3. You must *test* this material. 4. The *test*-tube is on the table. 5. The boy broke the *window*. 6. Buy some *window glass*, please. 7. Give me a *glas*s of milk, please. 8. In the *glass* test-tube they saw some radium.

5. Translate into Russian:

boiled water, boiling water. Boiling water in a kettle. Watt discovered an interesting phenomenon.

6. *Read the text "*Marie Curie and Radium*" and answer the questions after the text:*

MARIE CURIE AND RADIUM

A French physicist, Henri Becquerel discovered that a metal called uranium gave off a kind of radiation, which later Marie Curie called radioactivity. But where did this radiation come from and what was it like? Here was a secret of nature which she decided to discover. She made experiments again and again. There was failure, success, more failure, a little success, a little more success. All proved that in the mineral which she was examining there was some form of

radiation which man knew nothing about. Life was rather hard. Marie wrote: “Life is not easy for any of us. We must work, and above all we must believe in ourselves.”

At this time her husband Pierre Curie left his own laboratory work, in which he was successful, and joined with her in her search for this unknown radiation. In 1898 they declared that they believed there was something in nature which gave out radioactivity. To this something, still unseen, they gave the name radium. All this was very interesting, but it was against the beliefs of some of the scientists of that day. These scientists were very polite to the two Curies, but they could not believe them. The common feeling among them was: “Show us some radium, and we will believe you.”

There was an old building at the back of the school where Pierre Curie had worked, with walls and the roof made of wood and glass. There were some old tables, a blackboard and an old stove in it. It was not much better than a shed. The Curies moved in and set up their laboratory and workshops. Here for four very difficult years they worked, weighing and boiling and measuring and calculating and thinking. The shed was hot in summer and cold in winter, when it rained, water dropped from the ceiling. But in spite of all these discomforts, the Curies worked on. For them these were the four happiest years of their lives. One evening in 1902 they went to their laboratory again. They opened the door. “Don’t light the lamps,” said Marie. “Look!... look!” And there, glowing with faint blue light in the glass test-tubes on the tables, was the mysterious something which was so hard to find: Radium.

1. What did Marie Curie discover?
2. Who worked together with her?
3. What was the scientists’ attitude to the Curies?
4. Under what conditions did they work?
5. What did they see one evening in the laboratory?

TEXT 1.7

1. Transcribe the given words and translate them into Russian.

astronautics, eccentric, genius, formal, natural, mathematician, practical, laboratory, extraordinary, accurate, orbit, sputnik, planet, mass, gravitation, second, interest, theory, construct, primitive, centrifuge, test, effect, acceleration, organism, instrument, simulate, condition, sketch, manuscript, museum, mile, result, container, physiologist, argument, recommendation, academy, principle, principal, hermetically, theory, capsule, human, review, specialist, cottage, mathematics, experiment, finance, situation, revolution, practically, rocket, meeting, labour, confident, realize.

2. Analyze the structure of the given words and combination. Translate them into Russian:

cheerful, self-educated, childhood, inventor, movement, self-taught scientist, overloading, weightlessness, un-schooled researcher, membership, taking-off, multi-stage rocket, lifetime's work.

3. Define the part of speech of the italicized words. Translate them into Russian:

mathematics, mathematician; practice, practical, practically; invent, inventor, invention; nature, natural; equip, equipment; write, writer; work, works, worker; discuss, discussion; high, height; scientist, science, scientific; construct, construction; contain, container; recommend, recommendation; special, speciality, specialist; describe, description, descriptive.

4. Translate into Russian:

1. Tsiolkovsky was not only a scientist but a writer of science fiction. 2. A body free from the pull of gravitation. 3. I was impressed by his report.

5. Define the part of speech of the italicized words. Translate the combinations into Russian:

to *orbit* a sputnik; the first *use* of the word; he made r*esearche*s; a *research* worker; round the *Earth*; an *Earth* sputnik; their movements in *orbit*; *living* organism; to *sketch* instruments.

6. Read the text "The Father of Astronautics" and answer the questions after the text:

THE FATHER OF ASTRONAUTICS

Konstantin Tsiolkovsky was a cheerful, eccentric, self-educated genius. Deaf from scarlet fever at childhood, he had no formal schooling.

But he was a natural mathematician, a practical inventor who made his own laboratory equipment, a writer of science fiction and a research worker. He was born in 1857 in Kaluga. In March, 1883 Tsiolkovsky completed an extraordinary accurate work Free Space, on how it was possible to orbit a sputnik around the Earth. This was probably the first use of the word "sputnik". Free Space was published in 1954 though he quoted some parts of it in his Dreams of Heaven and Earth published in Moscow in 1895. He wrote: "An Earth sputnik, similar to the Moon, but nearer to our planet, just about 300 versts from the Earth's surface, will represent a very small mass free from the pull of gravitation."

He discussed how to create sputniks and the speed (скорость) of their movement in orbit. Sixty-two years later, when the first sputnik was launched, it orbited at a height of about 300 versts and its speed reached eight versts a second, as the old scientist had told.

This self-taught scientist – most of his learning came from library shelves – was not interested only in the theory of space travel1. In 1878 he constructed a primitive centrifuge to test – on chickens and mice – the effect of acceleration and overloading on living organisms.

At this time, too, he sketched instruments which could simulate conditions of weightlessness on the ground. Now all these sketches and manuscripts are in his museum-home at Kaluga, about 100 miles west of Moscow.

The results of his tests in the centrifuge with chickens were the following: it was found that they could stand loads of 5 to 6 Gs, but die when the G-load2 reached 10. This was contained in the work The Mechanics of Living Organisms which was read by a famous Russian physiologist of that time Sechenov. Sechenov was so impressed by the scientific arguments that he recommended the un-schooled Tsiolkovsky for membership of the Academy of Sciences, the recommendation was unanimously accepted.

In his work on the effects of speed he developed the principle of hermetically sealed space capsules similar to the one used by Gagarin. Experiment on stresses on the human body is still carried today. In 1903 Tsiolkovsky published the Scientific Review on Space Research by Jet Engines, a work which is widely read today by specialists in this field.

In his modest cottage at Kaluga, in the time he could spare from teaching mathematics at a local school, he carried out his scientific .work, but he was poorly paid3 and had no money to finance experiments. His life changed with the revolution, and practically everything he wrote saw the light of day. The principles for multi-stage rockets were described by Tsiolkovsky. On his 75th birthday meetings were held throughout the Soviet Union to honour him as “the father of astronautics”. The government awarded him the “Red Banner of Labour”. He died in 1935 confident that his lifetime’s work would be realized.

NOTES

1. space travel — космическое путешествие, зд. космические полеты
2. G-load – зд. нагрузка в граммах
3. he was poorly paid — ему мало платили

1. What sciences was Tsiolkovsky interested in?
2. What books by Tsiolkovsky were published?
3. What did Tsiolkovsky write about Earth sputniks?
4. What experiments did he make with the centrifuge?
5. Did he know about the phenomenon of weightlessness?
6. What were his results of the tests with the centrifuge?
7. What was Sechenov’s opinion .about Tsiolkovsky’s works?
8. Which of Tsiolkovsky’s principles was used by Gagarin?
9. What do you know about the museum in honour of “the father of astronautics” in Kaluga?

TEXT 1.8

1. Analyze the structure of the given words. Translate them into Russian:

knowledge, outside, sticky, wax-like, Peruvians, discovery, overshoes, raincoat, unelastic.

2. *Translate the words and combinations into Russian without a dictionary:*

natural, natural rubber, elastic, unelastic, automobile, nitric acid, idea, sulphur, vulcanized rubber.

3. *Find the appropriate adjectives for the nouns* feet, rubber *(каучук),* raincoat *(плащ),* overshoes *(галоши):*

hard, sticky, elastic, unelastic, cold, natural, warm, strong (прочный), dry

4. Translate into Russian:

1. From this material a sticky mass rubber may (might) be made. 2. Rubber can be made hard and strong.

5. Translate the word-combinations and sentences into Russian:

1. Make a cut in the tree. 2. Cut the bread, please. 3. A cut made in the tree. 4. A cut was made. 5. I like milk. 6. Liquid like milk. 7. The Peruvians made a discovery. 8. The discovery made by the Peruvians. 9. They made coats. 10. Coats made of cloth. 11. They covered cloth with rubber. 12. Cloth covered with rubber. 13. They named raincoats after Mackintosh. 14. Raincoats named after Mackintosh. 15. Mix rubber with sulphur. 16. Rubber was mixed with sulphur. 17. Rubber mixed with sulphur. 18. Mixing rubber with sulphur.

6. Recall what you know about the discovery of rubber, its industrial usage and its vulcanizing.

*7. Read the text "*The Development of Rubber*" and answer the questions after the text:*

THE DEVELOPMENT OF RUBBER

Here is the story of rubber. From the earliest time it was common knowledge to the Peruvians that when a cut was made in the outside skin[1] of a rubber tree, a white liquid like milk came out, and that from this a sticky mass rubber might be made. This rubber is soft and waxlike when warm, so that it is possible to give it any form. The Peruvians made the discovery that it was very good for keeping out the wet. Then in the early part of the eighteenth century, the Americans made use of it for the first time. First they made overshoes to keep their feet dry. Then came a certain Mr. Mackintosh, who made coats of cloth covered with natural rubber. From that day to this our raincoats are still named after him.

But these first rubber overshoes and raincoats were all soft and sticky in summer, and hard and unelastic in the winter when it was cold. But the rubber we have today is not sticky, but soft and elastic, though very strong even in the warmest summer and the coldest winter. There would be no automobiles such as we have today without it. A lot of attempts to make rubber hard and strong came to nothing. First came the discovery that nitric acid (HN03) made the rubber much better. Then came the idea that rubber could be made hard and strong if mixed with sulphur (S) and put in the sun. Now it is common knowledge that the way to make rubber hard and strong — to "vulcanize" it, as we say —is by heating it with sulphur.

NOTES

1. outside skin — кора
2. by heating it — нагревая его

1. Who discovered rubber?
2. Do you know where rubber-trees grow?
3. What were the first things made of rubber?
4. How do we often call a raincoat?
5. What were the properties of rubber before its vulcanization?
6. How can rubber be made hard and strong?

PART 2

TEXT 2.1

1. Before reading the text answer the following questions:

1. Name some of the great Russian scientists.
2. What branch of science are you interested in?
3. What facts do you remember from M. V. Lomonosov's biography? (Where was he born? Where did he study? What fields of science did he work in?)
4. Do you remember hew Pushkin called Lomonosov?

M. LOMONOSOV

The Russian scientist Mikhail Vasilievich Lomonosov was born in 1711, in the village of Denisovka near the town of Kholmogory, Archangelsk Gubernia, to the family of a fisherman. Taught to read and write by a literate fellow-villager, Lomonosov had soon read all the books he could obtain in his village. At the age of 17 he left his native village, and made his way to Moscow, In Moscow he succeeded to enter the Slav-Greek-Latin Academy, the only higher educational institution in Moscow at that time.

Neither the conditions of work nor material difficulties discouraged young Lomonosov. His brilliant capabilities and hard work enabled him to complete the seven-grade curriculum of the Academy in four years. Lomonosov did not finish the last grade, as he was transferred together with eleven others of the best pupils to Petersburg to study at the University of the Academy of Sciences.

Less than a year after he came to Petersburg Lomonosov was sent abroad to study metallurgy and mining. In 1741, after his return to Russia Lomonosov was appointed Adjunct of the Academy in the class of physics and soon became a professor in chemistry and a full member of the Russian Academy of Sciences.

His tireless scientific and practical activities were striking for their breadth and diversity. "Only now, after two centuries have passed, can we grasp in full and appreciate all that was done by this giant of science", wrote S. Vavilov. "His achievements in the spheres of physics, chemistry, astronomy, instrument-making, geology, geography, linguistics and history would be worthy of the activities of a whole academy." No wonder Pushkin called Lomonosov "our first university." Among the numerous discoveries of Lomonosov is the Law of Conservation of Mass. This is the fundamental law of chemical change of substance formulated as follows: *The mass of a body remains unchanged by any physical or chemical change to which it may be subjected.*

Lomonosov developed a corpuscular theory of the structure of substance in which he anticipated the present-day theory of atoms and molecules.

Lomonosov considered chemistry his "main profession", but he was at the same time the first outstanding Russian physicist. He constantly emphasized the necessity of a close connection between chemistry and physics. He said that chemical phenomena could be treated correctly only on the basis of physical laws.

Explaining chemical phenomena through the laws of physics, Lomonosov founded a new science, namely, physical chemistry.

Lomonosov was not only a talented scientist, but a materialist philosopher as well. Examining the phenomena of nature, he came to the materialistic conclusion on the fundamental question of philosophy – that of the relation of thought to being. He gave all his energy to the promotion of Russian science. In 1755 Moscow University was founded thanks to the efforts and after the project of Lomonosov. This university became a major centre of Russian enlightenment and science.

Lomonosov died in 1765, at the age of 54.

2. Answer the questions:

1. What family was M. Lomonosov born to?
2. Who taught him to read and write?
3. Where did Lomonosov study?
4. Why didn't Lomonosov finish the last grade of the Academy?
5. How did Lomonosov get to Moscow?
6. Did Lomonosov study only in Russia?
7. What scientific degrees did Lomonosov receive?
8. What theories and laws did Lomonosov discover and formulate?
9. Was Lomonosov a materialist philosopher?

3. Translate the following international words into Russian without a dictionary. Check your translation of the italicized words in the dictionary:

atmosphere, material, *brilliant*, academy, metallurgy, adjunct, professor, chemistry, practical, activity, sphere, astronomy, *instrument*, geology, geography, linguistics, history, *conservation*, mass, *substance*, formulate, reaction, form, result, corpuscular, theory, atom, molecule, profession, phenomenon, basis, talent, philosopher, *nature*, energy, project, *major*, centre.

4. Translate the following compound words and combination:

fisherman, fellow-villager, higher educational institution, discourage, breadth, tiresome, tireless, scientific activities, the present-day theory, a centre of enlightenment, chemical change of a substance, anticipate/

5. Analyze the structure of the following words. Give other words of the same root. Translate the words into Russian:

discourage, capabilities, breadth, discover, outstanding, found.

TEXT 2.2

1. Before reading the text answer the following questions:

1. What planets of our Solar System do you know? Name them.
2. What problems concerning Mars are we interested in?
3. Do you know anything about Martian sputniks?
4. What science fiction books did you read?
5. What do you know about the Russian scientists Shklovsky and Tikhov?

MARS.
THEORIES AND PROBABILITIES OF LIFE ON THE PLANET

The Space programme for future years includes investigations of Mars and Venus. There are so many unknowns about these planets. Scientists say that it is impossible to make definite plans until a great deal more is revealed by instruments. Today scientists are studying closely every kind of theory that has ever been published about Mars and Venus. One of the most interesting problems about Mars is whether life exists or doesn't on the planet.

Typical is the support for the most starting theory about Mars – that it has two big artificial satellites in orbit around it put there by beings who are, or were, far more advanced than us, scientifically. Professor I. S. Shklovsky, physics and mathematics expert, is quite certain about this. He bases his belief on new evidence that the two satellites – plainly visible to observatories – were not in existence more than one hundred years ago. Called Phobos and Deimos (Fear and Terror) they were discovered in 1877 by an American astronomer, Hall.

Phobos is in orbit at a distance of about 6,000 km. from Mars and completes one revolution of its mother planet every 7 hours 39 minutes.

Deimos moves in a circular orbit with a radius of 23,500 km. and circuits in 30 hours 18 minutes. Both move in the plane of the Martian equator.

They are approximately sixteen and eight kilometres across – the smallest satellites of any known planet. "And this is just about all we know of them," says Shklovsky.

What makes them so interesting?—"Firstly," he says, "their size and proximity to their planet; an absolutely unique phenomenon in our solar system is that the period of revolution of Phobos is shorter than that of its own parent Mars". The scientists don't know how to explain the origin of these two. If we think, for instance, that they are asteroids, accidentally "captured" by Mars, then why are they moving in circular orbits lying precisely on the equatorial plane?

An American astronomer Sharpies discovered in 1945 that Phobos had changed its position.

Deviation from its proper orbit was as much as 2.5° (degrees) a sensational finding. It means that Phobos drew nearer to the surface of Mars.

This is exactly the behaviour of the artificial satellites of the Earth, atmospheric resistance slows up their movement, they progressively descend and at the same time their speed is accelerated.

The changes in the nature of movement are so great that we can confidently say that we are witnessing the slow agony of a celestial body. It means that in just 15 million years Phobos will fall on Mars, astronomically speaking, this is a very short period indeed.

The assumption that Phobos is hollow inside – is a cosmic impossibility.

Shklovsky believes that Phobos is not a natural creation but an artificial satellite, and so, probably, is Deimos.

Then it is known, for example, that asteroids whose size in some cases is much bigger than Phobos and Deimos, are not as a rule round, for they are mostly odd-shaped fragments of rock. Their revolution in space around a centre of gravity produces changes in appearance to the scientists and astronomer in an observatory; sometimes they are very bright, sometimes very dark, according to which surface is visible. If the brightness of Mars' satellites should prove constant, it would confirm their spherical shape. A constant watch is being kept on the strange cosmic twins by some of the most efficient observatories in Russia.

One thing that Earth telescopes will never see, however, is whether life exists on Mars itself – that much loved theory of science fiction writers.

Professor G. Tikhov in lectures and scientific papers challenged the beliefs of Sir James Jeans who denied the existence of life anywhere else except on Earth. Tikhov as a scientist in astrobiology showed, that even on Earth there are plants which have adapted themselves to a lack of oxygen and some even can live on ammonia gas. Tikhov and his pupils demonstrated that the optical properties of the Martian "seas" bear a great resemblance to earth plants living in hard climatic conditions.

The famous canals discovered in 1877 by an Italian scientist Schiaparelli and the theory of canals developed by the American Lowell offer a lot for the intelligence of scientists.

There are many breathtaking assumptions about life on Mars: in 1952 astronomers suddenly discovered an unfamiliar green patch on Mars – a new "sea". This odd formation darkens every year, though it stays the same shape, in 1937, 1951, 1954 curious, brilliant point flashes on Mars' surface were observed. It is hard to guess what they represent.

And then the Tungus mystery!

This was an unexplained, gigantic explosion in Siberia in 1908. Theories were at once put forward that the cause was a visit from another planet by a spaceship. To support this, it was claimed that the soil in the area remained radioactive, though no trace of meteorites had been found. Many fantastic novels were written on this subject. However, an expedition in the summer of 1960 definitely proved that the explosion was caused by a comet colliding with the Earth.

So the idea of existence of life on Mars is taken seriously by many scientists, such ideas are being discussed in lecture rooms and scientific forums, on pages of scientific books and in science fiction and stimulate interest in people who believe in existence of other highly civilized communities.

2. Answer the questions:

1. What can you say about the possibility of investigations of Mars?
2. How are the satellites of Mars called?
3. What do the words Phobos and Deimos mean in Russian?
4. Who discovered the Mars' satellites?
5. What is Shklovsky's supposition about the origin of Mars' satellites?
6. How does Shklovsky prove his theory?
7. What did an American astronomer Sharpies discover?
8. What is the behaviour of Phobos?
9. What phenomenon can prove the spherical shape of the satellites?
10. What did Tikhov prove?
11. Who discovered the famous Martian canals?
12. What phenomena were observed on Mars' surface?

3. Translate the following international words into Russian. Find the translator's false friends:

programme, planet, plan, instrument, radiation, theory, interesting, problem, type, satellite, orbit, expert, base, observatories, astronomer, distance, revolution, minute, circular, radius, equator, kilometres, unique, solar system, period origin, asteroid, position, deviation, sensational, atmospheric, resistance, progressive, confidently, agony, celestial, million, cosmic, fragments of rock, centre of gravity, spherical shape, a constant, telescope, lecture, astrobiology, ammonia gas, optical

instruments, the famous Martian Canals, brilliant points, scientific forum, gigantic Tungus explosion in 1908, visit, meteorites, comet, idea, fantasy, civilized communities, absolute, climate, climatic conditions.

4. Form adverbs from adjectives. Translate the words into Russian:

brilliant, definite, high, close, dead, certain, short, sudden, scientifical, plain, approximate, first, absolute, precise, actual, near, serious, exact, artificial, great, slow, astronomical, short, probable, most, bright

5. Form nouns with the help of suffixes -ing, -ance (-ence), -ity. Translate the words into Russian:

possible; impossible; to land; to exist; evident; distant.

6. Form antonyms with the help of prefixes de-, in-, dis-, un-, im-, ex- Translate the words into Russian:

include, known, possible, cover, courage, visible, definite, familiar, form, explained.

TEXT 2.3

1. Before reading the text answer the following questions:

1. Do you know how people wrote thousands of years ago?
2. What is papyrus?
3. Is it possible to build a house without a drawing?
4. Where is technical drawing used?
5. Are the principles of descriptive geometry used in technical drawing?

FROM THE HISTORY OF THE RUSSIAN DRAWING

People learned to draw pictures of the objects around them long before they learned to write. The ability to make simple drawings helped man to develop his first written language. He used picture instead of letters, and in this way told about military campaigns, battles and hunting.

The ancient people drew on the bark of trees, on stone, bone, leather and other materials. In time they learned to make a material called papyrus, which they used specially for writing and for drawing. People began to use pictures for building houses, palaces and other buildings. As time went on the pictures used for technical purposes changed, took other forms, and gradually turned into drawings.

At first, these drawings consisted only of a single picture showing the object viewed from above. This picture was called a plan. Later, people began to add a front view of the object to this plan. And then other “views” were added. The methods of picturing objects were improved.

In Russia the people developed their own methods of representation of objects in drawing. Historical documents and the monuments of ancient architecture in Kiev, Vladimir and other cities show that the architects of Ancient Rus (Древняя Русь) used drawings.

The method that Andrei Rublev, the famous Russian painter of the 14th–15th centuries, used to depict buildings in his pictures is very similar to one of the methods used in drawing today.

A plan of the city of Moscow was drawn in 1597. Many documents bear witness to the great skill of the Russian graphic artists of those days. Among these documents are A Map of Siberia, A Book of Drawings of the Towns and Lands of Siberia and others.

Industry, mining and ship-building began to develop in Russia at the beginning of the 18th century. This was also a period of progress in the use and improvement of drawings.

Russian inventors also did much to develop methods of making mechanical drawings. Ivan Kulibin, the famous Russian inventor (1735–1818), made drawings of his numerous inventions.

The drawings of Russia's first steam-powered machines, invented by the outstanding Russian mechanic Ivan Polsunov, are likewise modern drawings.

Very complex drawings were made by Efim and Miron Cherepanov (father and son), the famous Russian mechanics and engineers who invented the first Russian steam engine. It is interesting to note that Ivan Kulibin, Ivan Polsunov and many others made their drawings by methods which were first described by Gaspard Monge, the French engineer and scientist, only in 1795. Kosma Frolov, a Russian inventor, made interesting drawings of his hydropower installations, It was in 1787.

Vasily Bazhenov, the noted Russian architect (1737–1799), was a very skilful draughtsman. His pupil and assistant, Matvei Kasakov (1738–1812), who built many beautiful buildings that stand in Moscow to this day, was also very skilled in graphic art. Pyotr Titov, the talented self-taught Russian ship-builder (1843–1894) made superb drawings of ships.

Modern mechanical drawing is based on scientific principles known as descriptive geometry. The founder of this science in Russia was Professor J. A. Sevastyanov, who solved many problems of descriptive geometry and showed how to apply it to mechanical drawing.

The famous Russian scientist V. I. Kurdyumov (1853–1904) contributed much to Russian science. In his numerous works he gave a new scientific trend to many fields of descriptive geometry and developed methods for applying this science to technical drawing.

So the Russian school of engineering graphics was perfected by many Russian architects, mechanics, engineers, technicians and scientists.

Engineering drawing attained its greatest development in Russia under soviet rule. Based on the Russian national school of graphics, the Soviet school of the science of drawing linked up the development of science with its practical application. The works of N. F. Chetverukhin, D. I. Kargin and others are of great significance for the development of Soviet graphics.

2. Answer the questions:

1. How did people tell about their life long ago?
2. What did people use pictures for?
3. What is the difference between a plan and a drawing?
4. Did the architects of Ancient Rus use drawings?
5. What did Andrei Rublev depict in his pictures?
6. How can you prove that graphic art was developed in old Russia?
7. Which inventors made drawings of their inventions?
8. Who was the first to describe methods of drawing?
9. What is mechanical drawing based on?
10. Who of the soviet scientists contributed to soviet graphics?

3. Translate the following into Russian without a dictionary:

People couldn't write, but they could draw pictures of objects. Papyrus is a material specially used for writing and drawing.

A plan shows an object viewed from above. The front view of the building was represented in the picture. Methods of making drawings were described in old documents. We know many superb drawings made by famous Russian architects and inventors. Principles of descriptive geometry were applied to technical drawing. Drawing links up science with practice. Soviet State Standards permit every person trained in graphics to read and understand every drawing.

4. Define the part of speech of the italicized word in the given combinations. Translate the following into Russian:

written language, pictures *used* for technical purposes *changed*, the *view* of the object, the object *viewed* from above, methods *used* to show buildings, pictures *showing* objects, *buildings shown* in the pictures, *progress* in the *use* of *drawings*; he *progressed* in drawing; Kasakov *built* many beautiful *buildings*; in Moscow you can see many *buildings built* by Kasakov; he *made drawings*.

5. Analyze the structure of the following words. Translate them into Russian:

ship-building, steam-powered (machines), hydropower, draughtsman, skilful, self-taught ship-builder, outstanding, likewise.

6. Give other words of the same root as the given ones. Translate the words into Russian:

draw, development, build, add, improve, represent, architecture, paint, installation, achieve, invent, scientist, art, begin, engineering, description, assist, practice, important.

7. Translate the international words into Russian. Pay attention to the italicized ones:

person, graphic, geometry, method, architect, mechanic, technician, national, practice, standard, assistant, talent, *principle, principal*, modern, interesting, plan, industry, document, monument, *artist*, form, *object, front*, history, military, material, papyrus.

TEXT 2.4

CAT IN THE RAIN

Ernest Hemingway

There were only two Americans stopping at the hotel. They didn't know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colors of the hotels facing the gardens and the sea. Italians came from a long way to look up at the war monument. It was made of bronze and glistened in the rain. It was raining. The rain dripped from the palms trees. Water stood in pools on the gravel paths. The sea broke in a long line in the rain and slipped back down the beach to come up and break again in a long line in the rain. The motor cars were gone from the square by the war monument. Across the square in the doorway of the cafe a waiter stood looking out at the empty square.

1. Прокомментируйте порядок слов в переводе предложений, начинающихся с оборота “There were...”.

2. Какие лексические единицы при переводе второго предложения можно опустить и почему?

3. Какую грамматическую трансформацию целесообразно осуществить при переводе третьего предложения?

4. Найдите в тексте интернациональные и псевдоинтернациональные слова и дайте обоснованные варианты их перевода.

5. Что представляет собой сочетание “war monument” *с точки зрения теории перевода? Как следует подходить к переводу таких словосочетаний?*

6. В каких предложениях и каким образом целесообразно применить лексические контекстуальные замены?

7. В каком предложении артикль обязательно должен быть передан при переводе и каким образом?

8. Каким образом следует передать инфинитив “to come up” в предложении, начинающемся “The sea broke in a long line...”?

9. *Каким образом предпочтительнее передать причастие* “looking out” *в последнем предложении?*

10. *Выполните письменный перевод отрывка и сравните ваш вариант с опубликованным в различных изданиях Хемингуэя переводом Л. Кисловой. Есть ли в варианте профессионального переводчика что-то, с чем вы не согласны?*

TEXT 2.5

THE CATCHER IN THE RYE

Jerome David Salinger

Finally, what I decided I’d do, I decided I’d go away. I decided I’d never go home again and I’d never go away to another school again. I decided I’d just see old Phoebe and sort of say good-bye to her and all, and give her back her Christmas dough, and then I’d start hitchhiking my way out west. What I’d do, I figured, I’d go down to the Holland Tunnel and bum a ride, and then I’d bum another one, and another one, and in a few days I’d be somewhere out west where it was pretty and sunny and where nobody’d know me and I’d get a job. I figured I could get a job at a filling station somewhere, putting gas and oil in people’s cars. I didn’t care what kind of a job it was, though. Just so people didn’t know me and I didn’t know anybody. I thought what I’d do was, I’d pretend I was one of those deaf-mutes. That way I wouldn’t have to have any goddam stupid useless conversations with anybody. If anybody wanted to tell me something, they’d have to write it on a piece of paper and shove it over to me. They’d get tired as hell doing that after a while and I’d be through with having conversations for the rest of my life. Everybody’d think I was just a poor deaf-mute bastard and they’d leave me alone. They’d let me put gas and oil in their stupid cars, and they’d pay me a salary and all for it, and I’d build me a little cabin with the dough I made and live there for the rest of my life.

1. К какому стилю речи вы бы отнесли данный отрывок? Выделите стилистически маркированные лексические единицы. Всем ли им возможно подобрать стилистически адекватные соответствия в русском языке? Как следует поступить переводчику в тех случаях, когда это невозможно?

2. Как бы вы охарактеризовали синтаксис данного отрывка? Обоснуйте вашу точку зрения примерами из текста. Как, по вашему мнению, эти особенности синтаксиса следует передавать в переводе?

3. Во всех ли случаях следует передавать “слова-паразиты” – “and all”, “sort of”? *Обоснуйте ваше мнение с точки зрения принципа адекватности перевода.*

4. Каким образом следует передать на русский язык имя сестры главного героя Phoebe *и название туннеля под рекой Гудзон в Нью-Йорке* Holland Tunnel*?*

5. Что представляет собой словосочетание Christmas dough*? Каким образом его можно передать в переводе?*

6. Какие грамматические трансформации целесообразно произвести в предложении, начинающемся "what I'd do, I figured..." *и в последнем предложении отрывка?*

7. Какое лексическое соответствие вы используете для перевода выражений "start hitchhiking" *и* "bum a ride"?

8. Каким образом следует передать причастие "putting" *в предложении, начинающемся* "I figured I could get a job..."?

9. Какие два предложения целесообразно объединить при переводе данного отрывка?

10. Что представляют собой с точки зрения теории перевода следующие слова: station, gas, bastard, cabin*? Каким образом вы передадите их на русский язык?*

11. *Каким образом следует передать словосочетание* "pay me a salary" *в последнем предложении? Обоснуйте ваше мнение.*

12. *Попробуйте применить прием антонимического перевода к заключительной части последнего предложения.*

13. Переведите отрывок письменно и сравните ваш вариант с опубликованным переводом Р. Райт-Ковалевой. Со всем ли в варианте профессионального переводчика вы согласны?

TEXT 2.6

THE PICTURE OF DORIAN GRAY

Oscar Wilde

The thing was still loathsome – more loathsome, if possible, than before – and the scarlet dew that spotted the hand seemed brighter, and more like blood newly spilt. Then he trembled. Had it been merely vanity that had made him do his good deed? Or the desire for a new sensation, as Lord Henry had hinted, with his mocking laugh. Or that passion to act a part that sometimes makes us do things finer that we are ourselves? Or, perhaps, all these? And why was the red stain larger than it had been? It seemed to have crept like a horrible disease over the wrinkled fingers. There was blood on the painted feet, as though the thing had dripped – blood even on the hand that had not held the knife. Confess? Did it mean that he was to confess? To give himself up, and be put to death? He laughed. He felt that the idea was monstrous. Besides, even if he did confess, who would believe him? There was no trace of the murdered man anywhere. Everything belonging to him had been destroyed. He himself had burned what had been

below-stairs. The world would simply say that he was mad. They would shut him up if he persisted in his story... Yet it was his duty to confess, to suffer public shame and to make public atonement. There was a god who called upon men to tell their sins to earth as well as to heaven. Nothing that he could do would cleanse him till he had told his own sin. He shrugged his shoulders. The death of Basil Hallward seemed very little to him. He was thinking of Hetty Merton. For it was an unjust mirror, this mirror of his soul that he was looking at. Vanity? Curiosity? Hypocrisy? Had there been nothing more in his renunciation than that? There had been something more. At least he thought so. But who could tell?... No. There had been nothing more. Through vanity he had spared her. In hypocrisy he had worn the mask of goodness. For curiosity's sake he had tried the denial of self. He recognized that now.

1. Подберите ряд вариантных соответствий следующим словам: loathsome, to confess, monstrous, shame, atonement, sin, vanity, curiosity, hypocrisy, renunciation. *Сделайте на основе контекста выбор в каждом случае и обоснуйте его.*

2. Каким образом следует передать в переводе имена собственные Basil Hallward *и* Hetty Merton?

3. К переводу каких лексических единиц в данном отрывке целесообразно применить прием конкретизации?

4. Прокомментируйте особенности перевода слов sensation, public, mask.

5. Найдите случаи употребления страдательного залога в данном тексте и объясните, в каких случаях его можно сохранить в переводе, а в каких следует заменить действительным.

6. В каких предложениях следует при переводе изменить порядок слов?

7. Найдите предложения, содержащие стилистическую инверсию, и объясните, каким образом она может быть передана при переводе.

8. Выполните письменный перевод данного отрывка и сопоставьте свой вариант с опубликованным переводом М. Абкиной.

TEXT 2.7

THE FINANCIER

Theodore Dreiser

Cowperwood was twenty-five at the time, a cool, determined youth, who thought the slave agitation might be well-founded in human rights – no doubt was – but exceedingly dangerous to trade. He hoped the north would win, but it might go hard with him personally and other financiers. He did not care to fight. That seemed funny for the individual man to do. Others might – there were many poor, thin-minded, half-baked creatures who would put themselves up to be shot: but

they were only fit to be commanded or shot down. As for him, his life was sacred to himself and his family and his personal interests. He recalled seeing, one day, in one of the quiet side streets, as the working-men were coming home from their work, a small enlisting squad of soldiers in blue marching enthusiastically along, the union flag flying, the drummers drumming, the fifes blowing, the idea being, of course, to so impress the hitherto indifferent or wavering citizen, to exalt him to such a pitch, that he would lose his sense of proportion, of self-interest, and, forgetting all – wife, parents, home, and children – and seeing only the great need of the country, fall in behind and enlist. He saw one working-man swinging his pail, and evidently not contemplating any such denouement to his day's work, pause, listen as the squad approached, hesitate as it drew close, and as it passed, with a peculiar look of uncertainty or wonder in his eyes, fall in behind and march solemnly away to the enlisting quarters. What was it that had caught this man, Frank asked himself. How was he overcome so easily? He had not intended to go. His face was streaked with the grease and dirt of his work – he looked like a foundry man or machinist, say twenty-five years of age.

1. Подберите ряд варианты перевода следующих словосочетаний: well-founded in human rights; thin-minded, half-baked creatures; the fifes blowing, to impress the hitherto indifferent or wavering citizen; denouement of his day's work, dirt of his work.

2. Найдите в тексте интернациональные и псевдоинтернациональные слова и дайте обоснованные варианты их перевода.

3. Попробуйте применить различные приемы создания контекстуальных замен при переводе следующих словосочетаний:

- he did not care to fight
- ...they were only fit to be shot down
- ...to exalt him to such a pitch
- ... Seeing only the great need of his country

4. Что представляет собой с точки зрения теории перевода словосочетания slave agitation, individual man? *Каким образом их следует передать на русский язык?*

5. Найдите в тексте случаи употребления страдательного залога. Где его можно сохранить в переводе, а где следует заменить действительным?

6. Найдите в тексте случаи употребления абсолютных конструкций. Какие способы следует использовать для их передачи?

7. В переводе каких предложений и почему целесообразно использовать прием членения?

8. Выполните письменный перевод данного отрывка и сопоставьте его с опубликованным переводом М. Волосова.

TEXT 2.8

THE NIGHTINGALE AND THE ROSE

Oscar Wilde

And when the moon shone in the heavens the nightingale flew to the rose-tree, and set breast against the thorn. All night long she sang, with her breast against the thorn, and the cold crystal moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her life-blood ebbed away from her.

She sang first of the birth of love in the heart of a boy and a girl. And on the topmost spray of the rose-tree there blossomed a marvellous rose, petal following petal, as song followed song. Pale was it, at first, as the feet of the morning, and silver as the wings of the dawn. As the shadow of a rose in a mirror of silver, as the shadow of a rose in a water-pool, so was the rose that blossomed on the topmost spray of the tree.

But the tree cried to the nightingale to press closer against the thorn. "Press closer, little nightingale", cried the tree, "or the day will come before the rose is finished."

So the nightingale pressed closer against the thorn, and louder and louder grew her song, for she sang of the birth of passion in the soul of a man and a maid.

And a delicate flush of pink came into the leaves of the rose, like the flush in the face of the bridegroom when he kisses the lips of the bride. But the thorn had not yet reached her heart, so the rose's heart remained white, for only a nightingale's heart's blood can crimson the heart of a rose.

And the tree cried to the nightingale to press closer against the thorn. "Press closer, little nightingale," cried the tree, "or the day will come before the rose is finished."

So the nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder grew her song, for she sang of the love that is perfected by death, of the love that dies not in the tomb.

And the marvellous rose became crimson, like the rose of the eastern sky. Crimson was the girdle of petals, and crimson as a ruby was the heart.

1. Как бы вы охарактеризовали стиль данного отрывка?

2. Подберите варианты перевода следующих словосочетаний:

ebbed away, topmost spray, delicate flush of pink, wilder and wilder grew her song.

3. При переводе каких предложений следует применить те или иные приемы создания контекстуальных замен?

4. Найдите в тексте эпитеты и подберите им вариантные соответствия.

5. Найдите в тексте метафоры и сравнения и предложите варианты их перевода.

6. Укажите в тексте случаи употребления стилистической инверсии и предложите варианты ее передачи в переводе.

7. Найдите в тексте два предлога, использованных в значениях, отличных от общеупотребительных. Как их следует передать в переводе?

8. Найдите в тексте случаи употребления абсолютных конструкций и предложите варианты их перевода.

9. Выполните письменный перевод данного отрывка и сопоставьте его с опубликованным переводом М. Благовещенской.

МАТЕРИАЛЫ ДЛЯ ЗАЧЕТА

TEXT 1
YOUNG MINDS FORSE-FED WITH INDIGESTIBLE TEXTS

As the commissars of political correctness on the left and the fundamentalist sentries of morality on the right have clamped down on the education system, more and more subjects, words and ideas have become taboo. According to Diane Ravitch's fiercely argued new book, "The Language Police," the following are just some of the things students aren't supposed to find in their textbooks or tests:

Mickey Mouse and Stuart Little (because mice, along with rats, roaches, snakes and lice, are considered to be upsetting to children).

Stories or pictures showing a mother cooking dinner for her children, or a black family living in a city neighborhood (because such images are thought to purvey gender or racial stereotypes).

Dinosaurs (because they suggest the controversial subject of evolution).

Tales set in jungles, forests, mountains or by the sea (because such settings are believed to display "a regional bias").

Narratives involving angry, loud-mouthed characters, quarreling parents or disobedient children (because such emotions are not "uplifting").

Owls are out because some cultures associate them with death. Mentions of birthdays are to be avoided because some children do not have birthday parties. Images or descriptions of a mother showing shock or fear are to be replaced by depictions of both parents "expressing the same facial emotions."

Mentions of cakes, candy, doughnuts, French fries and coffee should be dropped in favor of references to more healthful foods like cooked beans, yogurt and enriched whole-grain breads. And of course words like brotherhood, fraternity, heroine, snowman, swarthy, crazy, senile and polo are banned because they could be upsetting to women, to certain ethnic groups, to people with mental disabilities, old people or, it would seem, to people who do not play polo.

In “The Language Police,” Ms. Ravitch — a historian of education at New York University and the author of “Left Back,” a 2000 book about failed school reform — provides an impassioned examination of how right-wing and left-wing pressure groups have succeeded in sanitizing textbooks and tests, how educational publishers have conspired in this censorship, and how this development over the last three decades is eviscerating the teaching of literature and history.

Michiko Kakutani, New York Times. April 29, 2003

TEXT 2
THE CHILDREN WHO WON’T GROW UP

The alarm bells started ringing a few years ago. I was showing a friend around my campus when we encountered a group of undergraduates absorbed in watching Teletubbies in the bar.

Normally, the sight of a group of 18- to 21-year-olds indulging their taste for a programme aimed at toddlers would not have made much of an impact on my imagination. But my then two-year-old son’s attachment to these sickly-sweet characters meant that I had become all too familiar with them; and the previous evening I had made a futile effort to wean my son off the Teletubbies by offering him some more challenging visual alternatives. It didn’t work – and I was struck by the thought that it wouldn’t work with these 21-year-olds either.

Not every twentysomething is into the Teletubbies – indeed, many of today’s students seem to prefer the older pre-schoolers’favourite, The Tweenies. Yet when I complain about young adults’ fascination with early years television, 28-year-old John Russell looks at me as though I am a lost cause. John, a well-paid lawyer, says he isn’t interested in doing ‘adult stuff’. He loves his PlayStation and spends a considerable portion of his disposable income on hi-tech toys.

Fred Simons and Oliver Bailer, both estate agents in their late twenties, play with their Nintendo and boast that they haven’t changed much since their school years. Helen Timerman, a 27-year-old designer, proudly shows me her collection of soft toys. She loves cuddling them and believes that her little animals, neatly arranged in her bedroom, give her a zone of security.

But does it matter that we are gradually losing sight of what distinguishes adults from children? After all, there have always been sad men and women who took great delight in childish things. Nor is the desire to remain young a peculiarly recent development. Throughout history people have relentlessly sought the secret of youth, and tried to slow down the inexorable process of aging.

The infantilisation of contemporary society is driven by passions that are quite specific to our times. The understandable desire not to look old has been replaced by the self-conscious cultivation of immaturity. People in the past wanted to appear young and attractive, but not necessarily to behave like children.

The present-day obsession with childish things may seem like a trivial detail - but the all-pervasive nostalgia for childhood among young adults is symptomatic of a profound insecurity towards the future. Hesitations about embracing adulthood reflect a diminished aspiration for independence, commitment and experimentation.

Frank Furedi, spiked. July 29, 2003

TEXT 3
CAN WORK KILL?

According to Sigmund Freud, a man's mission in life is 'to work and to love.' In this modern world, an excess of – or, at least, unprotected – love can be hazardous indeed. But what of work? Can a man literally work himself to death?

The Japanese think so; in fact, karoshi, or ‘death from overwork’, is a recognized diagnosis that qualifies survivors of its victims to receive employee compensation payments. A 1998 survey of 526 Japanese men, aged 30 to 69, supported the idea that long working hours can be hazardous to a man's health. The subjects of the study included men who had been hospitalized with a heart attack as well as healthy men of similar ages and occupations. The results were striking: men from both groups who put in more than 11 hours of work on an average day were 2.4 times more likely to have a heart attack than were men who worked 'just' seven to nine hours a day.

If stress at work kills, how does it happen? Nobody knows for certain. But we do know that mental stress increases blood levels of adrenaline and cortisone, two so-called stress hormones. Psychological stress raises the blood pressure and heart rate; it can also induce abnormalities in the heart's pumping rhythm, known as arrhythmias. Stress can also activate platelets in the blood, triggering clots that can block diseased coronary arteries. Furthermore, doctors have known for several years that anger in particular can trigger heart attacks and that mental stress tests can predict heart trouble more accurately than exercise stress tests.

Anger is an important component of stress on the job – and according to a recent study, men with the most anger and hostility have the highest risk of heart disease.

Men do not have to retire to protect their health. They should, however, certainly eat right, exercise often and avoid smoking to keep their hearts healthy. They should have regular medical care and be sure their blood pressure and cholesterol levels are okay. But they should also seek a work environment that provides a healthy degree of autonomy and control without sacrificing social supports. At its best, work should be challenging without being stressful; it should also be balanced by a healthy amount of play.

TEXT 4
COMMONSENSICAL MYSTYCISM

Astrologers are miffed that a study for the Journal of Consciousness Studies has proved their profession to be a load of nonsense.

For several decades, researchers tracked more than 2000 people born within minutes of each other in March 1958. Looking at more than 100 different characteristics, including occupation, anxiety levels, aggressiveness, IQ levels and sporting ability, the scientists found that these 'time twins' grew up to have absolutely nothing in common with each other. 'The test conditions could hardly have been more conducive to success', says the report, 'but the results are uniformly negative'.

Astrologers have reacted angrily. 'It is simplistic and highly selective and does not cover all of the research', says Frank McGillion, a consultant to the Southampton-based Research Group for the Critical Study of Astrology. Elsewhere, Roy Gillett, president of the Astrology Association of Great Britain, said the findings should be treated 'with extreme caution', accusing the researchers of trying to 'discredit astrology'.

One would have thought that astrology was quite a discredited pursuit as it was. Still, pointing out that astrology is but hocus-pocus is a case of but stating the obvious. It is a pretty harmless pursuit, which even if responsible for the shrinking of the intellect of the easily led, seems to help people through the day.

One criticism of astrology is that its diagnoses and consequent words of advice are so vague as to betray the practice as a matter of guesswork and bet-hedging. Consider some pieces of advice from Peter Watson's column from the Daily Mail on Wednesday this week. 'You have some very valid points to make but objectivity and clarity of thought are essential if you're to convince others that you're right', he tells Aries readers. 'Your emotional responses might overshadow common sense. You mustn't let that happen because in order to be of any help to others it's essential that you are calm and clear thinking', is his advice for Gemini, while for Capricorns he intones: 'It's about to become obvious that some menial tasks need to be taken care of.'

To accuse such sentiments of banality or blatant flattery misses the point: it is because such pieces of advice are so universal and commonsensical that they are worth repeating. Sometimes it is important to be reminded that valid points need to be made with clarity, or that you mustn't let emotions cloud one's judgment. Star signs may not be symptomatic of the forces of the cosmos going about their work, but they do offer sound, if obvious, advice.

And take it from me, for the Mail also has some wise words to say about us Libras: 'There's something very reassuring about feeling confident that your opinions are your own and they are sound. They certainly don't deserve to be pulled apart by those whose own ideas seem to be all over the place.'

Patrick West, spiked. August 22, 2003

TEXT 5
CRISIS OF FAITH

Although I do not believe in God, I have always had a great deal of respect for organised religions. Yes, religion is responsible for a great deal of wars, suffering and misery, waged over ridiculous aspects of doctrine. To us atheist rationalists, squabbles over the veracity of the doctrine of papal infallibility, the Virgin birth, or whether Jesus was indeed the Messiah, appear akin to the Jonathan Swift's Lilliputian wars between the Big Endians and Little Endians: two tribes who fought bitter battles over whether an egg should be broken by its round or pointed end. In other words, organised religion seems an unholy alliance of the violent and the absurd.

At the same time, Christianity has been an immeasurably positive influence on Western civilization. More than any other religion, Christianity adheres to the notion of the self. It is a belief in the self, in self-achievement, self-belief, self-responsibility and self-pursuit that is the cornerstone of civilization – as Adam Smith pointed out. Barbarism is underpinned by a reliance on the herd, conformity, the inability to think new thoughts, to challenge the status quo, or to offend the contemporary guardians of morality. The Enlightenment owes a massive debt to Christian ethics and Christian heritage. Islam, too, with its emphasis on dignity, fortitude, self-discipline and self-respect, is something to be admired.

But religion is something we should grow out of. Yes, this is an old argument. But it is one that we don't hear much these days, what with our current climate of postmodernist pessimism – which deems even atheist and Enlightenment values as bigoted, Eurocentric or possibly racist. In a Chestertonian vein, we may have surrendered a belief in traditional orthodoxies, but we have not surrendered a religious impulse. Westerners today believe in all sorts of mumbo-jumbo, from astrology, new-age pseudo-Celtic religions, Eastern mysticism, personal 'guardian angels' or, worst of all, a 'general sense of spirituality'.

I have always maintained that believing in proper religions is better than adhering to incoherent, modern-day ersatz faiths. At least traditional religion offers a proper moral framework. Campaigners for universal suffrage, votes for women and the abolition of slavery were all driven by a deep Christian conviction that all men and women were created as equals. In this respect, Christianity is far more desirable than pseudo-faiths, which encourage not so much self-belief and self-responsibility, but self-obsession. They turn us into passive objects; Christianity encourages us to be active subjects.

At least, this is what I used to believe. It took just one Christian service too many to sully my view of my native religion. On Christmas Eve, to appease my mother, as I do every year, I attended midnight mass at a Roman Catholic church in Canterbury. The music was dreadful, the singing diabolical and the priest unspeakably boring and rambling. To see the multitude bowing and genuflecting before such an oaf really brought out the cantankerous atheist in me.

Perhaps I should stop reading all that Nietzsche, or maybe I came to the conclusion that all forms of superstition, traditional or not, are for cretins.

Patrick West, spiked. December 30, 2003

TEXT 6
"HEY, MR. WHITE, THAT'S THE WRONG COLOR FOR THAT"

As hard as you might try, it's not easy to keep folks from finding out that you're color-blind. I have been color-blind all my life. Color blindness is a sex-linked genetic dysfunction; about 8 percent of the men in this country are color-blind compared with hardly any women. A lot of people can't resist interrogating men like me. It isn't uncommon for us to have someone we've never seen before thrust a portion of clothing at us and demand, "What color is this?"

I was a middle school teacher for a long time in a small Southern district where most of the students were black. At first I tried to hide my disability. Although I drew elaborate color graphs and illustrations on the chalkboard, I did it early in the morning when the teacher next door could help me select my chalks. At that time, I thought I was smart enough to wiggle out of questions like, "Mr. White, what was it you said that pinkish magenta stuff under that yellowish mauve thing right there by the purple blob was?" "Can anyone help Angelica with that question?" was one of my responses. "Angelica, could you come to the board and point to the structure you are talking about so everyone can see it?" was another. And how about: "What do you think it is?"

None of my schemes worked, so finally I just admitted it right at the start. "Hello, I am your science teacher. My name is Robb White. I am color-blind. Any questions?" "What do you mean by that?" was one immediate response. I answered: "The normal structures of people's eyes that detect color, especially red and green, are missing from mine." "What color am I?" was another question. "The right color," I always said.

Most of our students hadn't had much opportunity to develop compassion for the problems of white people, but they became my allies anyway. "Hey, Mr. White, that's the wrong color for that. I hate to hurt your feelings, but I just can't stand it." All through the school year, things would occur to them. "Mr. White, how can you tell if a white woman gets shy and blushes?" Answer: "Skin gets kind of shiny looking." "How about a black woman, Mr. White?" Answer: "Same thing." "Can you tell when white people get sunburned?" Answer: "Sure, if you poke them with your finger, the skin there stays extra white for a while. Otherwise, they just look sort of miserable and tired."

Robb White, Smithsonian Magazine. October 1997

TEXT 7
EASY WAYS TO FEND OFF THE FLAB IN MOSCOW

Living in Russia can take its toll on your waistline. I'm saying this as a pal, but I've noticed you're getting a bit flabby; a little jiggly, if you will. Really, I'd say you have a little too much junk in your trunk. But don't worry! I have a few helpful hints about how to shape up in Moscow. Take advantage of the city and make the world a more beautiful place by getting rid of your monster thighs.

Walk up the metro escalators

OK, I know what you're thinking, «Knox, you're so well-to-do! Why would you ever trade in the keys to your Benz for a metro ticket?». Rest assured, Overstreet still rides in style, but I, too, sometimes like to connect with the masses on the PT. And good thing, because 1 discovered a key component of keeping fit in Moscow: Walking up the metro escalators! Yes, my friends, it sounds absurd, but trust me, your ass will be so much firmer. The escalator has the same effect as those expensive stairmasters you could be wasting your money on in the gym, but for none of the cost! However, you obviously won't find the light, fresh and air-conditioned atmosphere that you would in the gym, so be prepared: It's hot and stuffy and the stench of B.O. is pungent enough to make you wish you didn't have that damn sense of smell. Curb your own B.O. and sweat-factor by going extra heavy on the anti-perspirant and wearing light, cotton clothing. Climb up any circle line or downtown metro station and you'll tone up fast, not to mention get to your destination quicker.

Lose the mayo

Yes, you're in Russia and Russians generally adore mayonnaise. Why? God only knows... But anyway, when you're out at a restaurant simply avoid salads like Olivia and the like and turn to salads with fresh veggies. However, Russia is tricky: Sometimes things that sound like they wouldn't have any mayo are doused in it. For example, a friend of mine order a tomato and mozzarella cheese sandwich with basil the other day and it came with Russia's favorite condiment — three tons of mayo. How do you avoid this situation? Ask the kitchen to lay off the mayo!

Luckily, I don t really have this problem because I have my own personal chef who is privy to my personal eating intricacies. But if you don't have your own chef, you'll just have to be more careful with what you order. Or, if you're up to it, cook your own meals!

Now there's a novel idea!

Knox Overstreet, LifeStyle, August 8, 2003

TEXT 8
THE TROJAN HORSE OF FICTION

This collusion of theology and science fiction is not new. The Matrix movies are elaborated views of a world dominated by artificial intelligences, which keep most of us in pods, feeding us an illusory world – this one you're sitting in – through spinal taps. Our lives are piped into our brains, complete with sensory experimental Muzak.

Rebels living underground in Zion are led by a mysterious guerilla figure (Morpheus, given to stentorian pronouncements in a butterscotch voice). They unplug from the Matrix illusion a man whose hacker name is Neo. Their mission and message is to "free your mind" (remember the '60s!) and, by the way, achieve an apocalyptic end to the enslavement of humanity by artificial intelligence.

Neo is the ‘one’ fortold in the prophecies of the Matrix, a hopeful, if confused, messiah for the masses imprisoned and living in pods; Neo can be unscrambled to spell ‘one’. Morpheus plays John the Baptist to Neo’s Jesus, charged, like his biblical counterpart, with helping to prepare the world to accept the messiah. They battle inside the Matrix against the Agents, using ultraviolence shown in spectacular slow-motion special effects. This is no messiah, however, who redeems by suffering. Rather, an ancient Jewish text expected, Neo is a fighting liberator. He has a literal calling, reaching Morpheus first by answering a cell phone, delivered by a messenger who says, “Hallelujah! You’re my savior, man. My personal Jesus Christ!”

To overcome the laminated malignancy of the Agents, Neo Is a fighting liberator. He has a literal calling, reaching Morpheus first by answering a cell phone, delivered by a messenger who says, “Hallelujah! You’re my savior, man. My own personal Jesus Christ!”

To overcome the laminated malignancy of the Agents, Neo must learn to use his spiritual powers and focus his mind. His training is a cyber-techno take on meditation, the traditional path to enlightenment. Visiting the Oracle, he asks if the One, and she says coyly, «Maybe next life», setting the stage.

To overcome the laminated malignancy of the Agents, Neo must learn to use his spiritual powers and focus his mind. His training is a cyber-techno take on meditation, the traditional path to enlightenment. Visiting the Oracle, he asks if he is the One, and she says coyly, “May be next life”, setting the stage.

Neo then enters the centre of Matrix power, like Jesus cleansing the Temple, fights, and is shot dead. His girlfriend Trinity holds the lifeless Neo, as Mary Magdalene did Jesus after the crucifixion – and Neo comes back to life. He has saved himself, reaching deep inside-transcendent knowledge, self-enlightenment.

After his self-resurrection, Neo has an unmistakable radiance. His aura dominates subsequent frames of the film. He manifests what St. John termed the after-resurrection “spiritual” body of Jesus. Stopping bullets with a raised hand, entering an agent’s body and exploding it, flying into the sky like Superman – all simple, now that has been enlightened to his true nature.

The Matrix itself is not some external evil, but rather an outcome of our own error, our karmic payoff of past actions. Not merely illusion, it is an allusion to our founding myth of our culture.

The Matrix films carry forward this spiritual, eschatological story of the Neo – the One – who will return and win the last grand battle, bringing peace.

Gregory Benford, Science and Spirit Magazine. 2002

TEXT 9
KAISER BILL

At the neighborhood mission my grandmother founded, I remember one gentleman who always got to our services early, but sat on the last pew and didn't mix much with the others. Sonny Cox told me that the old man was mean. He said they named him "Kaiser," because that name had something to do with the enemy in World War I. Sonny also told me that the old man was so mean they ran him out of the bowling alley because he "bowled overhand." To top it off, he told me that the Kaiser ambushed dirt daubers with a 12-guage shotgun because they were "carrying off his soil." I noticed that the Kaiser's arms were real hairy and about the size of footballs where they disappeared into his sleeves. Sonny warned me about them, and said I shouldn't get too close. "That old man is as quick as a cobra and has a five-foot reach," he said.

From then on, I was fascinated by the mystique. I remember raising my head like a periscope above the top of the pew and looking two rows back to study the Kaiser's face. If my grandmother caught me staring, she pinched the back of my leg just below my knee. I would squint in pain, slump down like a feed sack, and twist back to face the front. Even so, I was able to steal some long looks, and I saw that his face was deeply pocked and leathery. Once, at an after-church dinner, I noticed that something wet and brown had pooled in one of those giant pockmarks. I asked my grandmother about it, and she whispered that it was Red Tag Tobacco. From that day on, I connected Red Tag with pockmarks, and stayed well clear of it.

One day after church Kaiser invited me out to his farm to ride his horse. As I looked into his face, I was shaking with fright. But the lure of a day on horseback and my grandmother's reassurances seemed to make it okay. We drove out to the farm in his old faded flatbed truck. I don't think I took my eyes off the floorboard the whole time.

Well, it was the start of a great friendship. Soon it seemed I was out at Kaiser's farm more than I was home. I helped him with chores, fed the animals, and rode the horse every Saturday. In the evenings he told me Bible stories.

I had only known him about a year when he suddenly died. In that short time we had become best friends, and he shared his life with me. His words were like picture postcards, and his firm, patient voice taught me to appreciate the ordinary things around me. More importantly, he had introduced me to all his "friends" – the many story-characters found inside that love-worn Bible.

The very next Sunday I made it my business to tell Sonny Cox that he was dead wrong about the dirt daubers, and that Kaiser Bill had never once been bowling.

Lad Moore, www.storybytes

TEXT 10

The house stood on a slight rise just on the edge of the village. It stood on its own and looked out over a broad spread of West Country farmland. Not a remarkable house by any means – it was about thirty years old, squattish, squarish, made of brick, and had four windows set in the front of a size and proportion which more or less exactly failed to please the eye.

The only person for whom the house was in any way special was Arthur Dent, and that was only because it happened to be the one he lived in. He had lived in it for about three years, ever since he had moved out of London because it made him nervous and irritable. He was about thirty as well, tall, dark-haired and never quite at ease with himself. The thing that used to worry him most was the fact that people always used to ask him what he was looking so worried about. He worked in local radio which he always used to tell his friends was a lot more interesting than they probably thought. It was, too – most of his friends worked in advertising.

It hadn't properly registered yet with Arthur that the council wanted to knock it down and build a bypass instead.

At eight o'clock on Thursday morning Arthur didn't feel very good. He woke up blearily, got up, wandered blearily round his room, opened a window, saw a bulldozer, found his slippers, and stomped off to the bathroom to wash.

Toothpaste on the brush – so. Scrub.

Shaving mirror – pointing at the ceiling. He adjusted it. For a moment it reflected a second bulldozer through the bathroom window. Properly adjusted, it reflected Arthur Dent's bristles. He shaved them off, washed, dried and stomped off to the kitchen to find something pleasant to put in his mouth.

Kettle, plug, fridge, milk, coffee. Yawn. The word bulldozer wandered through his mind for a moment in search of something to connect with. The bulldozer outside the kitchen window was quite a big one.

He stared at it.

"Yellow," he thought, and stomped off back to his bedroom to get dressed.

God, what a terrible hangover it had earned him though. He looked at himself in the wardrobe mirror. He stuck out his tongue. "Yellow," he thought. The word yellow wandered through his mind in search of something to connect with. Fifteen seconds later he was out of the house and lying in front of a big yellow bulldozer that was advancing up his garden path.

Douglas Adams

TEXT 11
MR. STICKY (an extract)

No one knew how Mr. Sticky got in the fish tank.

"He's very small," Mum said as she peered at the tiny water snail. "Just a black dot."

“He'll grow,” said Abby and pulled her pajama bottoms up again before she got into bed. They were always falling down.

In the morning Abby jumped out of bed and switched on the light in her fish tank.

Gerry, the fat orange goldfish, was dozing inside the stone archway. Jaws was already awake, swimming along the front of the tank with his white tail floating and twitching. It took Abby a while to find Mr. Sticky because he was clinging to the glass near the bottom, right next to the gravel.

At school that day she wrote about the mysterious Mr. Sticky who was so small you could mistake him for a piece of gravel. Some of the girls in her class said he seemed an ideal pet for her and kept giggling about it.

That night Abby turned on the light to find Mr. Sticky clinging to the very tiniest, waviest tip of the pond weed. It was near the water filter so he was bobbing about in the air bubbles.

“That looks fun,” Abby said. She tried to imagine what it must be like to have to hang on to things all day and decided it was probably very tiring. She fed the fish then lay on her bed and watched them chase each other round and round the archway. When they stopped Gerry began nibbling at the pond weed with his big pouty lips. He sucked Mr. Sticky into his mouth then blew him back out again in a stream of water. The snail floated down to the bottom of the tank among the coloured gravel.

“I think he’s grown a bit,” Abby told her Mum at breakfast the next day.

“Just as well if he's going to be gobbled up like that,” her Mum said, trying to put on her coat and eat toast at the same time.

“But I don't want him to get too big or he won’t be cute anymore. Small things are cute aren't they?”

“Yes they are. But big things can be cute too. Now hurry up, I'm going to miss my train.”

At school that day, Abby drew an elephant. She needed two pieces of expensive paper to do both ends but the teacher didn't mind because she was pleased with the drawing and wanted it on the wall. They sellotaped them together, right across the elephant's middle. In the corner of the picture, Abby wrote her full name, Abigail, and drew tiny snails for the dots on the ‘i’s. The teacher said that was very creative.

Mo McAuley

TEXT 12

THE WIND IN THE WILLOWS (an extract)

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes,

and splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing. It was small wonder, then, that he suddenly flung down his brush on the floor, said "Bother!" and "O blow!" and also "Hang spring-cleaning!" and bolted out of the house without even waiting to put on his coat. Something up above was calling him imperiously, and he made for the steep little tunnel which answered in his case to the graveled carriage-drive owned by animals whose residences are nearer to the sun and air. So he scraped and scratched and scrabbled and scrooged and then he scrooged again and scrabbled and scratched and scraped, working busily with his little paws and muttering to himself, "Up we go! Up we go!" till at last, pop! his snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow.

"This is fine!" he said to himself. "This is better than whitewashing!" The sunshine struck hot on his fur, soft breezes caressed his heated brow, and after the seclusion of the cellarage he had lived in so long the carol of happy birds fell on his dulled hearing almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he pursued his way across the meadow till he reached the hedge on the further side.

"Hold up!" said an elderly rabbit at the gap. "Sixpence for the privilege of passing by the private road!"

He was bowled over in an instant by the impatient and contemptuous Mole, who trotted along the side of the hedge chaffing the other rabbits as they peeped hurriedly from their holes to see what the row was about. "Onion-sauce! Onion-sauce!" he remarked jeeringly, and was gone before they could think of a thoroughly satisfactory reply. Then they all started grumbling at each other. "How stupid you are! Why didn't you tell him –" "Well, why didn't you say –" "You might have reminded him – " and so on, in the usual way; but, of course, it was then much too late, as is always the case.

Kenneth Grahame

TEXT 13

A & P (an extract)

In walk these three girls in nothing but bathing suits. I'm in the third check-out slot, with my back to the door, so I don't see them until they're over by the bread. The one that caught my eye first was the one in the plaid green two-piece. She was a chunky kid, with a good tan and a sweet broad soft-looking can with those two crescents of white just under it, where the sun never seems to hit, at the top of the backs of her legs. I stood there with my hand on a box of HiHo crackers trying to remember if I rang it up or not. I ring it up again and the customer starts giving me hell. She's one of these cash-register-watchers, a witch about fifty with rouge on her cheekbones and no eyebrows, and I know it made her day to trip me

up. She'd been watching cash registers forty years and probably never seen a mistake before.

By the time I got her feathers smoothed and her goodies into a bag – she gives me a little snort in passing, if she'd been born at the right time they would have burned her over in Salem – by the time I get her on her way the girls had circled around the bread and were coming back, without a pushcart, back my way along the counters, in the aisle between the check-outs and the Special bins. They didn't even have shoes on. There was this chunky one, with the two-piece – it was bright green and the seams on the bra were still sharp and her belly was still pretty pale so I guessed she just got it (the suit) – there was this one, with one of those chubby berry-faces, the lips all bunched together under her nose, this one, and a tall one, with black hair that hadn't quite frizzed right, and one of these sunburns right across under the eyes, and a chin that was too long – you know, the kind of girl other girls think is very "striking" and "attractive" but never quite makes it, as they very well know, which is why they like her so much – and then the third one, that wasn't quite so tall. She was the queen. She kind of led them, the other two peeking around and making their shoulders round. She didn't look around, not this queen, she just walked straight on slowly, on these long white prima donna legs. She came down a little hard on her heels, as if she didn't walk in her bare feet that much, putting down her heels and then letting the weight move along to her toes as if she was testing the floor with every step, putting a little deliberate extra action into it. You never know for sure how girls' minds work (do you really think it's a mind in there or just a little buzz like a bee in a glass jar?) but you got the idea she had talked the other two into coming in here with her, and now she was showing them how to do it, walk slow and hold yourself straight.

She must have felt in the corner of her eye me and over my shoulder Stokesie in the second slot watching, but she didn't tip. Not this queen. She kept her eyes moving across the racks, and stopped, and turned so slow it made my stomach rub the inside of my apron, and buzzed to the other two, who kind of huddled against her for relief, and they all three of them went up the cat-and-dog-food-breakfast-cereal-macaroni-rice-raisins-seasonings-spreads-spaghetti-soft-drinks- crackers-and- cookies aisle.

The sheep pushing their carts down the aisle – the girls were walking against the usual traffic (not that we have one-way signs or anything) – were pretty hilarious. You could see them, when Queenie's white shoulders dawned on them, kind of jerk, or hop, or hiccup, but their eyes snapped back to their own baskets and on they pushed.

John Updike

TEXT 14
THE WAY STATION (an extract)

He followed the path out of the woods and along the edge of field until he came to the spring that bubbled from the hillside.

Sitting beside the spring was a woman and he recognized her as Lucy Fisher, the deaf-mute daughter of Hank Fisher, who lived down in the river bottoms.

He stopped and watched her and thought how full she was of grace and beauty, the natural grace and beauty of a primitive and lonely creature.

She was sitting by the spring and one hand was uplifted and she held in it, at the tips of long and sensitive fingers, something that glowed with color. Her head was held high, with a sharp look of alertness, and her body was straight and slender, and it also had that almost startled look of quiet alertness.

Enoch moved slowly forward and stopped not more than three feet behind her, and now he saw that the thing of color on her fingertips was a butterfly, one of those large gold and red butterflies that come with the end of summer. One wing of the insect stood erect and straight, but the other was bent and crumpled and had lost some of the dust that lent sparkle to the color.

She was, he saw, not actually holding the butterfly. It was standing on one fingertip, the one good wing fluttering very slightly every now and then to maintain its balance.

But he had been mistaken, he saw, in thinking that the second wing was injured, for now he could see that somehow it had been simply bent and distorted in some way. For now it was straightening slowly and the dust (if it ever had been gone) was back on it again, and it was standing up with the other wing.

He stepped around the girl so that she could see him and when she saw him there was no start of surprise. And that, he knew would be quite natural, for she must be accustomed to it-someone coming up behind her and suddenly being there.

Her eyes were radiant and there was, he thought, a holy look upon her face, as if she had experienced some ecstasy of the soul. And he found himself wondering again, as he did each time he saw her, what it must be like for her, living in a world of two-way silence, unable to communicate. Perhaps not entirely unable to communicate, but at least barred from that free flow of communication which was the birthright of the human animal.

The butterfly spread its wings and floated off her finger and went fluttering, unconcerned, unfrightened, up across the wild grass and the goldenrod of the field.

She pivoted to watch it until it disappeared near the top of the hill up which the old field climbed, then she turned to Enoch. She smiled and made a fluttery motion with her hands, like the fluttering of the red and golden wings, but there was something else in it, as well-a sense of happiness and an expression of well-being, as if she might be saying that the world was going fine.

Clifford Simak

TEXT 15
RAGING INFERNO ENGULFS SOUTH OF TASMANIA

Raging bush fires have turned Southern Tasmania into an inferno which killed an estimated 50 people, destroyed whole townships, and is threatening Hobart itself, the state capital (population 120,000).

The State Governor has declared a state of emergency on the island, as thousands of fire-fighters battle to block the advance of the solid wall of flame.

At least 450 houses have been destroyed, including 60 in the suburb of Hobart. Crops have been devastated, and hundreds of dead cattle and bush animals lie scattered across the countryside. Men driving their families out of the danger area found they were engaged in a race against death, with flames reaching out at them from all sides, and a blanket of smoke blotting out sun and sky. Most got through, but some did not.

City workers jammed public transport services hi a frantic rush to get home, as news of the fire danger in the suburb reached them. Tonight the sight of stunned families squatting in the street with a few meager possessions around them is a frequent one in many suburbs. The authorities fear that the final death toll may be much higher than 50 estimated by police so far.

In the mountain suburb of Ferntree, 44 houses and a hotel were destroyed and all communications were cut off. There were fears for the safety of the 150 residents, but later it was learned they had been safely evacuated. Four fire-fighters were burned to death as they tried to hold back the flames at Lenah Valley, another Hobart suburb.

An appeal was launched tonight for relief for the hundreds of refugees who have poured into relief centers here seeking accomodation, food and clothing. Tonight the flames, fanned by treacherously changing winds of up to 70 miles an hour, were still rolling down Mount Wellington, which towers over Hobart.

TEXT 16
POSITIVE PREVENTION AND INTERVENTION STRATEGIES FOR CHILD ABUSE

The Right to happiness project started before the Stockholm World Congress against Child Abuse. It was part of the process of preparation during which large gaps of our knowledge had been identified. These gaps were not just about the incidence, the numbers of children who were being abused, but also covered a lack of awareness about what was currently being done to try to address the problem, and which of these were most effective

The Right to Happiness project was implemented by the NGO Group for the Convention on the Rights of the Child. It was established to try to identify some of the responses that were happening around the world to try to address the problem of child abuse. The project wished to present information about what was

happening to the World Congress, to inform about positive actions that were already being taken. The Congress wanted to raise awareness about this issue around the world. The Right to Happiness project sought to ensure that included in this awareness was some knowledge about interventions that were being effective about prevention and recovery. As to the World Congress itself that took place in Stockholm in August 1996. The Stockholm meeting was the direct result of an almost unique degree of cooperation between different groups and sectors. It combined and utilized the talents, strengths and resources of governments, notably the government of Sweden, intergovernmental bodies and the world-wide NGO community.

What did it do? It achieved a great deal. 122 governments were represented. Hundreds of NGOs, academic institutions and concerned individuals attended and contributed. Many of the constituent parts of the UN family were represented.

It involved policy makers, legislators, practitioners, and advocates, and most notably children who were able to demonstrate their understanding, competence and positive ideas for addressing the issue. It focused world attention on child abuse. It acknowledged it as an almost universal phenomenon. It commented upon the scale of abuse.

A Declaration and Agenda for Action were unanimously agreed. The Declaration affirmed the commitment to global partnership against child abuse which was recognized as an absolute and fundamental violation of the rights of the child. It restated that all the signatories to the Convention were required to protect children from abuse and promote physical and psychological recovery of those already victimized. It affirmed the need for strong laws, and the need for resources and political commitment to enforce them. It confirmed the need to build and promote partnership between all levels of society to counter this form of violence. It called for the highest priority to be given to action against child abuse, to develop and implement comprehensive planning and programs that address the issue through a diverse but complementary range of strategies

TEXT 17
BALKANS AFTER MILOSEVIC: STILL PERILOUS WATERS

The removal of Slobodan Milosevic in Serbia has opened new opportunities for peace in the Balkan region, but also created a fluid situation where treacherous problems abound.

For some time, Western strategic thinking on the area has involved the notion that if Mr. Milocevic could be ousted, other problems would fall away. But for a variety of reasons including the depth of anti-Serbian feeling engendered by nine years of war and the record of Mr. Milocevic's successor little soothing balm has immediately been felt.

Vojislav Kostunica, the new Yugoslav president, has made clear conciliatory signals toward Croatia, which has long battled Belgrade for independence, and Montenegro, where secessionist currents are strong. Yet his gestures have not convinced a skeptical region.

"There has been tremendous positive change in Serbia, but it has not had the immediate positive impact on the region that we would have hoped," said William D. Montgomery, the Budapest-based United States ambassador with responsibility for Yugoslavia.

A new era in the Balkans has opened. Mr. Milocevic, who propelled Yugoslavia into war nine years ago, is gone; Franjo Tudjman, the Croatian president who fanned Mr. Milosevic's flames, is dead; Alija Izetbegovic, the outgunned and stubborn Bosnian president, quit last weekend. It is not surprising that expectations are high.

But it is not yet clear that Mr. Kostunica is able, or willing, to deliver what America wants. His past nationalism makes some neighbors skeptical, his popularity in the West makes other neighbors envious, and his arrival has come so late in the process of Yugoslav disintegration that it is far from clear that the process can be arrested.

"The tremors continue from what has been a very strong political shock, and there is some ambivalence in the region," said Zarko Korac, an ally of Mr. Kostunica who visited Croatia last week. "Some people feel that Serbia will now get off the hook too quickly, and there is concern we will get the lion's share of money and attention.

There are, however, encouraging signs. Leaders from Bosnia, Croatia, Macedonia and other Balkan states are to meet Mr. Kostunica in Skopje, the Macedonian capital, next week, the first such gathering for many years and an indication of the hope engendered by the Yugoslav president.

But the meeting also illustrates a central point: the problems of the Balkans remain deeply interlinked. Change a border here in Montenegro or Kosovo, for example, and Bosnia's Serbs may feel justified in demanding union with Serbia or a state of their own. Support Serbia with a lifting of sanctions and Croatia may feel slighted or enraged.

The question now is how sensitive Mr. Kostunica will be to his regional volatility. Up to now, the signals have been mixed.

"We would have liked to hear Mr. Kostunica address the Serbs of Bosnia and tell them that while they will always have a special relationship with Belgrade, their future lies unambiguously in Bosnia-Herzegovina," said Jacques Klein, the American who is the chief United Nations representative in Sarajevo. "But it has not happened."

Rather, Mr. Kostunica has said he respects the 1995 Dayton accords while setting the Bosnian government's nerves on edge by indicating that he may travel this weekend to the Serbian part of Bosnia to attend the emotional reburial of a poet, Jovan Ducic.

TEXT 18
VERSAILLES PEACE TREATY

The Versailles peace treaty prohibited a German air force, and it was officially dissolved in May, 1920. In this farewell order Seeckt, Chief of the German General Staff, said he hoped that it would again rise and meanwhile its spirit would still live. He gave it every encouragement to do so. His first step had been to create within the Reichswehr Ministry a special group of experienced ex-air force officers. Ibis was gradually expanded until within the Ministry there were "air cells" in the various offices, and air personnel were gradually introduced throughout the cadres of the Army.

The Civil Aviation Department was headed by an experienced wartime officer, a nominee of Seeckt's, who made sure that the control and development of civil aviation took place in harmony with military needs. This department was to a great extent staffed by ex-flying officers without knowledge of commercial aviation.

Even before 1924, the beginnings of a system of airfields and civil aircraft factories and the training of pilots and instruction in passive air defence had come into existence throughout Germany. There was already much reasonable show of commercial flying, and very large numbers of Germans, both men and women, were encouraged to become "air-minded" by the institution of a network of gliding clubs.

Severe limitations were observed, on paper, about the number of service personnel permitted to fly. But these rules, with so many others, were circum-vented by Seeckt, who, with the connivance of the German Transport Ministry, succeeded in building up a sure foundation for an efficient industry and a future air arm.

In the naval sphere similar evasions were practised. The Versailles Treaty allowed only a small naval force with a maximum strength of fifteen thousand men. Subterfuges were used to increase this total (4). Naval organizations were covertly incorporated into civil ministries. The Army coastal defences were not destroyed as prescribed by the Treaty, and soon they were taken over by German naval artillerymen. U-boats were illicitly built and their officers and men trained in other countries.

Important progress was also made in another decisive direction. Herr Rathenau had, during his tenure of the Ministry of Reconstruction in 1919, set on foot in the broadest lines the reconstruction of German war industry. "They have destroyed your weapons", he had told the generals, in effect. "But these weapons would in any case have become obsolete before the next war. That war will be fought with brand-new ones."

TEXT 19
NONE OF US LIVES IN A VACUUM

The oil and gas industry is in the middle of a revolution, one taking place on five or six different fronts. After 70 years with an almost unchanged corporate structure among the major companies, the industry has, in the last two years, seen four major transactions in the United States and Europe, and a host of smaller link-ups.

Companies have grown in scope and scale. But oil prices are still largely determined by the decisions of OPEC, when all the merges are completed, the four largest companies together will account for no more than 12 percent of world oil supply and 13 percent of gas supply.

These merges and acquisitions don"t constitute an endgame; the industry is not shrinking. Demand for oil is 12 percent higher than it was a decade ago. Gas demand is 30 percent higher. And with nuclear developments again in question, it seems certain that hydrocarbons will meet the bulk of the world's new energy demand for the foreseeable future. The geography of the industry is changing, too. Incremental demand for energy comes predominantly from Asia, driven by population growth and rising living standards.

We are seeing a new balance of fuels take shape. The demand for natural gas has doubled since the early 1970s and is set to double again by 2020, partly because gas is more environmentally friendly – for equivalent electricity output gas generates less than half the emissions produced by coal.

As part of China's celebration of the 50 anniversary of the revolution, the Chinese adjusted the use of some of the coal-fired industrial plants around Beijing. In a city that is often covered by a blanket of smog, people could see what they were celebrating.

The story is just one example of a new set of expectations. People want energy, because energy means liberty, mobility, growth and the chance to improve living standards.

But people want a clean environment, too. Yet, at the moment consumers and government seem to be in denial. They refuse to accept their own responsibility for increasing costs to the quality of life which are imposed when we all demand more. And they deflect the responsibility onto the oil and gas sector.

There are no simple and easy answers to global warming, traffic congestion, air quality and waste disposal. Oil companies can't solve these problems on their own. But we can make a contribution as part of a common effort. We all need to take measures that transcend the apparent – and unacceptable – trade-off between better living standards and pollution.

Take climate changes. I disagree with those in our industry who believe that the only answer to climate change and global warming is to question the science, deny responsibility and ignore reality. Of course, the science is provisional; there are many dungs we do not know. But it is an undeniable truth that people link energy to pollution, that they fear for the environmental future and that they believe companies should raise their aspirations.

We did some poling. When asked whether they associate energy with progress or pollution almost 40 percent of respondents say the first association is with pollution. But 80 percent believe that business has ability and the responsibility to find answers.

We can't afford to disappoint them. That's why, in a speech in Yale last year, I committed BP to reducing our emissions of greenhouse gases by at least 10 percent from a 1990 base by the year 2010. Because our business is growing rapidly, that is a reduction of more than 40 percent from the level we would have reached if we took no action at all. And it is why we have pledged this year to introduce new clean fields in at least 40 cities around the world by the end of the current decade.

But our decisions on global warming and clean fields also taught us a larger truth. We learned that for a global company like ours – indeed, for any international company with a large number of highly skilled employees – top management can no longer expect to make policy in a vacuum.

When we accepted that, on the evidence, global warming was a true problem, we did so in part because many of our employees had told us that we could not go on living in denial. Their families and their children, in particular, believed we were part of the problem. Our staff found it intolerable that we seemed to be on the wrong side of a fundamental issue.

I have never received so many personal e-mails from BP Amoco employees as 1 did after announcing our new policy. A few weeks later we asked all our teams for their direct support, so that we could identify ways of reducing our own emissions. I got hundreds of pages of e-mail from people all around the world with their detailed practical suggestions.

The old order, symbolized by the remote and arrogant corporations, convinced of their own virtue and invincibility, is passing. The new order is neither comfortable nor predictable, but it reminds us that companies, however big, are simply servants of society. We exist only because someone wants to buy what we produce. In a complex world, the companies that thrive will be those that can combine the traditional strength, like a strong financial balance sheet and a great portfolio of assets, with something new: the capacity to listen and to learn.

TEXT 20
LIVING LIKE HUMAN BEINGS

In Wrangham and Peterson's Demonic Males, the authors come to the pessimistic conclusion that nothing much has changed since early hominids branched off from the primordial chimp ancestors five million years ago. Group solidarity is still based on aggression against other communities; social cooperation is undertaken to achieve higher levels of organized violence.

While the history of the twentieth century does not give us great grounds for faith in the possibility of human progress, the situation is not as bleak as these authors believe. Biology is not destiny. Rates of violent homicide appear to be lower today than during mankind's hunter-gatherer period, despite gas ovens and nuclear weapons. Contrary to the thrust of postmodernist thought, people cannot free themselves entirely from biological nature. But by accepting the fact that people have natures that are often evil, political, economic, and social systems can be designed to mitigate the effects of man's baser instincts.

Take the human and particularly male desire to dominate a status hierarchy, which people share with other primates. The advent of liberal democracy and modem capitalism does not eliminate the desire, but it opens up many more peaceful channels for satisfying it. Among the American Indians virtually the only way for a man to achieve social recognition was to be a warrior, which meant, of course, excellence in killing. Other traditional societies might add a few occupations like the priesthood or the bureaucracy in which one could achieve recognition.

A modern technological society, by contrast, offers thousands of arenas in which one can achieve social status, and in most of them the quest for status leads not to violence but to socially productive activity. A professor receiving tenure in a leading university, a politician winning an election, or an increasing market share may satisfy the same underlying drive for status. But in the process, these individuals have written books, designed public policies, or brought new technologies to market that have improved human welfare.

Of course, not everyone can achieve high rank of dominance in any given status hierarchy, since these are by definition zero-sum games in which every winner produces a loser. But the advantage of a modern, complex, fluid society is, as economist Robert Frank pointed out, that small frogs in large ponds can move to smaller ponds in which they will loom larger. Seeking status by choosing the right pond will not satisfy the ambitions of the greatest and noblest individuals, but it will bleed off much of the competitive energy that in hunter-gatherer or agricultural societies often has no outlet save war.

Liberal democracy and market economies work well because, unlike socialism, radical feminism, and other Utopian schemes, they do not try to change human nature. Rather they accept biologically grounded nature as a given and seek to constrain it through institutions, laws, and norms. It does not always work, but it is better than living like animals.

ПРИМЕРНАЯ РЕЙТИНГОВАЯ СИСТЕМА ОЦЕНКИ УСПЕВАЕМОСТИ ОБУЧАЮЩИХСЯ

№	Наименование раздела	Виды оцениваемых работ	Максимальное кол-во баллов
1	2	3	4
	9 семестр		
1	Практическое занятие 1. (2 часа) «Из истории науки о переводе. Адекватность перевода» Перевод – разновидность межъязыковой и межкультурной коммуникации. Основные этапы истории перевода и науки о переводе. Двуязычие, многоязычие и основы перевода. Определение процесса перевода. Понятие адекватности или полноценности перевода.	Устный опрос Практическая работа	2 2
2-3	Практическое занятие 2. (4 часа) «Интерференция в переводе» Определение лингвистической интерференции. Необходимые условия интерференции. Уровни, на которых рассматривается интерференция. Буквальный, свободный, или вольный и описательный перевод. Источники и типы буквализма.	Устный опрос Практическая работа	2 4
4-5	Практическое занятие 3. (4 часа) «Виды перевода по жанру» Художественный, общественно-политический (общий) и специальный виды перевода. Перевод прозы, поэзии и фольклора. Перевод газетных, публицистических и ораторских текстов. Разновидности специального перевода: военный, юридический, экономический, научный, технический, медицинский и т.д.	Устный опрос Практическая работа	2 4
6	Практическое занятие 4. (2 часа) «Виды перевода по восприятию и оформлению» Письменный перевод письменного текста.	Устный опрос Практическая работа	2 2 5

	Устный перевод письменного текста. Письменный перевод на слух. Устный перевод на слух. Особенности и трудности данных видов перевода.	Контрольная работа	
7-8	Практическое занятие 5. (4 часа) «Виды соответствий в переводе» Двоякое понимание эквивалента в теории перевода. Эквивалент и термин. Виды терминов и способы их перевода. Закономерные и вариантные соответствия, их особенности.	Устный опрос Практическая работа	2 4
9-10	Практическое занятие 6 (4 часа) «Роль контекста при переводе. Единица перевода» Контекстуальные значения слов. Способы выявления и перевода. Проблема выделения единицы перевода, ее зависимость от вида перевода.	Устный опрос Практическая работа	2 6
11-12	Практическое занятие 7 (4 часа) «Морфологические трудности перевода» Зависимость морфологических трудностей от знания морфологических особенностей изучаемого языка. Части речи в английском и русском языках, особенности морфологических категорий и способы решения переводческих задач.	Устный опрос Практическая работа	2 6
13-14	Практическое занятие 8 (4 часа) «Синтаксические трудности перевода» Зависимость синтаксических трудностей от знания синтаксических особенностей изучаемого языка. Синтаксическая интерференция и способы ее преодоления. Главные и второстепенные члены предложения в английском и русском языках, особенности выражения, места в предложении, структуры предложений, пунктуации и способы решения переводческих задач.	Устный опрос Практическая работа Контрольная работа	2 6 5
Компьютерное тестирование (текущая аттестация)			40
ВСЕГО			100

А семестр			
1	Практическое занятие 1 (2 часа) «Лексические трансформации» Зависимость лексического значения от национального видения мира. Причины лексических трансформаций. Разновидности лексических трансформаций (дифференциация, конкретизация, генерализация значений, смысловое развитие, антонимический перевод, целостное преобразование, компенсация потерь в процессе перевода).	Устный опрос Практическая работа	2 2
2-3	Практическое занятие 2 (4 часа) «Грамматические трансформации» Причины грамматических трансформаций. Полная и частичная грамматическая трансформация. Факторы, влияющие на применение грамматических трансформаций. Другие виды грамматических трансформаций (перестановки, замены, опущения и дополнения).	Устный опрос Практическая работа	2 4
4-5	Практическое занятие 3 (4 часа) «Стилистические трансформации» Сходства и различия стилистических приемов английского и русского языков. Многофункциональность стилистических приемов и способы решения переводческих задач.	Устный опрос Практическая работа Контрольная работа	2 4 6
6-7	Практическое занятие 4 (4 часа) «Слова с эмоциональным значением и их перевод» Особенности эмоциональных коннотаций в английском и русском языках. Разнообразие разноязычных слов с эмоциональным значением и способы решения переводческих задач.	Устный опрос Практическая работа	2 4
8-9	Практическое занятие 5 (4 часа) «Перевод фразеологических единиц» Основные трудности при переводе фразеологических единиц. Способы перевода ФЕ с образной	Устный опрос Практическая работа Контрольная работа	2 4 5

	основой (с полным сохранением образа, с частичным изменением образности, с полной заменой образности, со снятием образности).		
10-11	Практическое занятие 6 (4 часа) «Реферирование иностранной специальной литературы» Определение реферата применительно к переводоведению. Виды рефератов. Требования к реферату. Структура реферата. Ход работы над рефератом.	Устный опрос Практическая работа	2 4
12-13	Практическое занятие 7 (4 часа) «Аннотирование иностранной специальной литературы» Определение аннотации применительно к переводоведению. Структура аннотации. Виды аннотаций. Особенности аннотаций в английском и русском языках.	Устный опрос Практическая работа	2 4
14	Практическое занятие 8 (2 часа) «Основы редактирования перевода» Основы редактирования. Примерная технологическая схема корректорской обработки текста перевода. Корректорские знаки. Роль редактора в создании качественного перевода.	Устный опрос Практическая работа Контрольная работа	2 2 5
	Компьютерное тестирование (текущая аттестация)		40
	ВСЕГО		100

МЕТОДИЧЕСКИЕ МАТЕРИАЛЫ, ОПРЕДЕЛЯЮЩИЕ ПРОЦЕДУРЫ ОЦЕНИВАНИЯ ЗНАНИЙ, УМЕНИЙ И НАВЫКОВ И (ИЛИ) ОПЫТА ДЕЯТЕЛЬНОСТИ, ХАРАКТЕРИЗУЮЩИХ ЭТАПЫ ФОРМИРОВАНИЯ КОМПЕТЕНЦИЙ

Устный опрос

Одной из форм текущего контроля является устный опрос, позволяющий оценить освоение лекционного материала.

Критерии оценивания устного опроса:

– полнота и правильность ответа;
– степень осознанности, понимания изученного;
– языковое оформление ответа.

Обучающемуся засчитывается результат ответа при устном опросе, если обучающийся дает развернутый ответ, который представляет собой связное, логически последовательное сообщение на заданную тему, показывает его умение применять определения, правила в конкретных случаях.

И не засчитывается, если обучающийся обнаруживает незнание большей части соответствующего вопроса, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал.

Практическая работа

Практическая работа представляет собой перечень заданий, которые охватывают основные разделы дисциплины. Практическая работа предназначена для контроля теоретических знаний и решения задач.

Каждая практическая работа должна быть выполнена и сдана в установленные сроки. В период экзаменационной сессии работы на проверку не принимаются.

Критерии оценки практической работы:

– аккуратность выполнения;
– выполнение в положенные сроки;
– верно получены ответы.

Оценка «отлично» ставится, если аккуратно и в указанные сроки правильно, с описанием всех этапов решения выполнено более 90% заданий.

Оценка «хорошо» ставится, если аккуратно и в указанные сроки правильно выполнено от 65% до 90% заданий, при этом допущены не принципиальные ошибки.

Оценка «удовлетворительно» ставится, если практические работы выполняются не систематично, при решении допускаются ошибки.

Оценка «неудовлетворительно» ставится, если выполнено менее 50% заданий, практические работы сдаются не в установленные сроки.

Исходя из полученной оценки, студенту начисляются рейтинговые баллы (в процентах от максимально возможного количества баллов)

Тестовые задания

Тест представляет собой набор тестовых заданий, отражающих вопросы по аттестуемому разделу или в целом по учебной дисциплине. Из предложенных вариантов ответов необходимо отметить правильный (один или более в зависимости от поставленного вопроса). Отметки о правильных вариантах ответов в тестовых заданиях делаются разборчиво. Неразборчивые ответы не оцениваются, тестовое задание считается не выполненным.

При тестировании используется 100-процентная шкала оценки. Исходя из полученной, оценки студенту начисляются рейтинговые баллы (в процентах от максимально возможного количества баллов).

Оценка «отлично» ставится, если выполнено более 90% тестовых заданий.

Оценка «хорошо» ставится, если выполнено от 65% до 90% тестовых заданий.

Оценка «удовлетворительно» ставится, если выполнено 50% -64% тестовых заданий.

Оценка «неудовлетворительно» ставится, если выполнено менее 50% тестовых заданий (баллы при этом не начисляются).

Зачет

Зачет выставляется обучающемуся по результатам успешного выполнения теоретических, практических, лабораторных, самостоятельных и контрольных работ, предусмотренных рабочей программой дисциплины в объемах, позволяющих объективно оценить степень усвоения обучающимся учебного материала в течение семестра. При выставлении зачета баллы, набранные за текущий контроль, переводятся в оценку

0-59 баллов – «не зачтено»;

60-100 баллов – «зачтено».

При наборе менее 60 баллов зачет сдается по материалам, предусмотренным рабочей программой. При этом результаты текущего контроля не влияют на получение зачета.

Зачет по дисциплине преследует цель оценить сформированность требуемых компетенций, работу обучающегося за курс, получение теоретических знаний, их прочность, развитие творческого мышления, приобретение навыков самостоятельной работы, умение применять полученные знания для решения практических задач. Развернутый ответ обучающегося должен представлять собой связное, логически последовательное сообщение на определенную тему. Теоретические положения иллюстрируются при этом соответствующими примерами.

Зачет проводится в устной форме. В ходе зачета происходит собеседование по теоретическим вопросам и выполнение практических заданий к зачету. Преподаватель имеет право задавать обучающимся вопросы по всей учебной программе дисциплины. Время проведения зачета устанавливается нормами времени. Результат сдачи зачета заносится преподавателем в зачетную ведомость и зачетную книжку.

При оценке ответа обучающегося следует руководствоваться следующими критериями:

1) полнота и фактуальная правильность ответа;
2) степень осознанности, понимания изучаемого материала;
3) знание терминологии и ее правильное использование;
4) соответствие требованиям учебной программы по дисциплине.

Критерии оценок «удовлетворительно», «хорошо», «отлично» соответствуют оценке «зачтено». Критерии оценки «неудовлетворительно» соответствуют оценке «не зачтено».

Оценка «отлично» выставляется, если студент:

1) свободно ориентируется в излагаемом материале, владеет базовой терминологией в объеме, предусмотренном учебной программой по дисциплине;

2) подкрепляет теоретические положения примерами, почерпнутыми не из лекций, а из опыта самостоятельной работы;

3) способен ответить на дополнительные вопросы спонтанно, без подготовки.

Оценка «хорошо» выставляется, если:

1) ответ обучающегося отвечает тем же требованиям, что и для оценки «отлично», однако он менее глубок;

2) отвечая на дополнительные вопросы, обучающийся допускает ошибки, но сам же их и исправляет.

Оценка «удовлетворительно» выставляется, если:

1) обучающийся обнаруживает знание и понимание основных положений темы;

2) излагает материал неполно и допускает неточности в определенном понятии или в формулировке правил;

3) приводит примеры, почерпнутые только из лекций.

Оценка «неудовлетворительно» выставляется в случае незнания обучающимся большей части материала, терминологии дисциплины, неумения иллюстрировать теоретические положения соответствующими примерами.

УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

Основная литература:

1 Базылев, В. Н. Дидактика перевода. Хрестоматия и учебные задания [Электронный ресурс] : учеб. пособие / В.Н. Базылев. — Электрон. дан. — Москва : ФЛИНТА, 2016. — 224 с. — Режим доступа: https://e.lanbook.com/book/76972.

2 Везнер, И. А. Перевод образной лексики: Когнитивно-дискурсивный подход [Электронный ресурс] : учеб. пособие — Электрон. дан. — Москва : ФЛИНТА, 2015. — 88 с. — Режим доступа: https://e.lanbook.com/book/74590.

3 Вильданова, Г. А. Теория и практика перевода: (на материале английского языка) : учебное пособие / Г. А. Вильданова. – Москва ; Берлин : Директ-Медиа, 2015. – 111 с. – Библиогр. в кн. – ISBN 978-5-4475-4569-7 ;

То же [Электронный ресурс]. – URL: http://biblioclub.ru/index.php?page=book&id=362968.

4 Кузин, А. Н. Переводоведение как продолжение лингвистики и философии языка другими средствами: учебное пособие [Электронный ресурс] : учеб. пособие — Электрон. дан. — Москва : ФЛИНТА, 2017. — 161 с. — Режим доступа: https://e.lanbook.com/book/97156.

5 Леонович, Е. О. Лингвокультурологический аспект перевода: практикум [Электронный ресурс] : учеб. пособие / Е. О. Леонович, О. А. Леонович. — Электрон. дан. — Москва : ФЛИНТА, 2017. — 208 с. — Режим доступа: https://e.lanbook.com/book/91022.

6 Нелюбин, Л. Л. Переводоведческая лингводидактика [Электронный ресурс] : учеб.-метод. пособие / Л. Л. Нелюбин, Е. Г. Князева. — Электрон. дан. — Москва : ФЛИНТА, 2016. — 320 с. — Режим доступа: https://e.lanbook.com/book/84317.

7 Овчинникова, И. Г. Переводческий билингвизм. По материалам ошибок письменного перевода [Электронный ресурс] : монография / И. Г. Овчинникова, А. В. Павлова. — Электрон. дан. — Москва : ФЛИНТА, 2016. — 304 с. — Режим доступа: https://e.lanbook.com/book/91013.

8 Практикум перевода: учебно-методическое пособие [Электронный ресурс] : учеб.-метод. пособие — Электрон. дан. — Москва : ФЛИНТА, 2017. — 88 с. — Режим доступа: https://e.lanbook.com/book/92725.

Дополнительная литература:

1. Базылев, В. Н. Теория перевода. Кн. 1[Электронный ресурс] : учеб.-метод. пособие — Электрон. дан. — Москва : ФЛИНТА, 2012. — 121 с. — Режим доступа: https://e.lanbook.com/book/4662.

1 Базылев, В. Н. Теория перевода. Кн. 2 [Электронный ресурс] : учеб.-метод. пособие — Электрон. дан. — Москва : ФЛИНТА, 2012. — 200 с. — Режим доступа: https://e.lanbook.com/book/4663.

2 Илюшкина, М. Ю. Теория перевода: основные понятия и проблемы: учебное пособие [Электронный ресурс] : учеб. пособие — Электрон. дан. — Москва : ФЛИНТА, 2017. — 84 с. — Режим доступа: https://e.lanbook.com/book/92711.

3 Митягина, В. А. Подготовка переводчика: коммуникативные и дидактические аспекты [Электронный ресурс] : монография / В. А. Митягина, О. И. Попова. — Электрон. дан. — Москва : ФЛИНТА, 2013. — 304 с. — Режим доступа: https://e.lanbook.com/book/44167.

4 Нелюбин, Л. Л. Наука о переводе (история и теория с древнейшим времен до наших дней) [Электронный ресурс] : учеб. пособие —

Электрон. дан. — Москва : ФЛИНТА, 2012. — 415 с. — Режим доступа: https://e.lanbook.com/book/84568.

5 Нелюбин, Л. Л. Толковый переводоведческий словарь [Электронный ресурс] : слов. — Электрон. дан. — Москва : ФЛИНТА, 2016. — 320 с. — Режим доступа: https://e.lanbook.com/book/85931.

6 Письменный перевод специальных текстов [Электронный ресурс] : учеб. пособие / Е. А. Мисуно [и др.]. — Электрон. дан. — Москва : ФЛИНТА, 2013. — 256 с. — Режим доступа: https://e.lanbook.com/book/44166.

7 Подготовка переводчика: коммуникативные и дидактические аспекты : коллективная монография / под общ. ред. В. А. Митягиной. – 2-е изд., стер. – Москва : Флинта, 2013. – 304 с. – Библиогр. в кн.. – ISBN 978-5-9765-1441-6 ; То же [Электронный ресурс]. - URL: http://biblioclub.ru/index.php?page=book&id=375623

8 Полевой, Н. А. О переводе [Электронный ресурс] — Электрон. дан. — Санкт-Петербург : Лань, 2013. — 3 с. — Режим доступа: https://e.lanbook.com/book/19264.

9 Рябцева, Н. К. Прикладные проблемы переводоведения. Лингвистический аспект [Электронный ресурс] — Электрон. дан. — Москва : ФЛИНТА, 2014. — 224 с. — Режим доступа: https://e.lanbook.com/book/47585.

10 Сапогова, Л. И. Переводческое преобразование текста [Электронный ресурс] : учеб. пособие — Электрон. дан. — Москва : ФЛИНТА, 2013. — 319 с. — Режим доступа: https://e.lanbook.com/book/13051.

11 Сиполс, О. В. Англо-русский словарь начинающего переводчика [Электронный ресурс] : слов. / О.В. Сиполс, Г.А. Широкова. — Электрон. дан. — Москва : ФЛИНТА, 2012. — 517 с. — Режим доступа: https://e.lanbook.com/book/74767.

12 Стрельцов, А. А. Основы научно-технического перевода: English↔Russian: учеб. пособие [Электронный ресурс] : учеб. пособие — Электрон. дан. — Москва : ФЛИНТА, 2017. — 128 с. — Режим доступа: https://e.lanbook.com/book/99552.

13 Художественный перевод как вид межкультурной коммуникации (основы теории) [Электронный ресурс] : монография / Р. Р. Чайковский [и др.]. — Электрон. дан. — Москва : ФЛИНТА, 2015. — 222 с. — Режим доступа: https://e.lanbook.com/book/74658.

14 Яшина, Н. К. Практикум по переводу с английского языка на русский [Электронный ресурс] : учеб. пособие — Электрон. дан. — Москва : ФЛИНТА, 2013. — 72 с. — Режим доступа: https://e.lanbook.com/book/44189.

Периодические издания:

1. Вопросы филологии – URL: http://dlib.eastview.com/browse/publication/675/udb/4
2. Вопросы языкознания – URL: http://dlib.eastview.com/browse/publication/699/udb/4
3. Известия РАН. Серия литературы и языка – URL: http://dlib.eastview.com/browse/publication/642/udb/4
4. Известия Южного федерального университета. Филологические науки – URL: https://elibrary.ru/contents.asp?id=34111235
5. Филологические науки – URL: http://dlib.eastview.com/browse/publication/33866/udb/4

Интернет-ресурсы:

1. ЭБС «Университетская библиотека ONLINE» [учебные, научные здания, первоисточники, художественные произведения различных издательств; журналы; мультимедийная коллекция: аудиокниги, аудиофайлы, видеокурсы, интерактивные курсы, экспресс-подготовка к экзаменам, презентации, тесты, карты, онлайн-энциклопедии, словари] : сайт. – URL: http://biblioclub.ru/index.php?page=main_ub_red.
2. ЭБС издательства «Лань» [учебные, научные издания, первоисточники, художественные произведения различных издательств] : сайт. – URL: http://e.lanbook.com.
3. ЭБС «Юрайт» [раздел «ВАША ПОДПИСКА: Филиал КубГУ (г. Славянск-на-Кубани): учебники и учебные пособия издательства «Юрайт»] : сайт. – URL: https://www.biblio-online.ru/
4. ЭБС «Znanium.com» [учебные, научные, научно-популярные материалы различных издательств, журналы] : сайт. – URL: http://znanium.com/.
5. Научная электронная библиотека. Монографии, изданные в издательстве Российской Академии Естествознания [полнотекстовый ресурс свободного доступа] : сайт. – URL: https://www.monographies.ru/.
6. Научная электронная библиотека статей и публикаций «eLibrary.ru» : российский информационно-аналитический портал в области науки, технологии, медицины, образования [5600 журналов, в открытом доступе – 4800] : сайт. – URL: http://elibrary.ru.

7. Базы данных компании «Ист Вью» [раздел: Периодические издания (на рус. яз.) включает коллекции журналов России: по общественным и гуманитарным наукам; по вопросам педагогики и образования; по информационным технологиям; по вопросам экономики и финансов; по экономике и предпринимательству; Статистические издания России и стран СНГ] : сайт. – URL: http://dlib.eastview.com.

8. КиберЛенинка : научная электронная библиотека [научные журналы в полнотекстовом формате свободного доступа] : сайт. – URL: http://cyberleninka.ru.

9. Единое окно доступа к образовательным ресурсам : федеральная информационная система свободного доступа к интегральному каталогу образовательных интернет-ресурсов и к электронной библиотеке учебно-методических материалов для всех уровней образования: дошкольное, общее, среднее профессиональное, высшее, дополнительное : сайт. – URL: http://window.edu.ru.

10. Федеральный центр информационно-образовательных ресурсов [для общего, среднего профессионального, дополнительного образования; полнотекстовый ресурс свободного доступа] : сайт. – URL: http://fcior.edu.ru.

11. Официальный интернет-портал правовой информации. Государственная система правовой информации [полнотекстовый ресурс свободного доступа] : сайт. – URL: http://publication.pravo.gov.ru.

12. Энциклопедиум [Энциклопедии. Словари. Справочники : полнотекстовый ресурс свободного доступа] // ЭБС «Университетская библиотека ONLINE» : сайт. – URL: http://enc.biblioclub.ru/.

13. Электронный каталог Кубанского государственного университета и филиалов. – URL: http://212.192.134.46/MegaPro/Web/Home/About.

14. Электронная библиотека «Grebennikon» [раздел: Журналы (на рус. яз.) по экономике и менеджменту] : сайт. – URL: http://grebennikon.ru/journal.php.

15. Архив научных журналов на платформе НП «Национальный электронно-информационный консорциум» [журналы издательств: Annual Reviews, Cambridge university press, Oxford university press, Royal Society of Chemistry, Sage publications, Taylor&Francis, Wiley и др. (публикации и поиск – на англ. яз.)] : сайт. – URL: http://archive.neicon.ru/xmlui.

16. Электронные мультидисциплинарные базы данных компании «EBSCO Publishing» [в основном – журналы (на англ. яз.) по экономике, экологии, компьютерным наукам, инженерии, физике, химии, языкам и лингвистике, искусству и литературе, медицинским наукам, этническим исследованиям и др.] : сайт. – URL: http://search.ebscohost.com/.

17. Читальный зал : национальный проект сбережения русской литературы [журналы, альманахи, газеты свободного доступа] : сайт. – URL: http://reading-hall.ru/magazines.html.

18. Российское образование : федеральный портал. – URL: http://www.edu.ru/.

19. Единая коллекция цифровых образовательных ресурсов [для преподавания и изучения учебных дисциплин начального общего, основного общего и среднего (полного) общего образования; полнотекстовый ресурс свободного доступа] : сайт. – URL: http://school-collection.edu.ru.

20. Электронная библиотека диссертаций Российской государственной библиотеки [авторефераты – в свободном доступе] : сайт. – URL: http://diss.rsl.ru/.

21. Федеральная государственная информационная система «Национальная электронная библиотека» [на базе Российской государственной библиотеки] : сайт. – URL: http://xn—90ax2c.xn--p1ai/.

22. Научная педагогическая электронная библиотека (НПЭБ) [сетевая информационно-поисковая система Российской академии образования, многофункциональный полнотекстовый ресурс свободного доступа] : сайт. – URL: http://elib.gnpbu.ru.

23. Электронная библиотека Государственной публичной исторической библиотеки (ГПИБ) России [полнотекстовый ресурс свободного доступа] : сайт. – URL: http://elib.shpl.ru/ru/nodes/9347-elektronnaya-biblioteka-gpib.

24. Фундаментальная электронная библиотека "Русская литература и фольклор" : полнотекстовая информационная система [полнотекстовый ресурс свободного доступа] : сайт. – URL: http://feb-web.ru/.

25. Культура.РФ : портал культурного наследия и традиций России. Кино. Музеи. Музыка. Театры. Архитектура. Литература. Персоны. Традиции. Лекции. – URL: http://www.culture.ru.

26. Официальная Россия. Сервер органов государственной власти Российской Федерации. – URL: http://www.gov.ru.

27. Кодексы и законы РФ. Правовая справочно-консультационная система [полнотекстовый ресурс свободного доступа] : сайт. – URL: http://kodeks.systecs.ru.

28. Справочно-правовая система «Консультант Плюс» : сайт. – URL: http://www.consultant.ru.

29. Федеральный центр образовательного законодательства : сайт. – URL: http://www.lexed.ru/.

30. Портал Федеральных государственных образовательных стандартов высшего образования - официальный сайт. – URL: http://www.fgosvo.ru.

31. ГРАМОТА.РУ : справочно-информационный интернет-портал. – URL: http://www.gramota.ru.

32. СЛОВАРИ.РУ. Лингвистика в Интернете : лингвистический портал. – URL: http://slovari.ru/start.aspx?s=0&p=3050.

33. Словарь финансовых и юридических терминов [полнотекстовый ресурс свободного доступа] // КонсультантПлюс : справочно-правовая система : сайт. – URL: http://www.consultant.ru/law/ref/ju_dict.

34. Scopus : международная реферативная и справочная база данных цитирования рецензируемой литературы [научные журналы, книги и материалы конференций] (интерфейс – русскоязычный, публикации и поиск – на англ. яз.) : сайт. – URL: https://www.scopus.com/search/form.uri?display=basic.

35. Web of Sciense (WoS, ISI) : международная аналитическая база данных научного цитирования [журнальные статьи, материалы конференций] (интерфейс – русскоязычный, публикации и поиск – на англ. яз.) : сайт. – URL: http://webofknowledge.com.

36. Clarivate Analytics : информационно-аналитический портал [раздел "Онлайн-семинары", доступ к наукометрической базе данных "Web of Science"] (интерфейс – русскоязычный, публикации – на англ. яз.) : сайт. – URL: http://info.clarivate.com/rcis

37. Academia : видеолекции ученых России на телеканале «Россия К» : сайт. – URL: http://tvkultura.ru/brand/show/brand_id/20898/.

38. Лекториум : видеоколлекции академических лекций вузов России : сайт. – URL: https://www.lektorium.tv.

Учебное издание

Бакуменко Ольга Николаевна

ТЕОРИЯ ПЕРЕВОДА

Методические рекомендации
к практическим занятиям и самостоятельной работе
студентов 5-го курса бакалавриата, обучающихся по направлению
44.03.05 Педагогическое образование
(с двумя профилями подготовки – Английский язык, Немецкий язык)
очной формы обучения

Подписано в печать 25.10.2018.
Формат 60x84/16. Бумага типографская. Гарнитура «Таймс»
Печ. л. 4,69. Уч.-изд. л. 4,24
Тираж 1 экз.
Заказ № 564

Филиал Кубанского государственного университета
в г. Славянске-на-Кубани
353560, Краснодарский край, г. Славянск-на-Кубани, ул. Кубанская, 200

Отпечатано в издательском центре
филиала Кубанского государственного университета в г. Славянске-на-Кубани
353560, Краснодарский край, г. Славянск-на-Кубани, ул. Коммунистическая, 2