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Минский государственный лингвистический университет

**ПРАКТИКУМ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ
«ОСНОВЫ ПЕРЕВОДА»**

Электронное учебное издание
для студентов, обучающихся по специальности 1-02 03 08
«Иностранный язык (английский)»

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Практикум по учебной дисциплине «Основы перевода» :
П 691 электронное учебное издание для студентов учреждений высшего образования, обучающихся по специальности 1-02 03 08 «Иностранный язык (английский)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2023. – 87 с.

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Практикум нацелен на формирование базовых умений устного и письменного перевода. Издание включает 4 тематических раздела, предназначенных для освоения обучающимися лексических, морфологических, синтаксических и социокультурных аспектов перевода с английского языка на русский и анализа основных видов переводческих трансформаций. Практикум содержит задания трех уровней сложности для аудиторной и самостоятельной работы студентов и тексты для контрольного перевода.

Практикум предназначен для студентов учреждений высшего образования, обучающихся по специальности 1-02 03 08 «Иностранный язык».

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ПРЕДИСЛОВИЕ

Настоящий практикум предназначен для студентов учреждений высшего образования, изучающих английский язык и овладевающих специальностью преподавателя (специальность 1-02 03 08 «Иностранный язык (английский)»). Издание знакомит студентов с основными переводческими понятиями, активизирует полученные на предыдущих этапах знания английского языка в переводческой практике, формирует навыки сознательной дифференциации синонимических ресурсов языка подлинника и языка перевода, развивает навыки отбора языковых средств для адекватной передачи содержания переводимого текста с учетом его прагматической заданности.

Практикум включает четыре раздела, в которых рассматриваются лексические, морфологические, синтаксические и социокультурные аспекты перевода с английского языка на русский, анализируются основные виды переводческих трансформаций. Для изучения теоретических основ студентам необходимо обратиться к изданию «Введение в переводоведение: пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – 180 с. Контрольные вопросы, сформулированные в начале каждой темы, помогают сфокусировать внимание студентов на наиболее важных аспектах перевода. Дополнительный список литературы позволяет всем желающим углубить свои знания по соответствующей теме.

Каждая тема включает упражнения трех уровней сложности. Упражнения уровня А (начальный) предназначены, в основном, для устного перевода и составлены авторами пособия на основе словарных дефиниций. Упражнения уровня Б (средний) предназначены для письменного перевода: приведенные в них высказывания извлечены, по большей части, из художественных произведений, англоязычных корпусов текстов, онлайн-словарей. Упражнения уровня В (продвинутый) включают связные тексты и фрагменты из оригинальных художественных и публицистических источников. Наличие трехуровневой структуры позволяет реализовать принцип постепенного усложнения учебного материала.

В практикуме имеются два приложения: таблицы практической транскрипции с английского языка на русский и тексты для контрольного перевода (включая алгоритм осуществления комплексного анализа и лингво-переводческого комментария).

Раздел I ЛЕКСИЧЕСКИЕ ВОПРОСЫ ПЕРЕВОДА

ТЕМА 1. РОЛЬ КОНТЕКСТА ПРИ ПЕРЕВОДЕ

Контрольные вопросы

1. Что такое *контекст*?
2. Чем отличаются широкий и узкий контексты?
3. В каких случаях возможен эквивалентный (т.е. однозначный) перевод слов с английского языка на русский, вне зависимости от контекста? Приведите примеры таких слов.
4. Приведите примеры вариативного перевода слов с английского языка на русский (зависящего от непосредственного окружения слова).
5. В чем причина разнообразных окказиональных (авторских) переводных соответствий при передаче названий книг и фильмов (например, рассказ С. Кинга «The Mangler» в разных вариантах перевода – «Мэнглер», «Давилка» и «Каток»)?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 7–10.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 13–14.
3. Мисуно, Е. А. Перевод с английского языка на русский язык : практикум : учеб. пособие / Е. А. Мисуно, И. В. Шаблыгина. – Минск : Аверсэв, 2009. – С. 6–7.
4. Приказчикова, Е. Н. Переводческие трансформации и практика перевода с английского языка на русский : учеб. пособие / Е. Н. Приказчикова. – М. : Изд-во МГОУ, 2012. – С. 16–19.

ПРАКТИКУМ

Уровень А

Упр. 1. Воспользуйтесь узким контекстом для устного перевода предложений, содержащих слова *black* и *white*. Приведите различные варианты соответствия, чтобы перевод ни разу не повторился.

Black

1. The general then went on to learn karate and gained a *black* belt in the art.
2. Jack looked like someone had given him a *black* eye.
3. And it is not gold we seek, but *black* gold, as some have come to call it.
4. There may be *black* ice on the roads tonight, so drive carefully.
5. The earthquake in Japan, they say, was a *black* swan event.
6. The Nobel Prize award ceremony was a *black-tie* affair.
7. Then I became the *black* sheep and I found to my horror that everyone thought I was off my head.

White

8. But the men pulled a *white* flag and later surrendered in the presence of a priest.
9. What's the harm of a *white* lie if it will make her feel better?
10. Wholemeal bread is more nutritious than *white* bread.
11. A classic example of a directory is the telephone *White* Pages, which allows us to locate people and telephone numbers.
12. Small waves becoming longer, fairly frequent *white* horses.
13. I'm dreaming of a *white* Christmas, just like the ones I used to know.
14. The hotel is unfinished and structurally unsound – a *white* elephant of epic proportions.

Уровень Б

Упр. 2. Определите значение выделенных слов, не используя словарь. Переведите предложения письменно.

1. The defenders had either taken few *casualties* or their wounded had already been removed.
2. Those who smuggle tobacco products are often involved in other forms of serious *criminality*.
3. Tight credit and weak economic conditions will cause the *demise* of some big names before the two years are up.
4. Bottles of lemonade *doctored* with rat poison were discovered in the kitchen.
5. Daddy says he is a *fence-sitter* because he doesn't know which man he wants for President.
6. They received *intelligence* reports that the factory was a target for the bombing.
7. This is a story about an engineer who *was moonlighting* as a taxi driver.
8. That drink came from the shop and was far better stuff than Bob's *moonshine*, so he took another.

9. He hit a couple of bad shots at the start and I think it just *psyched* him out.
10. I admired the way she *soldiered on* when her business ran into trouble.
11. A confirmed *teetotaller*, he is said to be the driving force behind the campaign against alcoholism.
12. The confusion about the project has been made worse by the *vacillation* and indecision.
13. The dress is simple and elegant, but you could *vamp it up* for evening wear with some stunning jewellery.
14. He watched the cat cleaning the milk off her *whiskers*.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на влияние контекста при переводе омонимов.

Homonyms are two words that are spelled the same and sound the same but have different meanings. The word “homonym” comes from the prefix *homo-*, which means ‘the same’, and the suffix *-nym*, which means ‘name’. Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike. A simple example of a homonym is the word *pen*. This can mean both ‘a holding area for animals’ and ‘a writing instrument’. Another example is *book*, which can mean ‘something to read’ or ‘the act of making a reservation’. In both cases, the sound and spelling are the same, and only the definition changes.

Homophones, homographs, homonyms: these three terms are often confused, thanks to their identical prefixes. It’s the suffix that makes all the difference in this case, though. Homophones are words that sound alike, thanks to that all-important suffix *-phone*, which means sound. Homophones have the same sound but different meaning, and they are often spelled differently. For example, consider the word *fate* and *fete*. *Fate* is an inevitable outcome, but a *fete* is a festival or party.

Homographs are words that are spelled the same, as indicated by the suffix *-graph*, which means writing. Homographs have the same spelling but different meanings and usually different pronunciation. For example, consider the words *tear* and *to tear*. It can mean ‘drops of water from the eyes’; on the other hand, it can mean ‘to rip paper into pieces’.

Homonyms have characteristics of both homophones and homographs. As mentioned, they are words that are spelled alike (like homographs) and sound alike (like homophones). Homonyms can be more confusing for young readers or people learning English as a second language. If you ever come across a word that just doesn’t seem to make sense in its context, check for alternate definitions. You may just have a homonym on your hands, and you’ll feel much smarter when you learn the secondary meaning of one of these tricky quirks of the English language.

<https://examples.yourdictionary.com/examples-of-homonyms.html>

ТЕМА 2. ПЕРЕВОДЧЕСКИЕ ТРАНСФОРМАЦИИ И ЗАМЕНЫ

Контрольные вопросы

1. В каких случаях при переводе с английского на русский нужно применять *добавление*, а в каких – *опущение*? Приведите примеры таких ситуаций.
2. Что такое *генерализация* и *конкретизация*? Приведите примеры лексических единиц, которые переводятся при помощи таких замен.
3. Какие английские конструкции и глаголы со значением отрицания часто передаются на русский язык при помощи *антонимического* перевода?
4. В чем суть приема *модуляции*, или смыслового развития?
5. Как применяется прием *целостного преобразования* при переводе разговорных выражений, объявлений/указателей и междометий?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 15–17, 25–27, 35–36.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 23–25.
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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите предложения, применяя указанную лексическую трансформацию при передаче выделенных словосочетаний.

Добавление

1. Last year in *Georgia*, the charter schools scored 3 % lower than traditional public schools.
2. A phone call, email or a Skype call is good. But nothing beats having *a coffee* or *a tea* and talking face-to-face.

3. *Fishes* that evolved in the lake are right at the edge because predation forced them inside the wetlands.
4. “*Black swan*” events are unpredictable, unexplained chaotic movements. They are also extremely rare events.

Опущение

5. Give something up. A *half-gallon* of ice cream or a coffee at your favorite store or one bottle of wine a week or month.
6. I’m sorry to say that some of you didn’t do as well as I’d hoped, despite *his or her* remarkable upbringing.
7. Most people prefer to believe that their leaders are *just and fair*, even in the face of evidence to the contrary.
8. Diane Sykes once told colleagues, “You and I have important work *to do*, maintaining ethical standards.”

Генерализация

9. When my *Buick* came with a misaligned door and I had to take it back 5 times and had to go in and show the service person how to fix it myself.
10. As I entered, I was greeted by a Marine Lance Corporal. He was about *six feet* tall and lean, with a scraggly moustache.
11. If you’re ever in N. Ireland (and you should!) look me up – happy to be a tour guide and feed you a pint of *Guinness* in the most bombed building in Europe!
12. How tough did it get? I haven’t made *a nickel* in this store in the last three years.

Конкретизация

13. I fainted and hit the table as I fell, knocking it over. I broke six ribs and *was* in hospital for ages.
14. This procrastination *thing* is real. I am definitely that person who will have two months to do something but will start on it two days before it’s due.
15. I keep a day planner, lists, and I prioritize like a madwoman. I get a lot of *stuff* done in a day.
16. Over dinner one night, my *sibling* announced he was becoming a woman. And so began the greatest test of my faith.

Уровень Б

Упр. 2. Переведите предложения письменно, употребляя указанные лексические замены при передаче выделенных словосочетаний.

Антонимический перевод

1. Do you think you could get me a picture of the Taj Mahal? – Taj Mahal? I expect that’s *not too easy* to draw.

2. *Not until* college and after did he really meet with and interact with core African-American culture.
3. Generally, we can exchange a smile with someone and be fairly confident that we understood one another *without confirming* it over e-mail later.
4. *Do not fail to* plan for the factor of forgetting. Frequent review is recommended to help students maintain mastery.
5. He was *not unknown* to the police. Last year he was sentenced for physical injury, among other charges, and fined.

Смысловое развитие (модуляция)

6. So they love athletes. And I *was an athlete* in college, and I *got good grades*.
7. He was *as cool as a cucumber* when his new iPhone dropped on the asphalt.
8. His widowed mother says it was love at first sight, but Dan is convinced the man is a con artist spending his mother's *nest egg*.
9. If you are a *glass-is-half-empty* kind of person, this is the film for you!
10. To many in the educated elite that says a lot about who is a real friend and who is a *fair-weather friend*.

Целостное преобразование

11. Now, now!/There, there!
12. Break a leg!
13. It's worth a shot.
14. It's high time to call it a day.
15. That's a good one!

Уровень В

Упр. 3. Переведите текст на русский язык, применяя необходимые лексические трансформации и замены.

My name is Reese, and I am eight and a half. Right now, I'm in the 3rd grade, but in two months I'll be in 4th. Every morning Mom reminds me and my older sister, Cassie, who's in 5th grade, to come straight home right after school and wait for her call. She works across town at a senior retirement home, so she is usually not here when we get back from school. But always, at 3:45 on the dot, she calls to make sure that we got here safely. She worries about us because some of the people at our apartment complex are in gangs and they sometimes argue, fight, and shoot guns. Mom says that it seems like the police are here every other day.

Just yesterday the man at the apartment across from us was handcuffed and taken away by two police officers. My friend and classmate, Mason, who lives downstairs from me in 5C, said that this was not his first time. Mom says that

the landlord needs to evict, or get rid of, those kinds of people. She also says that he needs to fix up a lot of things at this place too. I think he could start by putting a fresh coat of paint on the building. To look at it now almost makes me dizzy because it is a mixture of its normal faded green and the fresh streaks of green that the man from the city uses each time he comes out to paint over the graffiti.

I dream of one day having a house that my mom and sister and I can all live in. I want one just like the gray house on the corner. A nice lady named Ms. Pratt lives there alone. She came down from Oakland three years ago to take care of her father. After he died, she inherited, or was left the house from her dad. She's a cashier at the market on the corner of Twelfth Street. On most days I try to stop in on my way home from school because she always has an open bag of candy behind the register that she hands out to the kids who come by.

Mr. Pratt was known for having the best yard on the block. His lawn was always green and freshly cut, and the purple and yellow flowers that lined his fence and circled the trees always sweetened the air on a breezy day. Ms. Pratt still keeps the yard looking that way, and when her little dog, Sammy, is outside running along the perimeter of the yard, he completes the picture of what I think a home should look like.

<https://www.eastoftheweb.com/short-stories/UBooks/GrayHous1200.shtml>

ТЕМА 3. ПЕРЕВОД ФРАЗОВЫХ ГЛАГОЛОВ

Контрольные вопросы

1. Какие глаголы английского языка называют фразовыми? Есть ли аналоги таких глаголов в русском языке?
2. Что такое послелог? Что может выступать в качестве послелога?
3. В чем заключается идиоматичность фразовых глаголов? Приведите пример.
4. Как переводятся фразовые глаголы, значение которых в некоторой степени понятно из значений его элементов?
5. На что необходимо обращать внимание при переводе фразовых глаголов? Суммируйте и изложите основные шаги.

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 144–147.

Дополнительная

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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите предложения, прокомментируйте перевод фразовых глаголов.

1. Emma *went after* her dreams and now she is an actress.
2. He added funny details to the story as he *went along*.
3. Alex tends to *go along with* anything his wife says.
4. I still can't get the stain to *go away*.
5. Time *goes by* so quickly!
6. What sort of men do you *go for*?
7. I've never really *gone in for* classical music, but I love jazz.

8. This bacon smells a bit funny – do you think it's *gone off*?
9. A city council member said that the proposals for the new shopping center were unlikely to *go through*.
10. The average cost of a new house has *gone up* by five percent to £ 276,500.
11. Everyone took to the lifeboats when the ship started to *go down*.
12. Is Julie *going out with* Tom?
13. I think we can *go with* the advertising agency's suggestions, don't you?
14. Bill and Amy finally *went through* with the divorce.
15. Do you think my speech *went over* OK?

Уровень Б

Упр. 2. Заполните пропуски фразовыми глаголами. Переведите предложения письменно.

<i>to kick out</i>	<i>to argue out</i>	<i>to die down</i>	<i>to pass up</i>	<i>to phase out</i>
<i>to agree with</i>	<i>to cut in</i>	<i>to cast around</i>	<i>to work out</i>	<i>to plug in</i>
<i>to back up</i>	<i>to answer back</i>	<i>to catch up</i>	<i>to decide upon</i>	<i>to price up</i>

1. Fashion editors are always _____ for words to describe colours.
2. She spends hours on the phone, _____ with old friends.
3. Our plan _____ fine.
4. I _____ the job because I am afraid of change.
5. In rural areas where they have a monopoly, some garages _____ fuel because there's nowhere else to buy it.
6. If we can't _____ our differences _____, we'll have to take them to court.
7. My wife _____ me _____ over my decision to quit my job.
8. The family _____ the au pair _____ when they found out that she was planning to move to work for another household.
9. I feel terrible – that food didn't _____ my stomach.
10. It was on the front pages of all the papers for a few days, but the interest gradually _____.
11. They have introduced a compact edition of the newspaper and _____ the broadsheet edition over the next few months.
12. He _____ the TV _____ and turned it on full blast.
13. Jane spent a long time looking at houses before she bought one, but eventually _____ one near her office.
14. The air conditioner _____ when the temperature gets to 22°C.
15. Her mother was shocked when she started _____ her _____ and refusing to help.

Уровень В

Упр. 3. Переведите текст письменно, обращая внимание на перевод фразовых глаголов.

THE BUY NOTHING MOVEMENT

Social media, magazines and shop windows bombard people daily with things to buy, and British consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items – worn two or three times and then thrown away.

People might not realise they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops can't sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people don't want to buy it second-hand. Huge quantities end up being thrown away, and a lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems.

However, a different trend is springing up in opposition to consumerism – the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and overconsumption of Black Friday and Cyber Monday during Thanksgiving weekend. On Buy Nothing Day people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organize the exchange and repair of items they already own.

The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they'd saved \$ 55,000.

The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. If everyone followed a similar plan, the results would be impressive.

<https://learnenglish.britishcouncil.org/>

ТЕМА 4. ИНТЕРНАЦИОНАЛЬНЫЕ И ПСЕВДОИНТЕРНАЦИОНАЛЬНЫЕ СЛОВА

Контрольные вопросы

1. Что такое *интернациональные слова*? Приведите примеры в английском и русском языках.
2. Все ли похожие по звучанию английские и русские слова совпадают по значению?
3. Приведите примеры *псевдоинтернациональных* слов (они же «ложные друзья переводчика»).
4. Опишите три типа псевдоинтернациональных слов. Какой из них представляет наибольшие трудности при переводе?
5. Что нужно делать, чтобы избежать ошибок при переводе интернациональной и псевдоинтернациональной лексики?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 84–85.

Дополнительная

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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите предложения, обращая особое внимание на выделенные курсивом псевдоинтернациональные слова. Какую ошибку можно допустить, если посчитать их интернациональными?

1. The story is fictional, but was inspired by *actual* events.
2. But then, cartoonists are not always strictly *accurate*.
3. I have found historical *anecdotes* an excellent aid in teaching English.

4. And is this *aspirant* to your hand a handsome man?
5. The story ends with all the medicine falling out of the medicine *cabinet*.
6. When I was a girl, I had a different *complexion*.
7. Tourism has become the main industry in recent *decades*.
8. She probably concluded that I was some harmless *lunatic*.
9. He is even more *genial* and kind than usual.
10. In the last 100 years, only four Republicans have served as *mayor*.
11. And yet the *prospect* seemed far from pleasing to me.
12. Twelve days later he left for home with his leg in *plaster*.
13. Andy hardly knew whether to laugh or to express *sympathy*.
14. The sun had scarcely risen when he rang for his *valet*.

Уровень Б

Упр. 2. Определите контекстуальное значение выделенных курсивом многозначных слов. Переведите предложения письменно.

1. Thomas remains involved, currently serving as the academy's *artistic* director.
2. He was a man of *catholic* tastes, a lover of grand opera, history and the fine arts.
3. Many of these ideas are now being incorporated into *orthodox* medical treatment.
4. His being a *protestant* could not fail to prejudice the jury.
5. The team is led by General MacAllister (an older *Caucasian* man with brown hair and a brown beard with white streaks).
6. Hayes would go on to become a widely recognized environmental *advocate*.
7. Personnel are drawn from military *intelligence* and police backgrounds.
8. Both the cat and the dog were awarded countless honorary *decorations*.
9. Bentz became extremely successful as a bank robber and lived an *extravagant* lifestyle, collecting rare books and coins.
10. Nor could any *dramatic* rise in the number of black officers be expected.
11. Contrary to *popular* belief, bread is not the best thing for birds.
12. Would people buy a *mystery* book if they already knew the ending?
13. The jewellery and antique shops of the famous winding alleyways called the Lanes continue to serve *discriminating* tastes.
14. No doubt he will be buying a *caravan* when he realises how convenient they are.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на способы передачи слов, которые имеют схожее звучание в английском языке.

Everyone knows the problem with spell-check: your word might be spelled right, but it may be the wrong word. English is full of confusing words that sound alike but are spelled differently. It's also full of words that share similar (but not identical) meanings that are easy to misuse. Below are some of the most commonly confused and misused words in English.

Affect/Effect. *Affect* is usually a verb: Chester's humming affected Posey's ability to concentrate. *Effect* is usually a noun: Chester was sorry for the effect his humming had. If you find yourself stumped about which one to use in a sentence, try substituting the word "alter" or "result." If "alter" fits (Chester's humming altered Posey's ability to concentrate), use *affect*. If "result" fits (Chester was sorry for the result his humming had), use *effect*.

Capital/Capitol. *Capital* has several meanings. It can refer to an uppercase letter, money, or a city where a seat of government is located: Chester visited Brasilia, the capital of Brazil. *Capitol* means the building where a legislature meets: Posey visited the cafe in the basement of the capitol after watching a bill become a law.

Disinterested/Uninterested. *Disinterested* means impartial: A panel of disinterested judges who had never met the contestants before judged the singing contest. *Uninterested* means bored or not wanting to be involved with something: Posey was uninterested in attending Chester's singing class.

Historic/Historical. *Historic* means famous, important, and influential: Chester visited the beach in Kitty Hawk where the Wright brothers made their historic first airplane flight. *Historical* means related to history: Posey donned a historical bonnet for the renaissance fair.

Principal/Principle. *Principal* can be a noun or adjective. As a noun, it refers to the person in charge of a school or organization: Posey was called into the principal's office. As an adjective, it means most important: The principal reason for this meeting is to brainstorm ideas for the theme of Chester's birthday party. A *principle* (always a noun) is a firmly held belief or ideal: Posey doesn't like surprise parties as a matter of principle.

<https://www.grammarly.com/blog/commonly-confused-words/>

Раздел II МОРФОЛОГИЧЕСКИЕ ВОПРОСЫ ПЕРЕВОДА

ТЕМА 1. ПЕРЕВОД СЛОВ-ЗАМЕСТИТЕЛЕЙ

Контрольные вопросы

1. Что такое *слова-заместители*? Какова их функция в английском предложении?
2. Назовите заместители имени существительного. Чем отличается перевод предложений с заместителями *one* и *that*?
3. Нужно ли отражать при переводе заместитель прилагательного или наречия *so*?
4. В чем состоит специфика перевода предложений с заместителем глагола *do*?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 19–21.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 251–252.
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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения со словами-заместителями на русский язык.

1. When I was a kid, my favourite books were *those* told entirely from a kids'-eye perspective.
2. There are a number of centers, and I am sure that you can find *one* close to you.

3. Cats were sacred in Egypt and local people would readily sacrifice their lives for *that* of a cat.
4. I don't think expensive filters are that much better than cheap *ones*.
5. Hess was soon imprisoned, and remained *so* for the rest of his life.
6. It might be interesting to examine people who voted against war, and why they did *so*.
7. There is usually one wrong answer that gets picked a lot and the rest less *so*.
8. This book made me laugh out loud. Literally. Even more *so* than the other Artemis Fowl books.
9. Consumers felt a lot better about the economy in February than they *did* in January and December.
10. All I could do was tell him that all will be OK. I don't know if it *will*, though.
11. Look, Robertson explains it so much better than I *do*.
12. When she woke the next morning, he was gone and so *were* the jewels her husband had given her.
13. I am not one to follow politics or have much of an opinion on politics. Neither *has* Tony.
14. Evan and I were divorced, so he was free to do whatever he wanted *to*.

Уровень Б

Упр. 2. Вставьте в предложения подходящие слова-заместители и письменно переведите предложения на русский язык.

1. A British study found that adolescents experienced considerably higher rates of emotional problems in 2006 than they _____ in 1986. The greatest changes were for worry, irritability, fatigue, sleep disturbance, panic, and feeling under strain.
2. He could have gone to any college he wanted _____, but he stayed here. In Vegas.
3. I made a decision a long time ago that I would never open up a server and patch a cable or swap a drive again. I have not regretted it. Neither _____ my wallet.
4. I made plenty of excuses as to why it made sense to continue the dysfunctional relationship, but in hindsight, it was probably one of the dumbest decisions I've made in my adult life, and trust me, I've made some less than smart _____.
5. I wish that I could say that I get into our surrounding mountains here in East Tennessee more often than I _____.
6. In Mark 10:13–14, the disciples rebuked those who brought the children to Jesus for blessing. We are not told the reason why they did _____.
7. In this article, we will discuss everything related to co-working spaces, the benefits and the ways you can find _____ in your area.
8. R. Kelly has done absolutely nothing for music and neither _____ Ne-Yo. As catchy as their songs may be, they are not musical pillars in the slightest.
9. She was playing Perry Helmar and Jay Brooker against each other and with October 26 approaching, she was getting desperate and so _____ they.
10. Such a dialogue could have started earlier, not in 2012, and nobody knows if it will continue. But if it _____, it should be out, in the open, for all to see.

11. The anime series “Full Moon wo Sagashite” is filled with tragedy and sad moments, while “Aishiteruze Baby” less _____, though enough to dampen the eyes of any one with a heart.
12. The most significant laws that were on the books were _____ legislated by the executive branch.
13. The term “catwalk” may also be derived from a more literal meaning, as the models on it often use a walk which is like _____ of a cat, placing one foot directly in front of the other.
14. The Wharfe and Aire river valleys were swampy and forested, and remained _____ until well after the Norman conquest of Britain.
15. Well, for starters, infants have incredibly sensitive hearing, much more _____ than older children or adults, and movies are very loud, so you risk damaging their health.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на способы передачи слов-заместителей.

The Canon of Scripture may be generally described as the “collection of books which form the original and authoritative written rule of the faith and practice of the Christian Church,” i.e. the Old and New Testaments. The word *canon*, in classical Greek, is properly *a straight rod*, “a rule” in the widest sense, and especially in the phrases “the rule of the Church,” “the rule of faith,” “the rule of truth”.

The first direct application of the term *canon* to the Scriptures seems to be in the verses of Amphilochius (cir. 380 A. D.), where the word indicates the rule by which the contents of the Bible must be determined, and thus secondarily an index of the constituent books. The uncanonical books were described simply as “those without” or “those uncanonized.” The canonical books were also called “books of the testament”.

After the Maccabean persecution the history of the formation of the Canon is merged in the history of its contents. The Old Testament appears from that time as a whole. The complete Canon of the New Testament, as commonly received at present, was ratified at the third Council of Carthage (A. D. 397), and from that time was accepted throughout the Latin Church. The books of Scripture were not made canonical by act of any council, but the council gave its sanction to the results of long and careful investigations as to what books were really of divine authority and expressed the universally-accepted decisions of the church. The Old Testament Canon is ratified by the fact that the present Old Testament books were those accepted in the time of Christ and endorsed by him, and that of 275 quotations of the Old Testament in the New, no book out of the Canon is quoted from except perhaps the word of Enoch in Jude.

<https://www.biblestudytools.com/dictionary/canon-of-scripture-the/>

ТЕМА 2. АРТИКЛЬ И ЕГО ПЕРЕВОДНЫЕ ЭКВИВАЛЕНТЫ

Контрольные вопросы

1. Что такое *артикли*? Есть ли у него аналоги в русском языке?
2. По какому принципу артикли подразделяются на *значащие* и *незначащие*? Приведите примеры.
3. Какими словами передается на русский язык неопределенный артикли?
4. В чем специфика перевода сочетаний слов с определенным артиклем?
5. В каких случаях необходимо переводить нулевой артикли?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 123–124.

Дополнительная:

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 290–293.
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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения, прокомментируйте выбранный способ перевода артиклей.

1. Did you know that elephants can swim very well?
2. Who are the girls over there with Joe?
3. Tell Pat the story about John and Susie.
4. She married Richard Burton, the actor.
5. All I know she shares a room with a nurse.
6. Move the books from the chair and sit down.
7. The tiger is in danger of becoming extinct.
8. Next term we are going to study the metals in details.

9. The violin is more difficult than the piano.
10. I have found a guy who promised to help me.
11. An old woman was looking for a vacant seat.
12. He is the right person to be consulted.
13. I met a most beautiful girl yesterday.
14. It's just an idea, not the idea everybody is to agree with.

Уровень Б

Упр. 2. Переведите письменно предложения на русский язык, обращая внимание на функцию артикля перед именами собственными.

1. There are no early sources that indicate that *the James* who became the leader of the church in Jerusalem was a non-believer until after the resurrection.
2. What always bothered me about *the Bond* series was the inherent rebooting film-to-film from the previous works.
3. How can you know anything about me? You don't even know my name. Who are you? *The Sherlock Holmes* of Butler, Missouri?
4. Parson Hagar belonged to *the Western Reserve Hagers*; his mother was *a Watson*; one of his sisters married *a Wheeler*; they settled in Morgan County.
5. Musgrave's household staff, included the butler, Brunton, longest in service to the family. The butler was a widower, a veritable paragon, except for his being a bit of *a Don Juan*.
6. If someone bought *a Picasso* and sliced it into strips, selling each one to a different buyer, then the world would be up in arms.
7. While some people may have hunted animals for food prior to *the Flood*, it wasn't until after the deluge that God permitted mankind to eat meat.
8. It talks of Derry, one of many places ravaged during the violence of *the Troubles*, the period from the 1960s to '90s when Catholics and Protestants clashed in the fight for the future of Northern Ireland.
9. Within a short period, Germany has been confronted with the dilemma of re-creating the German nation. *The Germany* of 1992 is more multicultural than ever.
10. Brendan Prescott, spymaster to *the Princess Elizabeth*, has discovered that he is connected to *the Tudors* by blood as well as allegiance.
11. They were so consumed with the win, the conviction, that at the end of the day, it's, well, who's going to care about *a Mister Dillion* or *a Mister Green*.
12. She knew. *The Jane* that I know, if she knew about you, she would walk to the ends of the earth to find you.
13. Shelves of wine all over the tiny building and a friendly staff give you the sense this place could offer *a Bordeaux* even a wine lover hasn't tried before.
14. If there is *a Leonardo* lurking in all of us, or *a Mozart* writing silent scores in our heads, it raises one big question: where does such talent come from?

Уровень В

Упр. 3. Переведите цитаты знаменитых людей на русский язык, применяя различные приемы передачи артиклей.

What is Love? I have met in the streets a very poor young man who was in love. His hat was old, his coat worn, the water passed through his shoes and the stars through his soul (*Victor Hugo*)

Have you ever tried to know the reason behind the unhappy marriages? So I would like to tell you that it is not due to the lack of love but it is all due to the lack of friendship between the two partners in the marriage alliance (*Friedrich Nietzsche*)

It's probably not just by chance that I'm alone. I'm neither smart nor stupid, but I don't think I'm a run-of-the-mill person. I've been in business without being a businesswoman, I've loved without being a woman made only for love. The two men I've loved, I think, will remember me, on earth or in heaven, because men always remember a woman who caused them concern and uneasiness (*Coco Chanel*)

Some humans would do anything to see if it was possible to do it. If you put a large switch in some cave somewhere, with a sign on it saying 'End-of-the-World Switch. Please Do Not Touch', the paint wouldn't even have time to dry (*Terry Pratchett*)

It is an illusion that youth is happy, an illusion of those who have lost it; but the young know they are wretched for they are full of the truthless ideal which have been instilled into them, and each time they come in contact with the real, they are bruised and wounded. It looks as if they were victims of a conspiracy; for the books they read and the conversation of their elders prepare them for an unreal life (*Somerset Maugham*)

I'm inspired by the people I meet in my travels – hearing their stories, seeing the hardships they overcome, their fundamental optimism and decency. I'm inspired by the love people have for their children. And I'm inspired by my own children, how full they make my heart. They make me want to work to make the world a little bit better. And they make me want to be a better man (*Barack Obama*)

Good description is a learned skill, one of the prime reasons why you cannot succeed unless you read a lot and write a lot. It's not just a question of how-to, you see; it's also a question of how much to. Reading will help you answer how much, and only reams of writing will help you with the how. You can learn only by doing (*Stephen King*)

<https://www.goodreads.com/quotes>

ТЕМА 3. ПЕРЕВОД ПРЕПОЗИТИВНЫХ АТТРИБУТИВНЫХ КОНСТРУКЦИЙ

Контрольные вопросы

1. Что такое *препозитивно-аттрибутивные конструкции*? Какие еще термины используются для описания этого явления в английском языке?
2. Какое слово препозитивно-аттрибутивной конструкции считается основным и в чем заключается его роль при переводе конструкции на русский язык?
3. Как переводятся двухкомпонентные препозитивно-аттрибутивные конструкции?
4. Какие способы применяются для перевода конструкций, состоящих из трех и более компонентов?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 139–141.

Дополнительная

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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно препозитивные атрибутивные конструкции.

- 1) coffee table
- 2) chess piece
- 3) mushroom cap
- 4) Kelvin scale
- 5) violin case
- 6) wastepaper basket

- 7) World Trade Centre
- 8) world language conference
- 9) government media censorship
- 10) social grade classification
- 11) wind power plant
- 12) all-night gas station
- 13) low energy consumption device
- 14) heritage protection measures

Уровень Б

Упр. 2. Переведите письменно высказывания со сложными препозитивно-атрибутивными конструкциями.

1. In the Persian Gulf, Western companies dictated terms on a “*take it or leave it*” basis, most vividly in British dealings with Iran
2. Schools become terrifying, *dog-eat-dog environments* where no introvert is safe, from the principal right down to the smallest child.
3. We appeal to those who would remain committed to the “*my way or highway*” agenda.
4. The company only offered new jobs to a small fraction of people, on a *first-come-first-served basis*.
5. Now if only she could find a tactful way to temper her pushy *soon-to-be mother-in-law* Lenore before she gets carried away.
6. When the world began to change, it was newspapers, magazines, radio, and television that carried the news, but not in a loud, *end-of-the-world way*.
7. It’s the classic *boy-meets-girl, boy-loses-girl, boy-gets-girl-back plot* that has fueled an infinity of romance novels.
8. Five years ago, I was a *Make-A-Wish kid* battling Lupus and kidney disease. Now, I’m in full remission and I’ve run further than I ever dreamed possible.
9. On health care he is going to create a *government mandate one-size-fit-all program* and if you don’t insure your kids or your employees, you’ll get a fine.
10. I’ve seen my share of *life-and-death situations*, and if there’s a key to living through them, it’s this: don’t panic.
11. The stakes are high because all the players know this will largely be a *winner-takes-all game*.
12. If the film is taken to heart, it should be among the catalysts for changing the “*kids will be kids*” mentality among some educators and other authority figures.
13. Sometimes Barbara imagined they were far from Abbott Center, wasting their lives in some *end-of-the-road boardinghouse* in Africa or on the Amazon.
14. Sometimes, creative types want to make their own iPad protectors. We’ve found some of the coolest, cutest, and most useful *do-it-yourself ideas* for iPad cases.

Уровень В

Упр. 3. Переведите новостные заметки на русский язык, обращая внимание на способы передачи препозитивных атрибутивных конструкций.

A dispute over wearing a face mask led to the stabbing of an Apple Store security guard on Friday, a spokesperson with the New York City Police Department told CNN. Officers responded to the West 14th Street location in Manhattan about 6:20 pm, Lt. Thomas Antonetti said. The victim, a 37-year-old male whose identity was not publicly disclosed, did not suffer life-threatening wounds and was sent for treatment to Bellevue Hospital, Antonetti said. The suspect was last seen entering a subway station on 14th Street, and no weapon was found left behind at the scene, he added.

The trial of a 100-year-old former SS guard starts on Thursday in the German town of Brandenburg an der Havel. He is accused of being an accessory to murder in 3,518 cases dating from his time as a guard at the Nazi concentration camp in Sachsenhausen, according to the Neuruppin public prosecutor's office. The accused allegedly worked at the former concentration camp in Sachsenhausen as a prison guard from 1942–1945, during which time tens of thousands of prisoners died at the camp due to forced labor, hunger, disease, medical experiments and mistreatment.

Chinese officials are ordering coal plants to dramatically ramp up production. The European Union is facing a revolt over its ambitious Green Deal on climate. US President Joe Biden is petitioning OPEC nations to boost oil production. So much for the fight against the climate crisis – it's the energy crisis that's taking precedence. And it couldn't have come at a more crucial time. In just three weeks, leaders and negotiators will meet for the COP26 international climate talks in Glasgow. Momentum was building for putting an end date on coal and speeding up the global transition from climate-altering fossil fuels to renewables before the crisis hit.

Russia said on Monday it had successfully test-launched a Tsirkon (Zircon) hypersonic cruise missile from a submarine for the first time, a weapon President Vladimir Putin has lauded as part of a new generation of unrivaled arms systems. The defense ministry, which tested firing the Tsirkon missile from a warship in July, said that the Severodvinsk submarine had fired the missile while deployed in the Barents Sea and had hit its chosen target. Low-quality video footage released by the ministry showed the missile shooting upwards from a submarine, its glare lighting up the night sky and illuminating the water's surface. "The test firing of the Tsirkon missile from a nuclear submarine was deemed successful," the ministry said.

<https://edition.cnn.com>

ТЕМА 4. ПЕРЕВОД МОДАЛЬНЫХ ГЛАГОЛОВ

Контрольные вопросы

1. Что такое *модальные глаголы*? Есть ли аналоги таких глаголов в русском языке?
2. Какие модальные глаголы являются наиболее частотными в английском языке?
3. Какие факторы определяют способ перевода модального значения на русский язык? Приведите примеры.

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 28–30.

Дополнительная

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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения на русский язык, обращая внимание на передачу модальных глаголов.

Can/could; may/might

1. You can't live other people's lives for them.
2. She can't be unaware of the circumstances.
3. You could ask me before you borrow my car.
4. I don't know where John is. He could have missed the train.
5. He said I might not enter the room until he says so.
6. Children of divorced parents may have difficulty in forming stable relationships themselves.
7. She might have told me she was going to stay out all night.

Must

8. You mustn't give another thought to what he said.
9. The book is not on the shelf. Jane must be reading it.
10. It must be late as the streets are deserted.
11. A man must stand up for his rights.

Should/have to/ought to/to be to

12. You shouldn't be sitting in the sun. Move out of it into the shade.
13. You ought to have chosen a more suitable time to tell me this news.
14. I don't know anything about Mark but he should have passed his final examination by now, I guess.
15. "What do you have to do to earn so much money?" Lynn asked.
16. You will have to start learning Spanish if you're going to live in Madrid.
17. He didn't have to buy any milk. There was a lot in the fridge.
18. She can go to the party, but she is not to be back late.
19. Her father was often to be seen in the bar of the Hotel Metropole.
20. He was never to see her again.

Will

21. Tom will fidget every time the exams come.
22. I will stop drinking so much wine! I really will!
23. The door won't open.
24. Will you have some more of the pie? What will you drink?

Уровень Б

Упр. 2. Переведите письменно высказывания с различными модальными глаголами.

1. You *ought to* switch off the light when you leave the room.
2. You *might* have done yourself a nasty injury.
3. They *must* have taken a short cut to get here.
4. Customers *may* leave their cars in the car park behind the shop.
5. Although many spectators believe that the Australian gymnast, with her amazing flexibility and control, *should* have won the gold medal, the Olympic judges awarded it to the Romanian instead.
6. My feet *won't* move! I feel so damn silly.
7. They *were to* have cooked a pizza but the client changed his order.
8. One day everybody will *have to* get permission to buy a car.
9. John said he would lend me his dictionary, but he hasn't given me it yet. He *must* have forgotten about it.

10. I don't know where she works. She *could* do odd jobs.
11. They *can't* be married.
12. It *could* be quite frightening if you were alone in our big old house.
13. You can give the waiter a tip, but you don't *have to*. It is already included into the price.
14. I *shouldn't* have borrowed your book. I *should* have asked first.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на способы передачи модальных глаголов.

This isn't a story about Elvis Presley. This is a story about Chuckie Walaach and me and Chuck's wife, Carol. Carol should have been my wife but sometimes things don't work out the way they should and so she became Chuck's wife instead.

Carol got pregnant right after our senior year at Stimson High. It's true that Carol and I hadn't actually had a date since eighth grade but I would have married her anyway, even though I had plans for accounting school and I knew it couldn't really be my baby. Even in junior high I'd been too much of a gentleman for something like that to happen. But not Chuckie Walaach. Carol admitted it was Chuck's baby so he was the one got to marry her.

Don't get me wrong, I have to admit that even then he had an unusual voice. Deep, sort of croony and slurred like he'd just had a mouthful of something the rest of us would never be lucky enough to taste. Chuck always got the babes, even Carol. I rest my case. Girls are the reason he got to be class president, too. Brawn for brains should have been his platform.

But all that happened about twenty years ago. I'm a mature man, forgive and forget. Except. Because of Carol's indelicacy right out of high school, Chuck's father took him immediately into the family business and made him a junior executive. Meantime, I went off to college where I was doing fine until my father shredded his foot with the wheat combine and my mother took ill with a rare type of swine breeder's syndrome and I had to come home to help out. There's only one place off a farm in Stimson to work: the Walaach School Bus Body Manufacturing Plant.

<https://www.eastoftheweb.com/short-stories/UBooks/ImpeElvi.shtml>

ТЕМА 5. ПЕРЕВОД НЕЛИЧНЫХ ФОРМ ГЛАГОЛА: ИНФИНИТИВ

Контрольные вопросы

1. Что такое *инфинитив*? Чем отличается английский инфинитив от русской неличной формы глагола? Приведите примеры шести форм английского инфинитива.
2. Каковы основные способы перевода инфинитива в различных синтаксических функциях (подлежащего, именной части составного сказуемого, обстоятельства и др.)?
3. В чем специфика перевода английского инфинитива в функции обстоятельства последующего действия (типа *He has gone away, never to return to the town*)?
4. Опишите основные способы передачи инфинитивных конструкций (Complex Subject, Complex Object, For-to-Infinitive Construction) с английского языка на русский.

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 37–40.

Дополнительная

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4. Слепович, В. С. Курс перевода (английский ↔ русский язык) = Translation Course (English ↔ Russian) : учебник для студентов высш. учеб. заведений по специальности «Мировая экономика» / В. С. Слепович. – 10-е изд. – Минск : ТетраСистемс, 2014. – С. 109–112.

ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения на русский язык, правильно определив функцию инфинитива.

1. The war chief was determined *to stop* the whites from taking more Indian lands.
2. My inability *to read* was undeniably stressful to me.
3. I can't wait *to work* for him.

4. *To save* money now is practically impossible.
5. My silence is not *to be read* as consent.
6. I'm very, very grateful *to be given* certain job opportunities.
7. Woman Claims *to Have Been Raised* by Monkeys.
8. Although I pretended *to have outgrown* it, I still loved it.
9. He became *the first person to travel* at supersonic speed.
10. But just because a gun is *small enough to fit* in your pocket, does that mean you should carry one?
11. It's just nice *to be enjoying* the mountain this early in the season.
12. Your first task *is to learn* how to tell if gold is real.
13. Dissolved minerals make the land *too salty to support* most crops.
14. She went back to the neighborhood *only to discover* that that family no longer lived there.
15. So I went online *only to learn* that there is really a lot of information I do not know.

Уровень Б

Упр. 2. Переведите письменно предложения с различными инфинитивными конструкциями.

1. A severe allergic reaction could occur after any vaccine. They are estimated to occur less than once in a million doses.
2. All materialistic persons are lusty and greedy, and therefore their hearts are understood to be full of dirty things.
3. He has been known to drive a large military-type vehicle, but this vehicle is believed to have been destroyed and abandoned.
4. She seems to not know what's going on with her life and also seems to have limited memory of what has happened to her recently.
5. This makes it important for mobile brands to know which devices are getting the most usage.
6. My opinion is that there are way too many people for the planet to support.
7. They had observed the wind picking up, and that it was unnecessary for both of them to freeze while waiting for back-up.
8. Jesus had just said to a paralyzed man, "Son, your sins are forgiven." The teachers of the law who heard him say these words accused him of blasphemy.
9. The door opened just enough for her to see that the room was dark, the curtains drawn.
10. The whole ordeal was bizarre. I'd never known him to act that way.
11. Storm flooding is something the city has being worried about for some time, and as the seas rise from climate change, the worries are likely to remain with us.
12. The election now 43 days away, the first presidential debate tomorrow night. Crime, cops and race are certain to be on the agenda.

13. He swallowed some wine, felt it go down badly and barely saved himself from a coughing fit.

14. He seemed at a loss for the right language with which to describe Adriana – I'd never seen him searching for words before.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на способы передачи инфинитива и инфинитивных конструкций.

Divorce rates are high in today's day and age. People resort to splitting up from the person they vowed to spend the rest of their life with at the drop of a hat. A while ago I was talking about how to save a marriage with an older gentleman and he told me how he and his wife had been able to remain happily married for over 60 years. "I come from a time when something was broken, you didn't just throw it away. You fixed it with marriage advice."

His response really stuck with me because it's true. It's become so normal in our culture to just move on to the next thing at the first sign of a challenge, and in reality, that's not always a smart move.

Saving the marriage isn't going to be a walk in the park, and it's important that you understand this. You'll need to work on it every single day, and it's not going to be fixed overnight. If you decide to work on restoring your relationship, your partner will have to be on the same page. You won't get anywhere if you're the only one doing the work. Both of you will have to explore the root of the problem and come up with solutions together, and subsequently, implement these solutions into your daily lives.

Another thing that you can do when you want to repair a damaged relationship is to reintroduce humor! I know it might sound a little odd, but think about it. Doesn't it feel good to laugh with your partner and to see them smiling? Now is the ideal time to work on creating a positive environment and de-escalating the situation.

Make a list of what you feel needs to change and have your partner do the same. Share your lists and come up with solutions together. Take a moment every day to remember something that brought you joy with your spouse. Remind yourself of the good times. It is human nature to focus on the negative, so don't let it stamp out all the good things you shared and continue to share.

<https://www.withmyexagain.com/blog/how-to-save-a-marriage/>

ТЕМА 6. ПЕРЕВОД НЕЛИЧНЫХ ФОРМ ГЛАГОЛА: ГЕРУНДИЙ И ПРИЧАСТИЯ

Контрольные вопросы

1. Что такое *герундий*? Есть ли у него аналоги в русском языке?
2. Сколько существует форм английского герундия? Перечислите пять способов перевода герундия с английского языка на русский.
3. Сколько видов и форм причастия существует в английском языке? В чем отличие от причастия русского языка?
4. В каких случаях английское причастие передается на русский при помощи синтаксических оборотов (причастных или деепричастных), а в каких – при помощи придаточного предложения?
5. Как переводятся причастия в функции союза или предлога?

ЛИТЕРАТУРА

Основная

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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения с герундием и причастиями на русский язык.

1. Casino *gambling* has been successful in *bringing* revenue back into the area.
2. A man named Hurl was suspected of *having stolen* his neighbor's horse.
3. Nobody, in any country, deserves *seeing* the same hell again.

4. He was so smart that his school has suggested *moving* him from 2nd grade to 3rd grade.
5. Lady Lucas quieted her fears by the idea of his *being gone* to London only to get a large party for the ball.
6. We had to move a piano because the children saw a spider *crawling* underneath.
7. I had to spend a bunch of time *parking, ordering* and *waiting* for the food.
8. For those who are planning to have their room *painted* with their favorite color, it is very significant to describe the exact shade.
9. Here you may find refuge and get away from the *growing* stress of modern lifestyle.
10. *Having spent* some time in Jerusalem, Jesus returned to Galilee.
11. Be mindful of your language when *talking* to anyone, whether it's a customer or a coworker.
12. When *used* with care, this tent should last for many seasons.
13. If *asked*, I say that it was the best education I've ever received.
14. *Amused*, he dropped the sweater into the bag, grabbed a few more and a pair jeans.

Уровень Б

Упр. 2. Переведите письменно предложения с синтаксическими конструкциями, в состав которых входит герундий или причастие.

1. There's *no point in burying* your head in the sand, if you have a problem, you need to face it and make a positive change as no one is going to do it for you.
2. *After meeting* with Shauna, it is clear to me that she truly cares about helping student-athletes succeed in all aspects – both in the classroom and on the court.
3. Lisbon, Portugal's treasured capital, is *far from being overcrowded* with tourists, which makes it rather easy to find interesting sights.
4. *Assuming* that I'm right, I wonder if this difference between Greek and Hebrew is a difference between Semitic and Indo-European languages?
5. Permission is granted to copy and distribute verbatim copies of this manual *provided that* the copyright notice and this permission notice are preserved on all copies.
6. If you don't *mind my asking*, why does your sister feel so strongly about holiday/birthday themes?
7. *Given* the cost of kennels, it is likely to be cheaper to bring the dog if you can't find someone to babysit for you.
8. David returned to the original meeting place and let the man out. This man was then joined by Rosenberg, who was standing on the street, and David *observed them leaving* together.
9. I *can't help feeling* that this may just be another of her schemes.
10. Allow onions to cook down for 5 minutes *without stirring*. Toss after 5 minutes, then allow to cook *without being disturbed* for another 5 minutes.

11. The middle-class and poor stopped buying things with credit *for fear of losing* their jobs, and *not being able to* pay the interest.

12. Having the history of positive allergy tests to nuts, the individual should avoid eating the nuts *until proven* non-allergic by medically supervised allergen test.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на способы передачи герундия и причастия.

Couchsurfing is quite simply the fact of being able to sleep on a couch in someone's home in their country. Couchsurfing is generally free, which makes it really different from Airbnb. It has developed a lot over the last few years and has aroused a lot of interests among travellers who want to meet people and travel at a lower cost from one end of the country to the other. Let's see what the advantages of the practice itself are:

Improving a language

When you go couchsurfing and go abroad you are hosted by a local person who does not necessarily speak your language. There is no other choice but to adapt by trying to communicate. Of course, the language generally used is still English, which a large proportion of the guests manage to master to some extent. Enough of "Do you speak English?", it's time to make an effort!

Meeting different worlds

Sleeping in someone's home is also about sharing your daily life, discovering how a person lives, their culture, their habits etc. This applies just as much when travelling to the other side of the world as it does on the other side of France. It is also part of the good reasons why to travel solo.

Each person has his or her own little habits and being hosted by that person, it is up to you to adapt. You will certainly be surprised to see Tom hanging his drying clothes in the middle of the kitchen but after all it is a human adventure. Well, Tom I didn't want to have your underwear under my nose during breakfast... but thanks for the accommodation.

Learning about yourself and what's important to you

Couchsurfing is also about realizing what really matters to us. Through discussions with our hosts or the local residents of our destination, we engage in conversations, we debate. Maybe Marie has convinced you to work on a farm that you suddenly feel like leaving everything behind to become a shepherd. Or maybe this debate about "pain au chocolat" or "chocolatine", which you didn't think was so important, finally seemed to you like the most important topic in the world when you started debating about it for hours with Katia.

In short, you will learn what you care about and what you want to develop, you will come back a changed person.

<https://www.sisterhome.com/en/blog/articles/advantages-and-disadvantages-of-couchsurfing>

Раздел III СОЦИОКУЛЬТУРНЫЕ ВОПРОСЫ ПЕРЕВОДА

ТЕМА 1. ПЕРЕВОД БЕЗЭКВИВАЛЕНТНОЙ ЛЕКСИКИ

Контрольные вопросы

1. Что принято понимать под *безэквивалентной лексикой*?
2. Назовите основные причины безэквивалентности. Приведите примеры.
3. Почему перевод безэквивалентной лексики вызывает затруднения?
4. В чем отличие *транскрипции* от *транслитерации*? Изучите таблицы практической транскрипции из Приложения 1.
5. Назовите другие способы перевода реалий.

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 54–56, 169–170.

Дополнительная

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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите предложения, определив способ передачи реалий.

1. The man then looked in a box that had contained a bottle of *whisky* and found more coins.
2. One might substitute the word *controversy* with the words, political *witch hunt*.
3. There is a *pantry*, a food storage facility without which no kitchen can today be called smart.
4. Luck wears number nine on a football *jersey*.
5. Under the scheme families are given a dedicated *caseworker*, who helps to coordinate the help they need.
6. The streets in winter are effulgent with the thick smells of *gingerbread* and *gluhwein*.
7. Since public workers were prohibited to strike, they carried out *work-to-rule* protests that caused trains to be delayed.

8. If we could only take a *fortnight's* holiday from sugar and other sweeteners, we would probably return to it less fondly.
9. Cherry's *town house* was very small but had won some sort of prize for its design.
10. On the upper floor, the dining hall contains an ancient oak table and *dumbwaiter*.

Уровень Б

Упр. 2. Соедините слова и их значения. Переведите предложения письменно. Определите способ передачи реалий.

1. solicitor	a) an event where people sell things they no longer want from a table outside their house.
2. package deal	b) a thick sandwich filled with a variety of meats, cheeses, dressings, and condiments
3. blue law	c) lawyer who gives legal advice, prepares legal documents and cases, and represents clients in the lower courts of law
4. football widow	d) a court or a meeting which is unofficial, unfair or which is intended to find someone guilty
5. holdall	e) an unrehearsed or improvised jazz or rock performance
6. jam session	f) a car having a back that forms one continuous slope from roof to rear
7. comfort blanket	g) a set of offers or proposals which is made by a government or an organization, and which must be accepted or rejected as a whole.
8. yard sale	h) a law prohibiting entertainment, business, etc. on Sunday
9. kangaroo court	i) a woman who must cope with the temporary death of her relationship during football games
10. fastback	j) a strong bag which you use to carry your clothes and other things, for example when you are travelling
11. Dagwood sandwich	k) something that a person is attached to because it gives him or her a feeling of security

1. The next thing you'd have to do is enquire about a *solicitor*.
2. The Constitution, and especially the Bill of Rights, is a *package deal*: It is all or nothing, and for each of us there are likely to be parts we dislike.
3. I read a couple of times that the reason you like *the blue law* was because you got a chance to see open road... well if it's supposed to be "Lord's day" and nothing is open, why are you out and about?

4. During the fall I consider myself to be a *football widow*, though my husband is more awake than most are here.
5. She slipped the box into her *holdall* and set it on the floor next to her feet.
6. He was in the middle of a *jam session* when, take a look, he was attacked by a bat.
7. I honestly don't think he needed me. I was like a *comfort blanket*.
8. This pretty bedside table is from a *yard sale*, one of two matching ones (\$ 5 each) that my husband kindly brought home for me.
9. You're calling the President's Cabinet a *kangaroo court*. Is that serious?
10. The 1966 Mustang *Fastback* is one of many classic cars members get to drive.
11. She was breathing a little hard, and her accent was coming back thicker than a *Dagwood sandwich*.

Уровень В

Упр. 3. Переведите статью на русский язык, обращая особое внимание на перевод безэквивалентной лексики.

WORDS THAT DON'T EXIST IN ENGLISH – BUT REALLY SHOULD

It seems like there's a word for everything, but as it turns out, there are a lot of terms missing from the English dictionary that perfectly describe many common aspects of everyday life.

From very specific emotions to awkward situations, languages like German and Portuguese can describe certain scenarios we've all experienced perfectly, while the English vocabulary falls short.

German: *Kummerspeck*, which translates to “grief bacon,” refers to weight gained due to excessive eating that stems from being sad. *Schadenfreude* means the joy you feel at another person's pain (*schaden* means “damage” and *freude* means “joy”). This term might be used, for example, when someone cuts you off in traffic while driving, but you still end up passing them, or maybe laughing when someone trips.

Tagalog: *Gigil* basically refers to a situation of such extreme cuteness it's overwhelming, or the irresistible urge to hug something cute.

Indonesian: *Mencolek* is that thing some people do in which they tap someone on the opposite shoulder to get them to look in the wrong direction.

Spanish: *Pena ajena* means “to be embarrassed for someone.” The word also exists in German, as *fremdschämen*. *Estrenar* describes wearing something for the very first time.

Hawaiian: *Pana po'o* refers to when you scratch your head to help you remember something you've forgotten.

Swedish: *Lagom* refers to when something is just the right amount. In Sweden, it also represents the idea of living a balanced life.

Japanese: *Koi No Yokan* is not quite love at first sight, but refers to the feeling of meeting someone and knowing that it's inevitable that you will fall in love with them. In other words, it's the “premonition of love.”

Scottish: *Tartle* is that moment of hesitance before introducing someone because you can't remember their name.

<https://www.insider.com/words-that-dont-translate-no-english-equivalent-2018-9>

ТЕМА 2. ПЕРЕВОД ИМЕН СОБСТВЕННЫХ

Контрольные вопросы

1. Назовите основные способы перевода *имен собственных*?
2. В каких случаях нужно применять *транскрипцию*, а в каких – *транслитерацию*?
3. Когда может сохраняться ошибочная передача имени собственного?
4. Что такое *транспозиция*? Приведите пример.
5. Что такое *прагматическая адаптация*? Когда ее следует использовать для перевода имен собственных?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 63–66.

Дополнительная

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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите следующие имена собственные, проанализируйте способы перевода.

Имена людей

А

Dwayne Johnson, Kate Winslet, Ryan Reynolds, Mariah Carey, Russell Westbrook, Vin Diesel, Oprah Winfrey, Nelson Mandela, Andy Warhol, Olivia Newton-John, Henri Matisse, Rosa Parks, Grace Kelly, Ronald Reagan, Usain Bolt, Billie Jean King, Anne Frank, Florence Nightingale, Jimmy Wales.

Б

Charles I of England, Socrates, King Arthur, Michelangelo, Pope John Paul II, Joan of Arc, Nikola Tesla, Dante Alighieri, Augustine of Hippo, Jesus Christ, Alexander the Great, Plato, William the Conqueror, Cicero, Thomas Aquinas, Saint Peter.

Географические названия

А

Brooks Falls, Murray River, Lake Chad, Nugget Falls, Saint John River, Diana's Baths, Depot River, Don Juan Pond, Akaka Falls, Darling River, Lake Superior, Cantabrian Sea, Lake of the Woods, Gulf of Taranto, Table Bay, Yellow Sea.

Б

Mount Sunflower, Quebec, the Channel Islands, New Hampshire, Vancouver Island, Indian Hill, Idaho, Isles of Scilly, Sugarloaf Mountain, Disappointment Hill, Island of Montreal, Utah, Newfoundland and Labrador, Christmas Island, Tasmania.

Уровень Б

Упр. 2. Переведите письменно предложения, обращая внимание на перевод имен собственных.

1. Australia, the smallest continent and one of the largest countries on Earth, lying between the Pacific and Indian oceans in the Southern Hemisphere.
2. One of Europe's finest Neoclassical buildings, St. George's Hall is a monument to the wealth and civic aspirations of a great commercial city in the 19th century.
3. Minnesota's thousands of rivers flow northward via the Red and Rainy rivers to Hudson Bay, eastward through the Great Lakes to the Atlantic Ocean, and southward through the Mississippi River to the Gulf of Mexico.
4. The site of Whitehall Palace was originally occupied by York Place, which was the London residence of the archbishops of York from 1245.
5. Mesa Verde National Park in southwestern Colorado, U.S., established in 1906 to preserve notable prehistoric cliff dwellings; it was designated a World Heritage site in 1978.
6. In the narrow sense, Mesopotamia is the area between the Euphrates and Tigris rivers, north or northwest of the bottleneck at Baghdad, in modern Iraq.
7. Wall Street is a worldwide symbol of high finance and investment and, as such, has entered modern mythology.
8. When the Czech Republic knocked the Netherlands out of the European Championship, most experts thought Denmark's path to the semi-finals got a little bit easier.
9. Labour has accused Boris Johnson of trying to "rewrite history" on how Matt Hancock resigned as health secretary over the weekend.
10. Elon Musk attended Queen's University in Kingston, Ontario, and in 1992 he transferred to the University of Pennsylvania, Philadelphia, where he received bachelor's degrees in physics and economics in 1997.
11. Nippon Telegraph and Telephone Corporation (NTT) was established in 1952 as a public corporation and the sole telecommunications company in Japan.
12. Intuit Inc. was founded in 1983 by American entrepreneurs Scott Cook and Tom Proulx.

Уровень В

Упр. 3. Переведите текст на русский язык, применяя необходимые приемы передачи имен собственных.

WHY NEW YORK IS CALLED “THE BIG APPLE” AND HOW OTHER FAMOUS CITIES GOT THEIR NICKNAMES

New York City: the Big Apple

New York City is known by many nicknames – such as “the City that Never Sleeps” or “Gotham” – but the most popular one is probably “the Big Apple.” How did this nickname come about? Although uses of the phrase are documented in the early 1900s, the term first became popular in the 1920s when John J. FitzGerald, a sports writer, started a column about horse racing called “Around the Big Apple.” However, it wasn’t until a tourism campaign in the 1970s that the nickname came to be synonymous with New York City.

Geneva: the Peace Capital

Geneva, the second most populous city in Switzerland, is a city known for its diplomacy. Geneva is not only home to the European headquarters for the United Nations but also where international organizations, such as the Red Cross, were founded and where the Geneva Conventions, a series of treaties for ameliorating the effects of war on soldiers and civilians, were signed. It seems fitting, then, that Geneva is known as “the Peace Capital.”

Toronto: Muddy York

“Muddy York” sounds like a nickname that would be better suited for New York when it’s raining. But it’s actually a nickname for the city of Toronto in Canada. “Muddy York” is now not as popular a moniker as it used to be, but the name refers to a time in Toronto’s history when there was no drainage system or sewers – meaning the “muddy” part of the name was quite literal. The “York” part actually goes back to when Toronto was first colonized, and its name was “Town of York” to honor Prince Frederick, duke of York. Now, the nickname “Muddy York” represents the early years of this Canadian city.

Mumbai: the City of Dreams

With an estimated population of 18.4 million people, Mumbai is one of the most populous cities in India. Mumbai is not only the financial hub of India but also the home of Bollywood, one of the most popular Indian movie industries, making this city a particularly appealing place to move to. The opportunities here are endless, which is why Mumbai is often referred to as “the City of Dreams.”

Paris: the City of Love

Whether it’s because French is considered the “language of love” or because of the romantic walks along the Seine River, Paris has distinguished itself as the “City of Love.” Paris has long attracted those with labors of love, such as writers and artists. Love can be found everywhere, from its cozy cafés to the Arts bridge, to which couples in the early 2000s attached padlocks to demonstrate their commitment to one another.

<https://www.britannica.com/story/how-9-famous-cities-got-their-nicknames>

ТЕМА 3. ПЕРЕВОД ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ

Контрольные вопросы

1. Что такое *фразеологизм*?
2. Чем отличаются *необразные* и *образные* фразеологические единицы? Приведите примеры.
3. Перевод каких фразеологизмов (необразных или образных) вызывает наибольшие трудности? В чем они заключаются? Приведите примеры.
4. К каким заменам может прибегнуть переводчик при переводе национально-окрашенных фразеологизмов?
5. Охарактеризуйте основные способы передачи образной фразеологии и приведите примеры к каждому из описанных способов.

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 102–104.

Дополнительная

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ПРАКТИКУМ

Уровень А

Упр. 1. Объедините части предложений так, чтобы получились английские пословицы. Переведите полученные фразеологизмы. Определите, какой прием перевода использовался.

1. A bad workman	a) on the other side.
2. A bird in hand is	b) and I will tell you who you are.
3. A drowning man will	c) but you can't make him drink.
4. A journey of a thousand miles	d) has its day.
5. A leopard	e) blames his tools.
6. A penny saved is	f) begins with a single step.
7. A stitch in time	g) one's own shadow.
8. Better die standing	h) a penny earned.
9. Don't blow	i) worth two in the bush.
10. Empty vessels	j) catch at a straw.
11. Every cloud	k) make the most noise.
12. Every dog	l) saves nine.
13. Grass is always greener	m) than live kneeling.
14. Tell me what company you keep,	n) your own trumpet.
15. To be afraid of	o) cannot change its spots.
16. To dance	p) to one's pipe.
17. To kill two birds	q) has a silver lining.
18. You can lead a horse to water,	r) with one stone.

Уровень Б

Упр. 2. Вставьте необходимые предлоги (некоторые могут повторяться). Переведите предложения письменно, прокомментируйте перевод.

<i>around</i>	<i>at</i>	<i>Behind</i>	<i>by...of (3)</i>
<i>in (2)</i>	<i>of</i>	<i>off</i>	<i>on</i>
<i>under (2)</i>	<i>up</i>	<i>with (2)</i>	

1. His other hand caught me _____ *the seat* _____ *the pants* and he danced me into the room like a jumping jack.
2. The venture was cited by many investment journalists as an example of a company *jumping* _____ *the internet bandwagon* without any relevant experience.
3. To beat them would indeed be *a feather* _____ *the cap* of the college.
4. The families had enough power to make or break kingdoms, and were *horns* _____ *the sides* of the monarchs of Europe.
5. Antoine awoke with a start and, springing out, began to curse himself _____ *his breath* for having gone to sleep.
6. Nineteen farmers *voted* _____ *their feet* every day last year and left their occupation.

7. Having passed all rounds of the contest _____ *flying colors*, Olga was admitted to the theater.
8. Photographs of Nathaniel sent in the mail once every few weeks seemed to be enough *to get them* _____ *her back*.
9. Now he feels he will never *move* _____ *in the world* and walks away.
10. As time went on and the disciples continued to spread Jesus's message _____ *word* _____ *mouth*, groups of Christians organized within the homes of believers.
11. He felt nothing was to be gained by *beating* _____ *the bush*.
12. But, then, I only escaped from the Brighton police in those days _____ *the skin* _____ *my teeth*.
13. National chains have experience _____ *their belts*, and have a standard set of well documented processes.
14. University graduates are often *wet* _____ *the ears* when it comes to practice even though they have theoretical bases _____ *their fingertips*.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на фразеологические единицы. Прокомментируйте способы их перевода.

I recently watched a documentary called *Odd Man Out*. It was about a man named Bob who decided to live out of his suitcase. Bob had a little money socked away, so he didn't have to live from hand to mouth. I found the reasons for his decision to throw in the towel and become free as a bird compelling. In any case, Bob had been working for over twenty years for a corporation. While he had been successful at his job, and had made plenty of hay while the sun was shining, he still felt he was tilting at windmills. "I mean," he said to himself "how hard can it be to strike out on your own and live off the fat of the land?" The more he pondered the idea the more he came to realize that he wasn't able to see the forest for the trees. Certainly, he never questioned the powers that be, but he did wonder if things might be a bit more interesting if he gave living by the seat of his pants a go.

Bob was very careful not to let on what he was thinking to anyone until he got all his ducks in a row. He knew that such a decision couldn't be made on the spur of a moment. Things could go terribly wrong in the twinkling of an eye. "No," he thought to himself "I need a plan." It was then he remembered his grandfather Bill. Bill was salt of the earth. He never cared too much for the "finer things in life", as he liked to call them. Bill repeatedly told Bob that tagging along with everyone else would eventually get boring. Bill made his living as a jack-of-all-trades. Sure, he never had money to burn, but he managed to get by. More importantly, Bill was content, and never worried about what others were saying or who he had to impress to get promoted. In any case, these memories of Bill came flooding back as Bob began to prepare to get a new lease on life.

Finally, the big day arrived and Bob announced that he was stepping down as manager. His colleagues were incredulous: "How can you throw all you've worked for down the drain?" they commented. "He's lost his marbles" commented others. However, Bob was in the prime of life and he was ready for adventure. He walked out the door and never looked back. Who knows where he is and what he's doing today, but my guess is that he's happy – if not wealthy.

<https://www.thoughtco.com/idioms-esl-story-and-quiz-4177286>

ТЕМА 4. ПЕРЕВОД СТИЛИСТИЧЕСКИХ СРЕДСТВ

Контрольные вопросы

1. Приведите примеры и определения известных вам стилистических средств.
2. Почему экспрессивно-стилистические средства представляют особые трудности при переводе?
3. Чем отличается *языковая* метафора от *авторской*?
4. Какие приемы сохранения образности используются при переводе авторских стилистических средств?
5. Что такое *деметафоризация*, и в каких случаях ее используют переводчики?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 111–112.

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2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 107–110, 191–195.
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ПРАКТИКУМ

Уровень А

Упр. 1. Назовите использованные стилистические приемы и переведите предложения на русский язык.

1. He was as content *as a cat napping on a windowsill*.
2. His arm hung at his side *like a broken shutter*.
3. *Invaders* from another world, dandelions conquered my garden.
4. My homework is *a pit it seems I'll never climb out of*.
5. Her heart was as fragile *as a newly laid egg*.
6. My boss's words were *a cold shower*, bringing me back to reality.
7. It rained so heavily that the atmosphere was *like the inside of a jellyfish*.
8. Selena's singing career was *a skyrocket just waiting to be lit*.

9. Looking *like a lopsided wedding cake*, the old white house seemed about to topple over.
10. A boring class is *like toast without jam*.
11. The land belongs to *the crown*.
12. I was so hungry, I could *eat an elephant*.
13. I closed the door, and my *stubborn* car *refused* to open it again.
14. The flowers *nodded their heads* as if to greet us.

Уровень Б

Упр. 2. Определите авторские стилистические приемы и письменно переведите предложения на русский язык.

1. Soapy walked eastward through a street damaged by improvements (O. Henry *The Cop and the Anthem*).
2. As well as two cars and a house near Alexandra Palace, Liston had charm (S. Faulks *A Week in December*).
3. Raising children is presented at first as a true-false test, then becomes multiple choice, until finally, far along, you realize that it is an endless essay (A. Quindlen *Good-bye Dr. Spock*).
4. And I wish I could remember what we ate, and what we talked about, and how they sounded, and how they looked when they slept that night (A. Quindlen *Good-bye Dr. Spock*).
5. Although she did read books and did have friends, her inner resources weren't great enough to withstand the relentless, remorseless pounding of solitude. It was like the sea; it never stopped (S. Faulks *A Week in December*).
6. The fact was, however, that in the last few days he had felt the constellations of his world, which had for so long been fixed, begin to tilt and alter their positions (S. Faulks *A Week in December*).
7. The collar of his shirt was too tight and he became aware <...> that his body heat was starting to call up the ghosts of banquets past from the serge of his hired jacket (S. Faulks *A Week in December*).
8. Money, naturally, played a part. Having the clear blue water of £10 million in cash squirrelled away was a sound start (S. Faulks *A Week in December*).
9. It might even have been the precise moment at which the final straw, laid twenty-four hours earlier by a nervy trader in New York, had broken the back of the world's banking system (S. Faulks *A Week in December*).
10. Two boys whose names he didn't know had already locked horns by the time he arrived in class (S. Faulks *A Week in December*).
11. Tranter's vulpine features began to soften in the short December light (S. Faulks *A Week in December*).
12. It catered to large appetites and modest purses (O. Henry *The Cop and the Anthem*).
13. Plan ahead. It was not raining when Noah built the Ark (R. Cushing).

14. All brutality begins with disconnection, all outward violence begins as inner loneliness (G. Melton *The Class Outsiders*).

15. If we had no winter, the spring would not be so pleasant; if we did not sometimes taste of adversity, prosperity would not be so welcome (A. Bradstreet).

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на перевод синекдохи и метонимии.

What Is the Difference Between Metonymy and Synecdoche?

Synecdoche takes a part of something and uses it to refer to the whole thing, whereas metonymy takes something that is *related* but not a part of another entity to refer to it. In the common saying “the pen is mightier than the sword”, the pen is a metonym that stands in for the act of writing to which it is related. Metonym is commonly found in popular figures of speech and, along with synecdoche, can be used to great effect in your writing.

Examples of Synecdoche in Literature and Film

In William Shakespeare’s *Hamlet*, Shakespeare uses the word Denmark to refer to the King of Denmark. In this way, he emphasizes the importance of the King as embodying the whole of the nation state. Hamlet must not only avenge one man’s death he must right a wrong perpetrated against the entire nation, thus amping up the stakes that propel the drama from start to finish.

In Emily Dickinson’s poem “I heard a Fly buzz – when I died,” Dickinson starts her second stanza with the line “The Eyes around – had wrung them dry” to describe the mourners surrounding the speaker’s deathbed. By referring to the mourners only as the eyes, she emphasizes the voyeuristic nature of the scene while also playing on the many tears that have been shed. She uses “eyes” as a synecdoche to imply to the reader that the others in the room are there mainly to watch and to cry. It is a vivid and resonant use of synecdoche that helps paint a picture for the reader.

In the film *Synecdoche, New York* the protagonist attempts to create a miniature theatrical recreation of the outside world to embody the concept of synecdoche. The film deconstructs the concept of synecdoche and how it is at play in art and the outside world.

Once you start paying attention, you’ll start to see examples of synecdoche all around you. Look for ways that synecdoche is used that appeal to you and start to emulate these in your own writing. Synecdoche is a versatile tool to improve your writing and understanding its history and functions will benefit you greatly.

<https://www.masterclass.com/articles/>

Раздел IV СИНТАКСИЧЕСКИЕ ВОПРОСЫ ПЕРЕВОДА

ТЕМА 1. ПЕРЕВОД ОТРИЦАНИЯ

Контрольные вопросы

1. От чего зависит способ перевода английского отрицательного предложения на русский язык?
2. Назовите основные типологические отличия отрицания в русском и английском языках.
3. Как лучше переводить отрицание, выраженное отрицательными аффиксами *in-*, *non-*, *in-*, *im-*, *il-*, *ir-*, *dis-*, *mis-*, *anti-*, *counter-*, *-less*?
4. Каким образом в английском языке может быть выражено двойное отрицание, и как такие предложения следует переводить на русский язык?
5. Что такое *антонимический перевод*, и в каких случаях его используют при переводе отрицания?
6. В чем разница между лексическим и грамматическим способами выражения отрицания?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 131–134.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 286–288.
3. Гуськова, Т. И. Трудности перевода общественно-политического текста с английского языка на русский : учеб. пособие для ин-тов и фак. иностр. яз. на англ. яз. / Т. И. Гуськова, Г. М. Зиборова. – 3-е изд., испр. и доп. – М. : РОСПЭН, 2000. – С. 9, 14, 26–27, 82, 115.
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ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения на русский язык, обращая внимание на перевод отрицания. Прокомментируйте выбранный вами способ перевода.

1. Scientific functional style *does not* imply slang and colloquialisms.
2. It was *not until* 1990 that the club admitted its first Black member.
3. So Lincoln waited. *Not until* July 1862 did he finally conclude that he could act.
4. It's *not until* the music ends that we see all seven members gathered together.
5. She *hardly* ever makes an error in any event.
6. It has *hardly* anything to do with these issues.
7. *No* rain here and *hardly* a cloud since last night.
8. Do everything with a good heart, expect *nothing* in return and you will never be disappointed!
9. You *can't help but dislike* that.
10. He *didn't disagree* with what happened.
11. *Don't* you get tired of sitting about all day long?
12. If you *don't* imagine, *nothing* ever happens at all.
13. If you can find a path with no obstacles, it probably *doesn't* lead anywhere.
14. I could *not* dissuade him.
15. She is *nothing* if *not* ambitious.

Уровень Б

Упр. 2. Переведите письменно выражения, обращая внимание на перевод отрицания.

1. I *can't help* wondering why you won't stop playing fool with me.
2. They *fail* to see that we are not going to do that.
3. I will *not disagree* that to me it looks like he is biased.
4. Every woman should marry – and *no* man (Benjamin Disraeli).
5. There may be times when we are powerless to prevent injustice, but there must *never* be a time when we *fail* to protest (Elie Wiesel).
6. The human eye is a wonderful device. With a little effort, it can *fail* to see even the most glaring *injustice* (Richard K. Morgan).
7. It's *not* true that I had *nothing* on. I had the radio on (Marilyn Monroe).
8. This is a concerted effort to make public schools *fail* – by overburdening the teachers, cutting support, doubling class sizes.
9. This is what they continually *fail* to realize, much less admit.
10. I *do not dislike*, hate, nor despise these people.
11. Consequently, the sense of the whole *may not* change if a translator divides a sentence into parts, replaces its parts, or joins parts.

12. The passive constructions frequently used in the scientific works of the exact sciences are *not indispensable* in the scientific literature on the humanities.
13. Life is *not* always a matter of holding good cards, but sometimes, playing a poor hand well (Jack London).
14. *Don't* make a habit of choosing what feels good over what's actually good for you (Eric Thomas).
15. A woman has to live her life, or live to repent *not* having lived it (D.H. Lawrence).

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на перевод отрицания.

With the invention of highly effective vaccines against Covid-19 in record time – Oxford/AstraZeneca, Pfizer-BioNTech, Moderna and Sputnik, to name just a few – we have already seen a proliferation of compounds and collocations with the word *vaccine*.

Vaccines have given us some hope of getting on top of the virus and coming out of the pandemic. They are also one argument for opening up economies that have been in lockdown. Before the vast majority in every country is vaccinated, though, vaccines alone will not be enough to stamp out the virus. While the virus still has the means of spreading, it will continue to mutate. We do not yet know to what extent each vaccine prevents the transmission of the virus. In the space of a few months several variants have emerged, and some are thought to reduce the efficacy of the vaccines. The greatest concern is that mutations may emerge that are capable of evading the vaccines altogether.

Vaccination might have been the fast way out of the pandemic if everyone in the world could have been vaccinated at the same time. Unfortunately, that isn't happening. Some richer countries have bought up stocks of vaccine way above what they actually need, while other countries still have none or seriously inadequate amounts, leading to accusations of “vaccine nationalism” or “vaccine apartheid”. If vaccine boosters are needed to combat new variants of the virus, much of these initial vaccines could end up going to waste. To make vaccines more affordable, and thus accelerate distribution around the world, some organizations are calling for the waiving of vaccine patents.

‘Vaccine hesitancy’ – particularly from concerns about possible side effects – and anti-vaccine (also known as anti-vaxxer) views will also limit the uptake of vaccination, and thus leave some capacity for the virus to spread and mutate. These ‘vaccine-reluctant’ groups also complicate the discussion about how useful or fair ‘vaccine passports’ would be for ensuring the safe opening-up of the economy.

<https://learningenglishwithoxford.com/2021/05/04/coronavirus-changing-english/>

ТЕМА 2. ПЕРЕВОД ПАССИВНОГО ЗАЛОГА

Контрольные вопросы

1. Что такое *залог*? Какими видами он представлен?
2. Какой вид наиболее характерен для русского языка, а какой – для английского?
3. Какими способами может переводиться пассивный залог на русский язык? Приведите примеры.

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 68–70.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 222–225.
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4. Слепович, В. С. Курс перевода (английский ↔ русский язык) = Translation Course (English ↔ Russian) : учебник для студентов высш. учеб. заведений по специальности «Мировая экономика» / В. С. Слепович. – 10-е изд. – Минск : ТетраСистемс, 2014. – С. 106–107.

ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения с пассивными формами глагола на русский язык.

1. The French bistro *is being knocked* down.
2. I don't like *being told* what to do in the kitchen.
3. The groceries should *have been delivered* by now.
4. All the grapes will *have been harvested* by the end of September.
5. Margarine *was invented* by a French chef.

6. It *was estimated* that his restaurant was worth over \$10 million.
7. The prime minister *was criticised* for his actions.
8. The Earth *is held* by the gravity of the Sun and orbits around it.
9. I don't know whether our tests *have been marked* yet or not.
10. Two men *are being questioned* at this moment by police in connection with the burglary.
11. The roof of the car can *be lowered* by pressing this button here.
12. The Cannes Film Festival *was first organized* in 1946.
13. He expected *to have been shown* more respect.
14. Sniffer dogs *are used* by police to find drugs.

Уровень Б

Упр. 2. Переведите письменно предложения с пассивным залогом на русский язык.

1. Prosecutors say the emergency break, which could have prevented the accident, *had been intentionally disabled*.
2. It *was believed* that the Egyptians were the first persons who domesticated cats.
3. So, if your book *is being looked at* by readers, *is being bought* by readers, that will enable our systems to then recommend that book to other readers.
4. The stolen items *were found* in the attic of an empty house last week.
5. It *is calculated* that about 60 % of a man's body mass is water.
6. This type of submarine *was developed* during the Second World War by the Americans.
7. Their team works closely to ensure that every dollar *is accounted for* and then provides reports back to our donors.
8. "Everything *was just shrouded* in this beautiful gossamer spider-web, all over the trees and fences," she told the BBC.
9. Cruising *has long been dominated* by people aged 60 plus.
10. When the police officer phoned for an update he *was shocked* to learn Thomas *had been discharged*.
11. Thousands of rough sleepers *were given* rooms in hotels as part of the UK's emergency response to coronavirus during the first lockdown.
12. Dormice live in the shrub layer of woodland, and in many areas that layer *has been stripped out*, or the forest *has been left* to grow up and shade out the understory.
13. It is a 3–4 day intensive course, held in early January. Students *are required* to raise funds to cover travel expenses and registration fees or pay their own expenses.
14. Strangers *are not allowed* into the rooms/apartment without the permission of the owner.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на способы передачи пассивного залога.

What information is retained in a memory over time, and which parts get lost? These questions have led to many scientific theories over the years, and now a team of researchers at the Universities of Glasgow and Birmingham have been able to provide some answers.

Their new study, which is published today in Nature Communications, demonstrates that our memories become less vibrant and detailed over time, with only the central gist eventually preserved. Moreover, this ‘gistification’ of our memories is boosted when we frequently recall our recent experiences.

While memories are not exact carbon copies of the past – remembering is understood to be a highly reconstructive process – experts have suggested that the contents of a memory could change each time we bring it back to mind.

For this study the researchers developed a simple computerised task that measures how fast people can recover certain characteristics of visual memories when prompted to do so. Participants learned word-image pairs and were later required to recollect different elements of the image when cued with the word. For example, participants were asked to indicate, as fast as possible, if the image was coloured or greyscale (a perceptual detail), or whether it showed an animate or inanimate object (a semantic element).

These tests, probing the quality of the visual memories, happened immediately after learning and also after a two-day delay. Reaction time patterns showed that participants were faster to recollect meaningful, semantic elements than surface, perceptual ones.

Julia Lifanov, lead author of the study from the University of Birmingham, said: “Many memory theories assume that over time, and as people retell their stories, they tend to forget the surface details but retain the meaningful, semantic content of an event. Imagine reminiscing about a pre-COVID dinner with a friend – you realize that you cannot recall the table décor but know exactly what you ordered; or you remember the conversation with the bartender, but not the colour of his shirt.”

The findings also demonstrate that testing yourself prior to an exam (for example, by using flashcards) will make the meaningful information stick for longer, especially when followed by periods of rest and sleep.

<https://www.technologynetworks.com/neuroscience/news>

ТЕМА 3. ПЕРЕВОД СОСЛАГАТЕЛЬНОГО И УСЛОВНОГО НАКЛОНЕНИЯ

Контрольные вопросы

1. Что такое *сослагательное наклонение*? Когда оно употребляется в английском языке?
2. Каким способом переводится сослагательное наклонение в устойчивых выражениях?
3. В чем специфика перевода на русский язык предложений, которые начинаются с выражений *It's (high) time, I wish*, с союза *if only*?
4. Назовите типы условных предложений в английском языке и опишите способы их перевода на русский язык.
5. Назовите основные способы перевода на русский язык условных предложений с частичной и полной инверсией, с конструкциями *if... should...*, *if... happen to...* (реальное условие), *were + infinitive* (маловероятное условие).

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 96–98.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 229–232.
3. Мисуно, Е. А. Английский язык : основы перевода : пособие для студентов высш. учеб. заведений / Е. А. Мисуно, Н. Г. Брейво, П. А. Рыбка. – Минск : МГЛУ, 2013. – С. 80–82.
4. Слепович, В. С. Курс перевода (английский ↔ русский язык) = Translation Course (English ↔ Russian) : учебник для студентов высш. учеб. заведений по специальности «Мировая экономика» / В. С. Слепович. – 10-е изд. – Минск : ТетраСистемс, 2014. – С. 128–130.

ПРАКТИКУМ

Уровень А

Упр. 1. Переведите устно предложения на русский язык.

1. I wish she *would win* the game.
2. They demanded that he *should leave* at once.
3. But for the goalkeeper we *would have lost* the match.
4. If I *were* you, I *would not touch* those wires.
5. It is important that they *go* there immediately.
6. If only you *had told* me it was a surprise party!
7. Long *live* freedom! Heaven *help* us!
8. It's high time we *threw* a party!
9. If you *hadn't told* me I *would never have found* out.
10. I wish I *hadn't forgotten* to call him.
11. If you *happen* to see Mark this evening tell him I want to talk to him.
12. If it *should rain*, could you bring in the washing from the garden?
13. If we *had hired* a decorator, we wouldn't need to do the painting ourselves.
14. You can have this option if you *should happen* to want it.
15. I wish I *were going* on holiday with you next week.

Уровень Б

Упр. 2. Переведите письменно предложения на русский язык.

1. If you *should ever telephone* the company, there's a pretty fair chance that you'll be put through to Jenny.
2. The school principal suggested that he *be awarded* a scholarship.
3. It's about time companies such as this *started* thinking about how local communities are affected by their policies.
4. *Were* the police to have found out, I *would have been* in trouble.
5. *Were* they to escape, there would be an outcry.
6. *Had* I known, I *would have protested* strongly.
7. Lest anyone *should doubt* my story, I have brought documents to attest to its truth.
8. But even if these industries *hadn't been running* low due to the pandemic or other long-run factors, local supply *would still have* a hard time keeping pace with the surge in housing demand we're seeing in Utah.
9. I wish I *had not been* in such a hurry to get on to the next thing: dinner, bath, book, bed. I wish I *had treasured* the doing a little more and the getting it done a little less.
10. Provided that you *have* the money in your account, you can withdraw up to £ 300 a day.
11. Suppose a complete stranger *left* you a lot of money in their will!

12. I'll go ahead and get the tickets unless you *call* me this afternoon.
13. But for her interest, the project *would have been abandoned*.
14. Provided that the boat *leaves* on time, we *should reach* France by morning.

Уровень В

Упр. 3. Переведите письмо на русский язык, обращая внимание на официально-деловой стиль и способы передачи сослагательного и условного наклонений.

Dear Mr. Wensink:

I am an attorney at Jack Daniel's Properties, Inc. (JDPI) in California. JDPI is the owner of Jack Daniel's trademarks (the "Marks") which have been used extensively and for many years in connection with our well-known Tennessee whiskey product and a wide variety of consumer merchandise.

It has recently come to our attention that the cover of your book *Broken Piano for President*, bears a design that closely mimics the style and distinctive elements of the JACK DANIEL's trademarks. An image of the cover is set forth below for ease of reference.

We are certainly flattered by your attention for the brand, but while we can appreciate the pop culture appeal of Jack Daniel's, we also have to be diligent to ensure that the Jack Daniel's trademarks are used correctly. Given the brand's popularity, it will probably come as no surprise that we come across designs like this on a regular basis. What may not be so apparent, however, is that if we allow uses like this one, we run the very real risk that our trademark will be weakened. As a fan of the brand, I'm sure that is not something you intended or would want to see happen.

As an author, you can certainly understand our position and the need to contact you. You may even have run into similar problems with your own intellectual property.

In order to resolve this matter, because you are both a Louisville "neighbor" and a fan of the brand, we simply request that you change the cover design when the book is re-printed. If you would be willing to change the design sooner than that (including on the digital version), we would be willing to contribute a reasonable amount towards the costs of doing so. By taking this step, you will help us to ensure that the Jack Daniel's brand will mean as much to future generations as it does today.

We wish you continued success with your writing and we look forward to hearing from you at your earliest convenience. A response by July 13, 2012 would be appreciated if possible. In the meantime, if you have any questions or concerns, please do not hesitate to contact me.

Sincerely,
Christy Susman,
Senior Attorney

<https://www.bernsteincrisismanagement.com>

ТЕМА 4. ПЕРЕВОД АБСОЛЮТНЫХ И ЭЛЛИПТИЧЕСКИХ КОНСТРУКЦИЙ

Контрольные вопросы

1. Что такое *абсолютные конструкции*, и какие приемы обычно используются при их переводе на русский язык?
2. Что такое *эллиптические конструкции*, и в чем причина их особой сложности при переводе на русский язык?
3. Каким образом переводятся на русский язык независимые обороты с предлогом *with*?
4. О чем необходимо помнить при переводе предложений с модальными определителями *if any, if anything, if at all, if ever*?
5. Как переводится на русский язык конструкция *if+adjective*?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 147–149.

Дополнительная

2. *Алексеева, В. А.* Функционирование беспредложных абсолютных конструкций в английском дискурсе / В. А. Алексеева // Вестн. МГЛУ. – 2011. – Вып. 27 (633). – С. 113–121.
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4. *Бреус, Е. В.* Теория и практика перевода с английского языка на русский : учеб. пособие / Е. В. Бреус. – М. : Изд-во УРАО, 2001. – С. 16–17, 54–57.

ПРАКТИКУМ

Уровень А

Упр. 1. Устно переведите предложения с абсолютными и эллиптическими конструкциями на русский язык.

1. I'd say he was more like his father, *if anything*.
2. There *being no evidence* against him, he was released.
3. *With time on their hands*, home owners have been sprucing things up.
4. *With two-year old Skye*, they wanted to be near family and friends in Ayr.

5. Sally and Neville, *far from being pushed aside* by the professionals, are integral members of the group.
6. I have seldom *if ever* been so embarrassed.
7. She rarely *if ever* sings any more.
8. *If anything*, you have to work even harder when your dad's the boss.
9. The survey aims to find out what (*if anything*) religion means to people.
10. Fidelity in translation has little, *if anything*, to do with literal meaning.
11. What is the difference, *if any*, between a unionist and a loyalist?
12. Her success hasn't caused tension – *if anything*, it's helped our marriage.
13. Many students are leaving campus for the holiday period, but knowing when to return – *if at all* – is a difficult decision.
14. He's a good driver, *if a little over-confident*.
15. We'll only do it once – *if at all*.

Уровень Б

Упр. 2. Переведите предложения с абсолютными и эллиптическими конструкциями письменно.

1. There being no adequate facilities at the hotel, the conference was relocated to a nearby university.
2. Above ground, roads have been turned into rivers, with cars and debris swept along in fast moving currents.
3. But with demand outstripping supply, they expect prices to keep on rising.
4. Young people are getting on the housing ladder at a later age, if at all.
5. The new system got off to a shaky start, with some disruption at the beginning of the year.
6. However syntactically correct it might be, the prose had for me lost all of its magic.
7. These intensely beady stories and sketches – a blend of fact and fiction – are amazingly modern, as easy to devour as, well, a box of chocolates.
8. In the United Kingdom there are mainly two types of newspapers, namely the Quality Papers and the Tabloids. The question is in how far these two types of newspapers differ from each other, if they differ at all, and what the differences are, if any.
9. Then, on realising the consequence of our strategy, we opted for abandonment.
10. Given where the country was in 2001, these gains are not to be sniffed at.
11. First, we must back the Afghan government – however flawed, it is the only show in town.
12. This will involve compromise, some of it unpalatable, but pursuing a lasting peace should be our only objective.

13. That is what Sadiq Khan, London's mayor, meant when he wrote, with the capital inundated, that the city was now on the frontline of the climate emergency.

14. Already, the planet is hotter – at just 1.2°C or 1.3°C of warming on preindustrial levels – than it has ever been in the long stretch of human civilisation.

15. To survive, language must evolve, yet it is resistant to certain forms of change. Most new words sparkle briefly, if at all, and then fade away.

Уровень В

Упр. 3. Переведите тексты на русский язык, обращая внимание на способы передачи эллиптических конструкций.

Until now, most scientific studies apparently supporting the benefits of Atkins' diet have largely been rubbished. For them, too few studies compared people on the Atkins diet with those on more conventional diets, or on no diet at all. Without the comparison, it was impossible to work out just how effective, if at all, the Atkins diet was. But whatever the scientists thought about it, the Atkins philosophy has proved a remarkably attractive one. Countless women all over the world now routinely sit down to meals consisting almost entirely of meat, eggs and cheese, in the hope of a miraculous weight drop. But can it really be true that eating this way can make you thinner, without any cost to your health?

I simply wake up feeling the most awful feeling of doom and I suddenly think about how one day I will die and my heart starts pounding so hard and when I reach the worst of the feeling, I usually cry out, just a whimper. My hubby knows what the sound means and always wakes up and holds me and is never impatient about comforting me in my distress, and never upset about waking him. His touch anchors me again and I relax and fall asleep again. I do not have this fear of death in waking hours. I have not had a panic attack during waking hours in fact, since I was a teenager. If anything, our life has become considerably less stressful in the last 6 months, so this problem is kind of confusing.

Hundreds of millions of Chinese still live under quarantine-like restrictions, with travel limited between cities. Big factories are barely up and running, if at all, and millions of small businesses face uncertainty, if not ruin. The National Health Commission of China on Tuesday reported only 19 new coronavirus infections in the previous 24 hours, and 17 deaths. All but two of the new infections occurred in Wuhan; the other two involved people who contracted the virus abroad. That meant that for a third day in a row, the virus has not spread outside of the outbreak's source, according to the official accounting.

<https://www.theguardian.com>

ТЕМА 5. ИЗМЕНЕНИЕ ПОРЯДКА СЛОВ В ПРЕДЛОЖЕНИИ

Контрольные вопросы

1. Что такое *тема* и *рема* в высказывании?
2. Чем отличается расположение ремы в английском и русском языках, и в чем, в связи с этим, состоит задача переводчика?
3. Какие формальные и лексические индикаторы ремы существуют в английском языке, и каким образом они передаются при переводе?
4. Что следует иметь в виду при переводе высказываний с обстоятельством времени и причины, а также с вводными конструкциями типа *doctors say*?
5. Как правильно переводить предложения, где подлежащее обозначает обстоятельство, объект или признак субъекта (*My tent sleeps four people*)?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 78–80.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 74–75.
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4. Слепович, В. С. Курс перевода (английский ↔ русский язык) = Translation Course (English ↔ Russian) : учебник для студентов высш. учеб. заведений по специальности «Мировая экономика» / В. С. Слепович. – 10-е изд. – Минск : ТетраСистемс, 2014. – С. 100–102.

ПРАКТИКУМ

Уровень А

Упр. 1. Переведите предложения, изменяя при необходимости порядок слов.

1. It was Sue who borrowed my bike.
2. It was last night that Sue borrowed my bike.
3. It was my bike that Sue borrowed.

4. Where the money is coming from, I don't know.
5. There was no heat coming from the radiator under the window.
6. It was because I felt ill that I left.
7. A special award was given to the novelist.
8. As I was going home a man came up to me.
9. What I hate is rainy weather.
10. It wasn't so much my qualifications that impressed them. It was because I spoke well at the interview that I got the job.
11. A true story is the basis of the novel.
12. There was a bare handful of people at the youth club.
13. A woman and a man were later detained for questioning.
14. There was a rocky cliff rising a hundred feet above the beach.
15. There are a lot of things to consider when teaching a class with another teacher.

Уровень Б

Упр. 2. Переведите предложения письменно, изменяя при необходимости порядок слов.

1. There appears to be a major disagreement between the two presidents.
2. There were too many people trying to get into the football stadium.
3. A recent poll found some 55 % of people in Japan were opposed to holding the Games, amid fears it could become a coronavirus super-spreader event, Reuters news agency reported.
4. Several scholars agree that rather than being easily distinguishable from each other, code-switching and lexical borrowing exist on a continuum.
5. As well as highlighting potential dictionary additions, corpora provide objective data about word usage.
6. I don't mind her criticizing me, but it's how she does it that I object to.
7. From switching the fuel they use to changing flight plans so they produce fewer contrails, airlines are searching for ways to cut their impact on the climate.
8. The north of England is seeing house prices rising faster than Scotland.
9. Aberdeenshire and Angus have also seen price increases below the national average in the past year.
10. The business saw sales soar thanks to the baking craze during the Covid lockdowns.
11. The proportion of people aged 20 to 29 testing positive for Covid in England has hit record levels, officials say.
12. The company has also recently filed trademark infringement lawsuits against 21 shops, including retail giant Walmart, according to trade publication Footwear News.

13. Mr. Rees told journalists on Thursday that its biggest manufacturing site in Vietnam may see temporary closures.

14. Host city Tokyo is facing a fresh surge of infections, with 1,387 cases recorded on Tuesday.

15. There is further rain and strong wind forecast for the next three days.

Уровень В

Упр. 3. Переведите текст на русский язык, обращая внимание на способы передачи вводных конструкций при переводе.

Living in a perpetual state of disruption, uncertainty and grief can test anyone's mental health. And events of the past 16 months have delivered all of those in spades thanks to a steady stream of horrors, including but hardly limited to the deadly pandemic, George Floyd's murder, the January 6 Capitol insurrection and attacks against Asian-Americans. They've also catapulted employee mental health to the top of many employers' list of concerns and priorities.

"[Employers] understand the impact on mental health is going to have a long tail on it. Once you've gotten vaccinated, mental health issues don't go away. And once you're back in the workplace, mental health issues don't go away," said Sandra Kuhn, the national leader for the behavioral health practice at benefits consulting firm Mercer.

If there's any upside, it's that the taboo of talking about mental health at work has gone down. In a survey of 1,005 employees by The Hartford, a majority indicated their company's culture has been more accepting of mental health challenges in the past year.

"The stigma around mental health is rapidly decreasing. It's now a part of everyday conversation. So employers have more visibility into mental distress in their workforce," said Joe Grasso, senior director of workforce mental health at Lyra Health.

While many employers have had mental health service benefits on the books, they are now stepping up those offerings by providing easier and more efficient access to them, doing more to educate employees about mental health, and training managers to communicate with their teams about the resources available, Kuhn said.

Employers are also offering education about alcohol and substance use disorders, she added. Many people have been drinking more as a way to cope with stress and there also has been increased drug consumption, with the highest annual number of opioid overdose deaths reported in 2020.

Mercer also has seen an increase in insurance claims for treatment of substance use disorders by their clients' employees and their families, Kuhn noted.

<https://edition.cnn.com>

ТЕМА 6. ЧЛЕНЕНИЕ И ОБЪЕДИНЕНИЕ ВЫСКАЗЫВАНИЙ

Контрольные вопросы

1. Почему при переводе с английского на русский язык часто применяется *членение* высказываний?
2. Какие виды членения при переводе вы знаете и в чем их отличие?
3. При переводе каких языковых явлений часто используется членение?
4. Что такое *объединение* высказываний при переводе и в каких случаях оно применяется?
5. Являются ли приемы членения и объединения высказываний обязательными при переводе?

ЛИТЕРАТУРА

Основная

1. Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 57–59.

Дополнительная

2. Английский язык. Курс перевода : кн. для студентов / Л. Ф. Дмитриева [и др.]. – М. : ИКЦ «МарТ», 2005. – С. 88–90.
3. *Бреус, Е. В.* Теория и практика перевода с английского языка на русский : учеб. пособие / Е. В. Бреус. – М. : Изд-во УРАО, 2001. – С. 53–60.
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ПРАКТИКУМ

Уровень А

Упр. 1. Устно переведите предложения, применяя при необходимости приемы членения и объединения высказываний.

Членение

1. Extraverts will probably be more excited about Covid-19 restrictions being lifted.
2. I remember as a student being fined a few cents for every Filipino word that came out of my mouth in English class.

3. If it's a question of my not being able to translate a passage because there are words I don't know and I can't find them anywhere, I can't find them online and I can't find them in my dictionaries, then I'll ask the author.
4. Suddenly, foreign literature seems finally to be finding its place in Britain, an island where it has previously struggled to attract substantial numbers of readers.
5. As long-range planning began to seem limited, strategic planning became the buzz phrase in both business and in higher education.
6. It has become necessary for strategic planning to be linked to major programs.
7. This information is critical to raising the private funds that have become necessary for many institutions.
8. I wanted my students to spend more time basking in their accomplishments and taking ownership for their successes.
9. Being an introvert doesn't mean you don't want to socialise at all.
10. Everyone seemed to be suffering equally.

Объединение

11. I loved reading and writing, and I'd always wanted to learn a language.
12. Korean literature is incredibly strong. It has dynamism and diversity.
13. Most of my translatees have been dead a long time. The dead don't quarrel.
14. Some (students) are confused by conflicting opinions. Too much variety may hinder habit formation.
15. They have no desire to earn a grade for this work. They did it for the sake of learning.

Уровень Б

Упр. 2. Переведите предложения письменно, применяя при необходимости приемы членения и объединения высказываний.

1. There have been a number of news articles and opinion pieces in the last few years commenting on changes in behaviour that members of a minority group consciously make when interacting with members of a majority group, calling such a behavioural adjustment *code-switching*.
2. There are, quite simply, a lot of great translated books out there now, their covers appetising, their introductions informative, their translations (mostly) works of art in their own right.
3. The outbreak in Sydney – Australia's largest city – has infected more than 1,500 people and officials reported more than 110 new cases on Wednesday, despite the city being in lockdown for a fourth week.
4. I want the new reader to hear the text the way I hear it when I read it in French, with its texture and colour, like stepping into a painting, a land and soundscape.

5. We have no shareholders or billionaire owner, meaning our journalism is free from commercial and political influence – this makes us different.
6. Breaking out of the taken-for-granted single-subject, single-course, single-teacher pattern encourages other innovations and experiments.
7. In addition, colleges have become increasingly heterogeneous as more diverse populations have been admitted, resulting in the need for planning regarding financial aid, student services, remedial education, vocational education, and more.
8. The convenience and affordability of postsecondary education has caused students, employers, and institutions themselves to rethink the very core of the institutional mission, and to plan for the future much differently than ever before.
9. Teachers complement one another. They share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another.
10. Some teachers are rigid personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures.
11. Introverts simply find solitary activities to be more interesting and energising, and busy social events draining, whereas extraverts prefer to look for stimulation outside themselves.
12. However, prices of apartments are still rising – albeit at a slower rate than houses - and there are some signs of buyers taking the chance to make a move into lively cities as Covid restrictions ease.

Уровень В

Упр. 3. Переведите текст на русский язык, применяя при необходимости приемы членения и объединения высказываний.

WHY INTROVERTS DIDN'T ACTUALLY 'WIN' LOCKDOWN

Many assumed that introverts would thrive during the solitary life of lockdown. Yet many are reporting enormous relief at their return to socialising.

For many, the pandemic lockdowns represented a dark cloud with no silver lining. But there was one group that was commonly believed to benefit from the enforced isolation: introverts.

Writer Jon Ronson was among the first to raise this possibility. “For introverts, self-isolating is no big deal, so I actually think we’re going to be fine,” he told BBC Newsnight on 20 March 2020. “The people I’m worried about are extraverts and the people who aren’t used to this kind of situation.”

Ronson's views were shared by many others across the world. A journalist at the news site Bloomberg declared that introverts would find the experience of lockdown "liberating". Reuters ran with the headline "No parties, no problem: Introverts don't mind sheltering at home". One columnist for the Daily Telegraph in Australia even chastised the "introvert pride" movement for "taunting" extraverts with their unalloyed enjoyment during the crisis. "Get some perspective. Please," he wrote.

The reality, however, turns out to be far different. Psychologists have now tested the influence of personality on people's mental health during the pandemic – and their results suggest that introverts found it much harder to cope with the isolation than many had expected. Besides highlighting some common misconceptions about different personality types and their need to socialise, the insights from these studies can help us all to navigate life post-lockdown, as we start to mingle once again.

<https://www.bbc.com>

ТАБЛИЦЫ ПРАКТИЧЕСКОЙ ТРАНСКРИПЦИИ
С АНГЛИЙСКОГО ЯЗЫКА НА РУССКИЙ

(источник: Введение в переводоведение : пособие для студентов учреждений высшего образования, обучающихся по специальности 1-21 06 01-01 «Современные иностранные языки (преподавание)» / А. В. Ломовая [и др.]. – Минск : МГЛУ, 2020. – С. 169–170.)

Т а б л и ц а 1.

Передача английских гласных фонем

Фонема	Передача на русский (буквы)	Примечание	Примеры	
[ʌ]	а		Sullivan	Салливан
[æ]	э		Campbell	Кэмпбелл
	е	после ж, ч, ш	Shannon	Шеннон
[aɪ]	ай		White	Уайт
[aɪə]	айа, айе		Brien	Брайен
	айр, айер		Dwyer	Двайер
[aʊ]	ау		Brown	Браун
[aʊə]	ауэ, ауэр		Power	Пауэр
[ɑ:]	а		McGrath	Макграт
	ал, ар	при написании al, ar	McCartney	Маккартни
[ə]	транслитерация	соответствующая буква	Callaghan	Каллахан
	не передается	перед н и л в суффиксах	International	Интернэшнл
[əʊ]	оу		Molony	Молоуни
[e]	э	в начале слова, после гласных	Edward	Эдвард
	е	после согласных	Kenny	Кенни
[eɪ]	эй, ей	см. выше	Kane	Кейн
[eə]	эйр		British Airways	Бритиш Эйруэйз
[ɜ:]	эр	в начале слова, после гласных	Earley	Эрли
	ер	после согласных	Murphy	Мерфи
[ɪ]	и		Wilson	Уилсон
[i:]	и		O'Shea	О'Ши
[ɪə]	иа, ир		Gere	Гир
[ɔ]	о		Connor	Коннор
[ɔ:]	о, ор		Gordon	Гордон
[ɔɪ]	ой		Doyle	Дойл
[ʊ]	у		Callum	Колум
[u:]	у		Rooney	Руни
[ʊə]	ур		Moore	Мур

Таблица 2.

Передача английских согласных фонем

Фонема	Передача на русский (буквы)	Примечание	Примеры	
[b]	б		Ben	Бен
[p]	п		Patrick	Патрик
[d]	д		Doherty	Доэрти
[t]	т		Thompson	Томпсон
[g]	г		Garret	Гаррет
[k]	к		Kelly	Келли
[m]	м		Mahony	Махоуни
[n]	н		O'Neill	О'Нейл
[f]	ф		Flanagan	Фланаган
[v]	в		Kavanagh	Кавана
[s]	с		Stewart	Стюарт
[h]	х		Hamish	Хэмиш
	г	по традиции	Harry	Гарри
[l]	л		Lynch	Линч
	ль	перед согласными по традиции	Malcolm	Малькольм
[r]	р		Reagan	Рейган
[ŋ]	нг		Cunningham	Каннингем
[ŋk]	нк		Pinkerton	Пинкертон
[ʒ]	ж		Jean-Claude	Жан-Клод
[ʃ]	ш		Sean	Шон
[dʒ]	дж		Jordan	Джордан
[tʃ]	ч		Charles	Чарльз
[ð]	д		Heather	Хедер, Хезер
	з или т	по традиции	Worthing	Уэртинг
[θ]	т		Keith	Кит
	с	по традиции	Galsworthy	Голсуорси
[j]	й	согласный + йу = ью	New York	Нью-Йорк
		йа = я , йу = ю	Utah	Юта
[w]	у		Watson	Уотсон (Ватсон)
	в	перед у, а также по традиции	Wodehouse	Вудхауз
[z]	з		Hughes	Хьюз
	с	на конце слова (если на письме – s)	Collins	Коллинс

Примечания:

- 1) двойные согласные передаются транслитерацией: **Finnegan** – Финнеган;
- 2) сочетание **tz** передается как **ц**: **Fitzpatrick** – Фицпатрик.

ТЕКСТЫ ДЛЯ КОНТРОЛЬНОГО ПЕРЕВОДА

АЛГОРИТМ РАБОТЫ С ТЕКСТОМ:

1. Прочитайте весь текст от начала до конца, определите его тему и основную идею, а также стиль.
2. Выделите лексику, которая требует специального или авторского перевода (реалии, термины, имена собственные, неологизмы, игра слов и др.).
3. Переведите текст на русский/белорусский язык.
4. Переведите заголовок на русский/белорусский язык.
5. Выделите и обозначьте в тексте перевода лексические трансформации и особенности перевода тех или иных грамматических явлений (10–15 примеров различных трансформаций).
6. Оформите перевод согласно приведенному ниже **образцу**.
7. Будьте готовы устно прокомментировать примененные переводческие трансформации.

Фамилия, имя
Группа №

Текст № 0.
Поместье-зверинец

Переводческие трансформации	Перевод
1) добавление 2) смысловое развитие 3) опущение 4) внешнее членение 5) добавление 6) конкретизация	<p><u>Когда мы получили</u>¹ Милисент, ее никак нельзя было назвать ручной, она <u>молниеносно</u>² вонзала в палец зубы, если вы по глупости предоставляли ей такую возможность. <u>Видно</u>³, она принадлежала к тем животным, которых нельзя приручить. Но тут произошла странная <u>вещь</u>. <u>Однажды</u>⁴ мы увидели белку на полу клетки в обмороке. <u>Осмотрели ее</u>⁵ – никаких видимых симптомов. Когда у моих зверей появляется какое-нибудь загадочное недомогание, я, во-первых, ввожу <u>больному</u>⁶ антибиотики, во-вторых, держу его в тепле.</p>

TEXT 1

TEACHER MAN: an excerpt (by *Frank McCourt*)

On the first day of my teaching career, I was almost fired for eating the sandwich of a high school boy. On the second day I was almost fired for mentioning the possibility of friendship with a sheep. Otherwise, there was nothing remarkable about my thirty years in the high school classrooms of New York City. I often doubted if I should be there at all. At the end I wondered how I lasted that long.

It is March 1958. I sit at my desk in an empty classroom in McKee Vocational and Technical High School in the Borough of Staten Island, New York City. I toy with the implements of my new calling: five manila folders, one for each class; a clump of crumbling rubber bands; a block of brown wartime composition paper flecked with whatever went into the making of it; a worn blackboard eraser; a stack of white cards that I will insert row by row into slots in this tattered red Delaney book to help me remember the names of one hundred and sixty-odd boys and girls who will sit in rows every day in five different classes. On the cards I'll record their attendance and tardiness and make little marks when boys and girls do bad things. I'm told I should keep a red pen to record the bad things, but the school hasn't supplied one, and now I have to request it on a form or buy one in a shop because the red pen for the bad things is the teacher's most powerful weapon.

There are many things I will have to buy in a shop. In Eisenhower's America there is prosperity but it does not trickle down to schools, especially to new teachers who need supplies for their classes. There is a note from an assistant principal in charge of administration reminding all teachers of the city's financial plight and to please use these supplies sparingly. This morning I have to make decisions. In a minute the bell will ring. They'll swarm in and what will they say if they see me at the desk? Hey, look. He's hiding out. They are experts on teachers. Sitting at the desk means you're scared or lazy. You're using the desk as a barrier. Best thing is to get out there and stand. Face the music. Be a man. Make one mistake your first day and it takes months to recover.

The kids arriving are juniors, sixteen years old, eleven years in school from kindergarten to today. So, teachers come, teachers go, all kinds, old, young, tough, kind. Kids watch, scrutinize, judge. They know body language, tone of voice, demeanor in general. It's not as if they sit around in toilets or cafeterias discussing these things. They just absorb it over eleven years, pass it on to coming generations. Watch out for Miss Boyd, they'll say. Homework, man, homework, and she corrects it. Corrects it. She ain't married so she's got nothing else to do. She sits there at home with her cat listening to classical music, correcting our homework, bothering us. Not like some teachers. They give you a pile of homework, check it off, never even look at it. You could copy a page of the Bible and they'd write at the top, "Very nice." Not Miss Boyd. She's on to you right off. Excuse me, Charlie. Did you write this yourself? And you have to admit, no, you didn't.

TEXT 2

THE HERO

(by Sue Ragland)

My mother's parents came from Hungary, but my grandfather was educated in Germany. Even though Hungarian was his native language, he preferred German to all the other languages he spoke. It seems he was able to hold a conversation in nine languages, but was most comfortable in German. Every morning, before going to his office, he read the German language newspaper, which was American owned and published in New York.

My grandfather was the only one in his family to come to the United States. He still had relatives living in Europe. When the first World War broke out, he lamented the fact that if my uncle, his only son had to go, it would be cousin fighting against cousin. In the early days of the war, my grandmother implored him to stop taking the German newspaper. He scoffed at the idea, explaining that the fact that it was in German did not make it a German newspaper, but only an American newspaper, printed in German. So, under duress, he finally gave up the German newspaper.

One day, the inevitable happened and my Uncle Milton received his draft notice. My Grandparents were very upset, but my mother, his little sister was ecstatic. Now she could brag about her soldier brother going off to war. She was ten years old and my uncle, realizing how he was regarded by his little sister and all of her friends, went out and bought them all service pins, which meant that they had a loved one in the service. When the day came for him to leave, his whole regiment, in their uniforms, left together from the same train station. There was a band playing and my mother and her friends came to see him off. Each one wore her service pin and waved a small American flag, cheering the boys, as they left.

The moment came and the soldiers, all rookies, none of whom had had any training, but who had nevertheless all been issued, uniforms, boarded the train. The band played and the crowd cheered. Although no one noticed, I'm sure my grandmother had a tear in her eye for the only son, going off to war. The train groaned as if it knew the destiny to which it was taking its passengers, but it soon it began to move.

It had gone about a thousand yards when it suddenly ground to a halt. The band stopped playing, the crowd stopped cheering. Everyone gazed in wonder as the train slowly backed up and returned to the station. It seemed an eternity until the doors opened and the men started to file out. Someone shouted, "It's the armistice. The war is over." For a moment, nobody moved, but then the people heard someone bark orders at the soldiers. The men lined up formed into two lines, walked down the steps and, with the band in tow, playing a Sousa march, paraded down the street, as returning heroes, to be welcomed home by the assembled throng. As soon as the parade ended, they were, immediately, mustered out of the army. My mother said it was a great day, but she was just a little disappointed that it didn't last a tiny bit longer. The next day my uncle returned to his job, and my grandfather resumed reading the German newspaper, which he read until the day he died.

TEXT 3

THE DAY OF THE DOG: an excerpt (by *Ellaheh Gohari*)

I woke up in a pool of sweat, breathing heavily. It had been a hard night. My girlfriend of three years broke up with me, and I drank myself to sleep. My head was pounding, and I couldn't see very well, the telltale signs of a hangover. I needed some sort of relief, and I needed it fast. With significant effort, I hefted myself out of bed, wanting some water, when I fell to the ground.

Ughhhh, I thought, trying to push myself off the wooden floor. No luck, I couldn't stand upright. What the hell? Did my legs break or something? I looked down for the first time, trying to focus my vision to see what was wrong when I noticed fur. Lots and lots of fur.

"AHHHH!" I shouted, or tried to. It came out as a yap instead. For some reason, I could hear it echoing a mile away, my ears shockingly keen. I gasped for air and was overcome by hundreds of scents, from gasoline to chicken to sweat to sewage to-

I shuddered. I needed to find out what was happening. I hobbled over to the bathroom blindly, using my sense of smell to guide me, and stared at the mirror. Though my vision was hazy, what reflected back at me was undeniable. I was a dog.

Spiraling into a panic, I scurried away as fast as I could, my four stubby legs moving surprisingly quick for their size. This couldn't be real. It couldn't. I was probably just dreaming, right? Deep in my heart, I knew that wasn't the case. I was a dog, somehow.

Great. Just great. First Beatrice breaks up with me, then I get drunk, and now this? Can my life get any worse? I ranted in my head as I made my way to the kitchen. It was easy to find, my sense of smell better than it had ever been before, and I craved sustenance. I had no clue how I was going to get it though.

Think, James, think. What do dogs do when they don't have food? I paused, considering this. They steal it. I frowned, or tried to, before jumping onto the counter. There was minimal food, all of it belonging to my roommate, but it was all I got. I used my head to knock an opened bag of tortilla chips onto the ground.

I hesitated at the sight of the salty tortilla chips sitting innocently on the floor. Eating food from the floor was disgusting, but with no other alternative, I jumped from the counter and crunched down. Even though I loved tortilla chips, what I was eating tasted utterly awful. I tried to keep it in my stomach, but it was too late, and I vomited all over the floor and on my belly.

"James? Is that you?" someone asked from a different room. I instantly recognized it as my roommate, Luke, who sounded just as woozy as I felt.

"Uh, yes, it's me," I said, but all that came out were yaps. Crap. That'll definitely confuse Luke. I heard him get out of bed and walk to where I was sitting, each step pounding like a hammer in my brain. Though I was small and fast in my dog form, I couldn't hide in time.

TEXT 4

MACHIAVELLI IN KINDERGARTEN (by Peter Schooff)

Dear Mrs. Machiavelli: My reason for this letter is to relay an incident that occurred with your boy, Niccolò, today in class. I had to step out of the classroom briefly, so I asked the children to rest their heads on their desks and keep quiet. Upon returning, I found your boy snooping around my desk. When I asked what he was doing, he told me he wanted to know what made me such an effective leader so that one day he could alter the course of history. That's a first for me, Mrs. Machiavelli, and I don't believe it for one second. I think your boy was interested in some homemade biscotti I keep in my top drawer. I think Niccolò needs a lesson in telling the truth and keeping his hands off other people's biscotti. Regards, Ms. Bertolini.

Dear Mrs. Machiavelli: It was a pleasure to meet you and your husband at the parent-teacher conference last Tuesday evening. I certainly agree with what your husband said, that Niccolò is quite the precocious little statesman. But I do not agree with something your son recently said, though, that politics is just kindergarten with muskets and heavy infantry. And please help your son come up with a more suitable show-and-tell topic than "How to Overthrow Your Kindergarten Teacher." Perhaps little Niccolò needs to be reminded that I am the teacher. That means I am the one in charge and I will not tolerate any overthrowing in my classroom. Regards, Ms. Bertolini.

Dear Mrs. Machiavelli: Niccolò is quite the crafty little kindergartner. Yesterday, when I was called out of the class during nap time, I returned to discover there had been something of a coup in my absence. Apparently, sweet little Rudolpho was overthrown as hall monitor, and your son installed himself in my absence. I guess I should be thankful it was a bloodless coup, but they sure spilled a lot of milk. I thought I made all hall monitor decisions for my classroom, but Principal Capitani has informed me otherwise. But I can still punish Niccolò, and I want him to write, "I will never, ever disobey Ms. Bertolini again for as long as I live," 3,000 times. Please make sure he has it completed by the beginning of class tomorrow. Regards, Ms. Bertolini.

Dear Mrs. Machiavelli: I guess I underestimated your son, Mrs. Machiavelli. One thing's for sure, he certainly deserves an A in political science, and they don't start teaching that until the seventh grade. I am enjoying my time away from teaching, although I must admit I do miss it. I miss the children, mostly. I would like you to know that I strongly disagree with the choice of my replacement. Mr. Sollozzo was the school's janitor, and he knows next to nothing about teaching. I do know that he is close with your son, but Mr. Sollozzo is not a nice man. I really don't see how any learning is going to get done in the classroom. Please tell your boy to enjoy the homemade biscotti that I've enclosed, and if you would be so kind as to ask Niccolò to put in a good word for me with Principal Capitani, it would be greatly appreciated. Very Respectfully Yours, Ms. Bertolini.

TEXT 5

IS IT BETTER TO DRINK COFFEE IN THE MORNING OR AFTERNOON?

Every coffee drinker has their own ritual. But there might be a time of day that's best for you at work. Those who rely on coffee to stay alert at work are very familiar with its benefits. Coffee stimulates the body's nervous system, helping us to concentrate better and quicken reaction times. Of course, there are downsides, too. Those who consume a lot of caffeine may also experience negative side effects, including rambling flow of thought and speech, muscle twitches, nausea, anxiety and insomnia.

But we do know that feeling alert after a cup of coffee can last up to six hours, on average. That's why timing matters, too. So when is the best time of day to drink coffee if you want the best possible boost at work? Here's what researchers and nutritionists say: your ideal timing may be influenced by your age. For tired young adults, a morning coffee may help boost performance. One study involved college students who were regular coffee drinkers. Researchers tested them on memory exams at 6 a.m. and 2 p.m., and found that those who were given a coffee drink before their morning exams showed improved performance. Those who were given coffee before the afternoon tests did not.

But don't write off the benefits of afternoon coffee. Older adults tend to experience a decline in memory performance from morning to afternoon, but a study in people over 65 found that a single cup of coffee, ingested 30 minutes before a test, completely erased this decline.

How coffee ultimately makes you feel while working depends on your personal biology. "What we're learning is every cell of our body has its own biological clock. If you use caffeine... to wake your brain up, it doesn't necessarily mean the rest of your body is on the same time zone. You may be up, but you may feel sluggish," said Zhaoping Li, a professor of medicine and chief of the division of clinical nutrition at the University of California, Los Angeles. "How our body responds to food, nutrients, including caffeine, it is highly variable. Each individual may have their own sweet spot. That makes it very confusing for consumers, so the best advice I give to my patients is try out what is best for you," she said.

To do this, Li suggests drinking coffee at different hours of the workday and seeing how you feel. If you don't feel anything at all, she said, then you may have to try other times or timing it differently with any medications you may be taking. But if you feel heart palpitations, insomnia or jittery anxiety, or you are particularly sensitive to caffeine or don't plan to pull an overnigher, then make sure not to drink coffee too late in the workday. "As a rule of thumb, the closer to consumption, the more alert and focused you will feel," Samuels said. "People who are more sensitive to the effects of caffeine should limit their consumption to the mornings to prevent sleep disturbances, anxiety, rapid heart rate and other symptoms of having too much caffeine."

TEXT 6

COMING BACK UP

So we're driving along, a road in the middle of nowhere, a few trees now and then on each side of the road, mountains in the distance, there hasn't been a town for ages and then you see this sign, not really a proper sign at all, just a piece of card with some words scribbled on it: 'Bungee Jumping, 5km', and an arrow pointing to the left. I can't even see a road going left, and there's certainly no sign of any bungee jumping, but you insist, the idea has taken you, you're crazy about it, you've always wanted to do bungee jumping. I know, you think I'm boring because I don't want to go.

'Go on!' you insist. 'We don't even have to do the bungee jumping, we can just go there and see what's happening. It'll be interesting!' As usual, you get your way. I give in and off we go along this dirt road, for what seems much more than five kilometres to me. But then, after driving for ages, suddenly, out of nowhere, some trees appear, like a small wood.

Once there had been a river running through the middle of the forest, but now there was just a dry ditch. It doesn't matter; nobody is interested in swimming. A metal bridge crosses the ditch. The bridge doesn't look too stable. I think the kids had built it themselves. There's a big group of the kids in the middle of the bridge. They're all leaning over and looking down into the ditch. They're all shouting and laughing. Another person is hanging from a long piece of elastic rope in the middle of the ditch. He is laughing like he is mad. The other people slowly pull him up to the bridge. As the guy comes to the top, he looks exhilarated and shocked, but also very, very happy.

I look at you and can see what you're thinking. 'I want to do that!' you say. I knew it. And you know what I want to say: 'Danger!!! Damage to internal organs! Safety procedures! Damage to your eyes! The rope can burn you! You can get tangled up in the rope! You can dislocate your arm or your leg! It's certain that you will get bruises on your arms! What happens if the rope breaks? Who knows who these people are? Have you any idea how far away from a hospital we are?' I don't say it, but, yes, you're right, I am thinking it. I don't say anything, because I know that you won't have answers for any of my questions. You know that I'm right, really.

You've always been a lot more adventurous than me. I know you think I'm boring and safe and always worried about danger and risk. Perhaps you're right. Perhaps I am too boring.

I breathe in, close my eyes, don't think about anything. I jump. I think I'm going forever and wonder when I'll stop. But it feels great. I feel scared and thrilled and alive. Then there's a pull and I'm going back up again, and, yes, it is dangerous, but, yes, it is thrilling. But the most exciting, thrilling, wonderful thing of all is seeing your face as I come back up to the bridge.

TEXT 7

HOW MUCH TRASH IS ON THE MOON?

The moon has a lot of junk on it, including a gold olive branch, a flag kit, several lunar orbiters, and a hammer and a falcon feather – the components of a 1971 experiment used to demonstrate that objects fall at the same rate regardless of mass. Moon-based detritus includes leftover urine-collection kits, an olive branch and tons of robotic equipment from lunar probes. There are dozens more pieces of lunar debris. But how much garbage, exactly, have humans left or sent to the moon?

It's challenging to say, but the trash on the moon likely weighs upward of 181,000 kilograms on Earth. This weight is taken from Wikipedia, but it sounds about right considering that quite a few heavy artifacts, such as five moon rangers, are still there, said William Barry, NASA chief historian.

Much of this moon litter was left by NASA astronauts who landed on the lunar surface between 1969 and 1972 during the Apollo program. The other rubbish comes from crewless missions from space-exploring agencies, including those from the United States, Russia, Japan, India and Europe, Barry said.

Many of the older pieces are lunar probes that were sent to the moon to learn about it, such as whether spaceships could land on its surface. In the 1960s, some scientists thought that the moon might have a quicksand-like exterior because so many space rocks had pummeled and pulverized it over the years. These robotic probes, which stayed on the moon after their missions ended, showed that this idea was wrong, and that human-made gear could land on the moon's surface, Barry said.

But, as the saying goes – one person's trash is another's treasure. Although many people might call the odds and ends humans have left on the moon "garbage" (what else would you call a used urine-collection assembly?), NASA takes a kinder view. Researchers can study these objects to see how their materials weathered the radiation and vacuum of space over time, Barry said. Moreover, some of the objects on the moon are still being used, including a laser-range reflector left by the Apollo 11 crew.

Researchers on Earth can ping this reflector with lasers, which allows them to measure the distance between Earth and the moon, according to NASA. These experiments helped scientists realize that the moon is moving away from the Earth at a rate of 1.5 inches (3.8 centimeters) a year, NASA reported.

The so-called trash left on the moon also has archaeological merit, Barry said. Future lunar visitors may want to view the old Apollo sites and see gear from NASA, the European Space Agency, the Russian space agency Roscosmos and other countries, Barry said.

You can find a full list of the abandoned objects on the moon here. However, the list hasn't been updated since 2012, Barry noted, and is missing more recent objects, such as Ebb and Flow, two NASA lunar probes that helped researchers analyze the moon's gravitational field.

TEXT 8

OUR BRAINS PERCEIVE OUR ENVIRONMENT DIFFERENTLY WHEN WE'RE LYING DOWN

You're agitated by the sound of a mosquito buzzing around your head. The buzzing stops. You feel the tiny pinprick and locate the target. Whack! It's over. It's a simple sequence, but it demands complex processing. How did you know where the mosquito was before you could even see it? The human body is covered in about two square meters of skin, but somehow even before looking you knew the precise location of the spindly predator. After visual confirmation, your hand found its way to the scene of the crime and applied fatal force to the bug, but you didn't hurt yourself in the process.

What did it take for all that to happen? Good question. For all the advancements the world has seen in every field of science, including neuroscience, the mechanics of perception and thinking still elude complete understanding. Even the list of basic human senses is still up for debate: beyond the five traditional senses, many argue that balance – the body's mechanism for orienting itself in space – should have been included long ago.

My colleagues and I at McMaster University have recently uncovered a wrinkle in our perception, which is allowing us to learn more about how that sense of balance works and how much it contributes to our perception. The wrinkle is this: when we lie on our sides, the brain appears to dial down its reliance on information related to the external world and instead increase reliance on internal perceptions generated by touch. For example, when we cross our arms, we have more difficulty sorting out whether a vibrator went off first in our right or left hand. Somewhat surprisingly, when we close our eyes, performance improves. Blindfolding degrades our representation of the external world, which allows our internal body-centered perception to dominate. When people lie on their sides, their performance also improves with the hands crossed.

On its own, this information is not likely to affect daily life. But the fact that this difference exists is very meaningful in our quest to understand how we orient ourselves to the spaces we inhabit, and it may open avenues for discovery in other areas, including sleep, for example.

There has been surprisingly little research on how the vestibular system influences input from other senses. Consider this: MRI machines test people when they're lying down and MRI results inform conclusions about what is happening in people's brains, when in fact their brain activity might look quite different if they were sitting or standing. This discovery indicates that the vestibular system shapes perception even in different senses.

We can take our bodies for granted, regarding them as machines for carrying us around, but our bodies themselves actually shape the way we perceive and understand the world. Try thinking about that next time you're lying down.

TEXT 9

HOLLYWOOD – ITS LIFE AND TIMES

At the start of the 20th century, a new city was beginning to grow on some flat land near the sea in southern California; its name was Los Angeles – the name of the old Spanish mission that had been there for many years.

At the same time, a new industry was just being born; the cinema. In America, they talked of “motion pictures”, but this soon became shortened to “movies”.

America’s movie industry began life in New York; but by 1910, movie-makers were moving to Los Angeles. In New York, everything was too expensive; workers, land, taxes. Worse than that, it was difficult to make movies in winter, because it was too cold.

By contrast, the Los Angeles region was full of advantages. In California, they could make films all through the year; and everything was cheaper. In particular, there was lots of land for sale.

The movie-makers found what they needed a few miles outside Los Angeles; and before long, large new studios were being built in an area called Hollywood, at the foot of some small dry hills.

Movies quickly became very popular, particularly after “talkies” first appeared in 1925. Nevertheless, movies were expensive to make, and film companies needed money – lots of it. For this reason, Hollywood rapidly became dominated by a small number of big companies such as MGM, 20th Century Fox, Warner Bros. and Paramount.

Since then, the big companies have had their ups and downs, but most of them are still there. Some old names have disappeared, but some new ones have appeared, companies like Walt Disney and Steven Spielberg’s company Amblin.

Naturally, Hollywood has changed a lot in 80 years! Today the biggest studios belong to huge international firms. For instance, News Corporation, which now owns Fox, also owns newspapers on three continents (including the Times of London), and satellite TV networks in America, Europe and Asia.

It is only huge companies like Fox that can afford to make today’s very expensive films; and for *Titanic* – which was at the time the most expensive film ever – Fox had to get help from another big company, Paramount!

Once Hollywood could make films just for America; today it has to make them for the world. The suburb of Los Angeles has become the headquarters of a global dream-machine. Perhaps we dreamed differently in the past. Today, thanks in part to Hollywood, people everywhere have similar dreams.

We now live in the age of global culture. Hollywood did not invent this culture – but for better or for worse, it has become one of the most powerful elements in it. Like it or not, we all now live on planet Hollywood.

TEXT 10

WHO'S A CLEVER BIRD, THEN?

How does a scientist find out to what extent an animal is capable of thinking? What evidence is there that it is able to acquire information about the world and act on it, learning as it goes along?

In 1977 Irene Pepperberg, a recent graduate of Harvard University, decided to investigate the thought processes of another creature by talking to it. In order to do this, she would teach a one-year-old African grey parrot named Alex to reproduce the sounds of the English language. 'I thought if he learnt to communicate, I could ask him questions about how he sees the world.'

Pepperberg bought Alex in a Chicago pet store. She let the store's assistant choose him because she didn't want other scientists to say that she had deliberately chosen an especially smart bird. Given that Alex's brain was the size of a walnut, most researchers thought Pepperberg's communication study would be futile.

With Pepperberg's patient teaching, Alex learnt how to imitate almost one hundred English words, including the names of food. He could count to six and had learnt the sounds for seven and eight. But the point was not to see if Alex could learn words by heart. Pepperberg wanted to get inside his mind and learn more about a bird's understanding of the world. She couldn't ask him what he was thinking about, but she could ask him about his knowledge of numbers, shapes and colours.

In one demonstration, Pepperberg placed Alex on a wooden perch in the middle of the room. She then held up a green key and a small green cup for him to look at. 'What's the same?' she asked. Without hesitation, Alex's beak opened: 'Co-lour.'

'What's different?' Pepperberg asked. 'Shape,' Alex said. His voice had the sound of a cartoon character. But the words – and what can only be called the thoughts – were entirely his. Many of Alex's cognitive skills, such as his ability to understand the concepts of 'same' and 'different', are rare in the animal world. Very few animals share these skills. But parrots, like humans, live a long time in complex societies. And like humans, these birds must keep track of the dynamics of changing relationships and environments.

'They need to be able to distinguish colours to know when a fruit is ripe or unripe,' Pepperberg explained. 'They need to categorise things – what's edible, what isn't – and to know the shapes of predators. And it helps to have a concept of numbers if you need to keep track of your flock. For a long-lived bird, you can't do all of this with instinct; cognition must be involved.'

In the demonstration, Alex then ran through various tests, distinguishing colours, shapes, sizes, and materials (wool versus wood versus metal). Alex knew all the answers himself and was getting bored. 'He's moody,' said Pepperberg, 'so he interrupts the others, or he gives the wrong answer just to be difficult.' Pepperberg was certainly learning more about the mind of a parrot, but like the parent of a troublesome teenager, she was learning the hard way.

TEXT 11

A HACKER'S LIFE

Have you ever locked yourself out of your home and had to try to break in? First, you get a sense of accomplishment in succeeding. But then comes the worrying realisation that if you can break into your own place as an amateur, a professional could do so five times faster. So you look at the weak point in your security and fix it. Well, that's more or less how the DefCon hackers conference works.

Every year passionate hackers meet at DefCon in Las Vegas to present their knowledge and capabilities. Mention the word 'hacker' and many of us picture a seventeen-year-old geek sitting in their bedroom, illegally hacking into the US's defence secrets in the Pentagon. Or we just think 'criminals'. But that is actually a gross misrepresentation of what most hackers do.

The activities and experiments that take place at DefCon have an enormous impact on our daily lives. These are people who love the challenge of finding security gaps: computer addicts who can't break the habit. They look with great scrutiny at all kinds of systems, from the Internet to mobile communications to household door locks. And then they try to hack them. In doing so, they are doing all of us a great service, because they pass on their findings to the industries that design these systems, which are then able to plug the security holes.

DefCon is a vast mix of cultures as well as a culture in itself. People in dark clothes and ripped jeans talk to people in golf shirts and khakis. Social status here is based on knowledge and accomplishment, not on clothing labels or car marques. It's kind of refreshing. There are government agents here, as well as video game enthusiasts. Not that people ask each other where they work – that would break the hackers' etiquette.

In an attempt to attract the brightest hackers, DefCon runs a competition called Capture the Flag. Capture the Flag pits elite hackers against each other in a cyber game of network attack and defence that goes on 24 hours a day. In a large, dimly lit conference hall, small groups of hackers sit five metres from each other, intensely trying either to protect or to break into the system. There are huge video projections on the walls, pizza boxes and coffee cups are strewn everywhere. The room is mesmerising.

If you're someone who dismisses the DefCon attendees as a group of geeks and social misfits, then you probably have the same password for 90 per cent of your online existence. Which means you are doomed. Because even if you think you're being clever by using your grandmother's birth date backwards as a secure key, you're no match for the people that I've met. There is no greater ignorance to be found online than that of an average internet user. Sadly, we have few tools to protect ourselves. But there is a group of people who are passionate about online freedom and have the means to help us protect our privacy. Many of them can be found at DefCon.

TEXT 12

A UNIVERSAL LANGUAGE

People love to compare and contrast. In most parts of England, you buy your bus ticket on the bus. In France, you buy it at a metro station. In Australia, you can buy it from a newsagent. We all find this kind of comparison entertaining. Books on cross-cultural communication exploit our curiosity by focussing on differences between people across the world.

Proxemics, the study of different standards of personal space, is one example. How close I stand to someone when I am speaking to them depends not only on my relationship to them, but also on my culture. This is important because if the person I am with is not used to standing as near as I do when we are talking to each other, they might feel uncomfortable. In Latin cultures and also in China this distance tends to be smaller, while in Nordic cultures people usually stand further apart.

The messages sent by your posture and gestures is another case in point. For example, it is quite common in European countries to sit with your legs crossed and the top foot outstretched. But, as I know from personal experience, people in Arab countries hardly ever sit in this way – because they might show you the bottom of their shoe, which is a serious insult. It is said that in the Philippines, people often greet each other by raising their eyebrows quickly. In the USA, this is a sign of surprise.

Such information fills the pages of guides for travellers and international business people. Clearly it is important to know a little about eating customs, tipping and the rules concerning basic greetings – whether you should bow or shake someone's hand. But beneath the surface, we are not so different. There are many signs that are universal in the emotions that they communicate. Focussing on these similarities is a much more profitable route than focussing on the differences.

Smiling is the best known of these, but not the only one. Behaviourists have proven that all over the world, people show sadness in a similar way. The face 'falls': the mouth becomes downturned and the eyes begin to look glassy. The person will probably look down or away and seem distracted.

There are also common factors when people are bored. They will look at other things in a distracted way – their watches, for example. Their feet will begin to move restlessly indicating that they want to escape; they tap their fingers or scratch their heads. Anger can also be read quite easily: the facial muscles tense up, often causing people to frown; the eyes stare, fixing themselves on the target of their anger; blood rushes to the face causing it to become red.

Understanding these universal signals and reacting appropriately is the real key to cross-cultural communication. If we all apply just a little sensitivity and common sense, it is unlikely that we will cause lasting offence by making the wrong gesture or invading a stranger's personal space. Of course, some cultures show their emotions more openly and others prefer to keep them more hidden. But isn't that also the case within cultures, from one individual to another?

TEXT 13

PERSONALISED SPEAKING

What our students bring to the learning environment is our richest resource. But if the lives they lead are to be at the centre of the courses we teach, are we guaranteed that students will talk freely and be interested in what their fellow classmates tell them? The answer is no. So what are some of the main challenges we face when doing personalised speaking activities and how can these challenges be met?

Firstly, students might lack confidence in their ability to tell an anecdote, describe their feelings or confidently give their views in their mother tongue, let alone in English: 'I don't know what to say or how to say it.' Secondly, classes are made up of students who are thrown together by circumstance. They do not choose their classmates and they would not all mix socially if they met outside the class: 'I don't have much in common with that student so why should I listen to her?'

Teacher modelling. This involves the students observing their teacher doing an achievable task that they themselves are about to do. Focusing on the teacher reassures students about what is expected of them and gives them ideas about the kind of content to include. There is an important distinction to be made between substitution drilling and modelling. We are not asking students to try and repeat back what we have said. We are instead providing students with a framework. Teacher modelling gives students confidence and is often more effective than abstract instruction-giving, which can more easily lead to uncertainty and inadequate task fulfillment.

Visualisation. The term visualisation suggests focusing on visual images in the mind's eye. However, it can describe imagined auditory, olfactory, tactile and emotional experiences as well. Visualising a moment, scene or event whether real or imagined is an extremely effective and powerful way into extended personal speaking. The time spent on visualisation can lead to more thought-through and stimulating content from students during the subsequent speaking phase of an activity.

Setting peer listening tasks. It is inhibiting for students speaking in pairs and groups when their classmates appear to show little interest in what they say. Instead of genuinely listening, classmates might be planning their own speaking turn, referring to the dictionary, thinking about something unrelated to the lesson or perhaps even just pretending to listen. In the distracting environment of the classroom, it is easy not to listen actively. While setting up a speaking activity, it is important for teachers to set simple and interesting peer listening tasks which focus students on what their partners say. This might be as simple as remembering and reporting part of what they hear, deciding how much is true or giving their partner advice. When students are genuinely engaged in conversation in the classroom, there is a real sense of energy and purpose.

TEXT 14

EPIPHANY IN THE BEANS: an excerpt *(by Robin Wall Kimmerer)*

The exchange between plants and people has shaped the evolutionary history of both. Farms, orchards, and vineyards are stocked with species we have domesticated. Our appetite for their fruits leads us to till, prune, irrigate, fertilize, and weed on their behalf. Perhaps they have domesticated us. Wild plants have changed to stand in well-behaved rows and wild humans have changed to settle alongside the fields and care for the plants – a kind of mutual taming.

We are linked in a co-evolutionary circle. The sweeter the peach, the more frequently we disperse its seeds, nurture its young, and protect them from harm. Food plants and people act as selective forces on each other's evolution – the thriving of one in the best interest of the other. This, to me, sounds a bit like love.

I sat once in a graduate writing workshop on relationships to the land. The students all demonstrated a deep respect and affection for nature. They said that nature was the place where they experienced the greatest sense of belonging and well-being. They professed without reservation that they loved the earth. And then I asked them, “Do you think that the earth loves you back?” No one was willing to answer that. It was as if I had brought a two-headed porcupine into the classroom. Unexpected. Prickly. They backed slowly away. Here was a room full of writers, passionately wallowing in unrequited love of nature.

So I made it hypothetical and asked, “What do you suppose would happen if people believed this crazy notion that the earth loved them back?” The floodgates opened. They all wanted to talk at once. We were suddenly off the deep end, heading for world peace and perfect harmony.

One student summed it up: “You wouldn't harm what gives you love.”

Knowing that you love the earth changes you, activates you to defend and protect and celebrate. But when you feel that the earth loves you in return, that feeling transforms the relationship from a one-way street into a sacred bond.

My daughter Linden grows one of my favorite gardens in the world. She brings up all kinds of good things to eat from her thin mountain soil, things I can only dream of, like tomatillos and chile.

She makes compost and flowers, but the best part isn't the plants. It's that she phones me to chat while she weeds. We water and weed and harvest, visiting happily as we did when she was a girl despite the three thousand miles between us. Linden is immensely busy, and so I ask her why she gardens, given how much time it takes.

She does it for the food and the satisfaction of hard work yielding something so prolific, she says. And it makes her feel at home in a place, to have her hands in the earth. I ask her, “Do you love your garden?” even though I already know the answer. But then I ask, tentatively, “Do you feel that your garden loves you back?” She's quiet for a minute; she's never glib about such things. “I'm certain of it,” she says. “My garden takes care of me like my own mama.” I can die happy.

TEXT 15

DO YOU SPEAK EMOJI?

Love them or hate them, emojis are now a part of everyday life, in 2017 there was even a movie about them. Unlike that movie, which failed to wow the critics, I think embracing emojis in the classroom could get you a thumbs up from students.

In 2015 Oxford Dictionaries chose an emoji as its word of the year. Since then the number of emojis has grown to over two and half thousand (once you factor in skin tones and gender). There is everything from passport control through to a pretzel emoji.

The popularity of emojis has naturally led to headlines from the media such as ‘emoji will cause the death of English’, ‘Are emojis killing language?’ and the rather wonderful ‘emojis are ruining civilisation’. Such headlines, by the way, are a journalist’s version of a substitution table; a quick search will reveal that they said the same about text messages and social media.

As one journalist put it: “A picture speaks a thousand words, yes. But an emoji cannot express the myriad of meanings that language allows for”. As a teacher then, we can choose to go one of two ways; for or against the headlines. I suggest we can take a more positive approach, similar to the one taken recently by a professor of communication: ‘Emojis enhance human interactions. It’s trying to put emotional, non-verbal information back in’. In other words, emojis are now an important part of communication. As a language teacher, it is this aspect that first got me hooked on emojis and how they can be used as part of our language lessons. I use them now for everything from vocabulary practice to judging how well a student has understood key parts of my lesson.

What’s your favourite emoji? Do you have one? Why that one? This simple question is a speaking activity in itself. ‘OK class take out your phones, tell your partner what your favourite emoji is and why.’

At the very least, emojis provide us with thousands of symbols that we can use in teaching. Think how often we use flashcards or pictures, emojis at a very basic level can act in the same way. See the funny thing about emoji is that they have a universal meaning. They cross linguistic borders like no other form of communication. That is not to say that some don’t alter meaning in different cultural and group contexts, but on one level the meaning of many is the same. Show a picture of an emoji to your students and there is a good chance that they will know what it is, a very useful scaffold on which we can exercise vocabulary. And when they don’t know what it is, we immediately enter a speaking and thinking exercise as students try to work it out.

Now some of you might be thinking ‘yeah but I don’t know what half of them mean myself’. Keep calm! There are many tools at our disposal – from an emoji dictionary, through to an emoji encyclopedia. You can even get real-time usage stats of the worldwide use of emoji (NB: I might have become a bit emoji obsessed).

HOW TO TURN READING INTO A HABIT

How can we help learners build a reading habit? The first thing you need to do is to ensure buy-in. Experts agree that trying to get people to do something they do not really want is bound to backfire. Students have to want to start reading and you can help whet their appetite by showing them some great readers, by engaging them in discovery activities and by getting them to choose which one they want to read.

What are the key steps to building a habit? ‘Habits are the holy grail of behavioural change because they herald the possibility of automatic behaviours’. That means that we can do things effortlessly. Naturally, habits have been studied extensively. Below are a few key tips for helping your students build a reading habit.

1. Set a Target. To build a habit, people need to have a routine which they will perform on a regular basis. The starting point is deciding on a target. The target has to be very specific. Students need to know whether they have achieved their target or not. Telling yourself ‘I am going to read a few pages’ is too vague; ‘I am going to read one chapter’ on the other hand is good.

2. Start Small. Building a habit is not easy, so students need to start small. B. J. Fogg says that if you want to develop a habit of flossing your teeth, it is best to start by flossing one tooth a day! Never mind the minimal benefits; once you have established the habit, then you can gradually increase how much you do. So – forget that ‘One chapter a day’; make that ‘One paragraph a day’. If students want to read more, no problems. This is a bonus.

3. Select a Cue. Habits tend to stick when we link them to a salient point in our day. The cue needs to be very specific and unambiguous. That could be a moment in the day, such as ‘as soon as I wake up’ or it could be another thing we routinely do. For instance, we could tell ourselves ‘As soon as I finish my piano practice, I will read one page from my book’.

4. Select a Reward. To reinforce the habit, it is important to link it with something pleasant – a reward. The reward has to be small. It could be a little treat, such as a piece of chocolate, or it could be a behavioural ‘treat’. For instance, I revise my notes every day and I reward myself by playing a game of online chess (2 minutes only) when I have finished. The reward is ‘behavioural scaffolding’. Once the habit has been established, we can dispense with it.

5. Use Implementation Intentions. Research has shown that it helps a great deal if students write down a mini-plan about exactly what they intend to do and where. For instance, a student could write: ‘As soon as I finish my online French lesson, I am going to read two pages from my reader in my bedroom’. It helps enormously if the reader is already there and in some visible place so it acts as a reminder.

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