

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ**

**Елабужский институт**

**И.Ю. ДУЛАЛАЕВА**

**Н.Е. КОРОЛЁВА**

# **LEARN TO TRANSLATE**

**Учебно-методическое пособие**

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Учебно-методическое пособие “Learn to Translate” предназначено для бакалавров, обучающихся по направлению «Лингвистика», профиль «Перевод и переводоведение», а также для бакалавров педагогического образования при изучении дисциплины «Теория и практика перевода».

Цель данного пособия – способствовать пониманию основных принципов подхода к переводу, осознанному применению переводческих трансформаций, как на лексическом и грамматическом уровнях языка, так и на стилистическом уровне. Упражнения, предлагаемые авторами, направлены на формирование переводческих компетенций и выработку навыков работы по переводу с английского языка на русский и с русского на английский.

Разделы пособия включают упражнения по переводу деловой корреспонденции, текстов средств массовой коммуникации, специальной литературы и художественной литературы, а также диалоги для устного последовательного перевода. Такая многоплановость представленных материалов позволяет обучающимся получить ясное представление как о жанрово-стилистической специфике этих видов текстов, так и о тех трансформациях, которые применяются для их перевода.

Материалы для перевода, предлагаемые в пособии, являются аутентичными и подбирались из источников в открытом доступе.

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# Learn to Translate

## Part I

### Business Correspondence

#### *Foreword*

Any letter begins with the address. So learn to write it in the correct way.

We should write the addressee name in the first line, with the first name preceding the surname and the use of either *Mr* or *Mrs* before the name. Here you may face some difficulties as many English names are not helpful in giving an idea as to the addressee's gender. In such case you are to do all your best to try to find whether the addressee is a man or a woman, and in the latter case, if the woman is unmarried, you are to address to her as *Ms*.

It is also possible when addressing to use some abridged forms of the addressee's position or title, such as:

*Bachelor of Arts – B.A.*

*Bachelor of Laws – LL.B.*

*Bachelor of Science – B.Sc.*

*Civil Engineer – C.E.*

*Captain – Capt.*

*Colonel – Col.*

*Director – Dir.*

*Doctor – Dr.*

*Doctor of Laws – LL.D.*

*Doctor of Medicine – D.M., M.D.*

*Doctor of Philosophy – Ph.D.*

*Doctor of Science – D.Sc.*

*Manager – Mgr.*

*Master of Arts – M.A.*

*Master of Laws – LL.M.*

*Member of Parliament – M.P.*

*President – Pres.*

*Professor – Prof.*

*Reverend – Rev.*

*Secretary – Sec.*

*Vice Chancellor – V.C.*

*Chief Executive Officer – C.E.O.*

If you do not happen to know the addressee's exact name or your letter is addressed to the company in general, you may use *Messrs* plus the company name, as *Messrs Rothmans & Morris*.

Private letters are often marked by words *private* (British), *personal* (American) or *confidential* (general term).

The general abbreviations used in the name of the firm are:

*Co. – Company*

*Corp. – Corporation*

*Dept. – Department*

*Inc. – Incorporated*

*Ltd. – Limited*

*L.L.C. – Limited Liability Company*

In writing the number of the house / building the following abbreviations are allowed:

*Apt. – Apartment*

*Ave. – Avenue*

*Bld. – Building*

*Mt. – Mount*

*Sq. – Square*

*St. – Street*

The last thing you are to write is the name of the city, state, county; then comes zip code and the name of the country. When naming the USA states the following abridged forms are used:

*Ala. (AL) – Alabama*

*AK. – Alaska*

*Ariz. (AZ) – Arizona*  
*Ark. (AR) – Arkansas*  
*Calif. (CA) – California*  
*Colo. (CO) – Colorado*  
*Conn. (CT) – Connecticut*  
*Del. (DE) – Delaware*  
*Fla. (FL) – Florida*  
*Ga. (GA) – Georgia*  
*Ill. (IL) – Illinois*  
*Ind. (IN) – Indiana*  
*IA. – Iowa*  
*Kans. (KS) – Kansas*  
*Ky. (KY) – Kentucky*  
*La. (LA) – Louisiana*  
*ME. – Main*  
*Md. (MD) – Maryland*  
*Mass. (MA) – Massachusetts*  
*Mich. (MI) – Michigan*  
*Minn. (MN) – Minnesota*  
*Miss. (MS) – Mississippi*  
*Mo. (MO) – Missouri*  
*Mont. (MT) – Montana*  
*Nebr. (NE) – Nebraska*  
*Nev. (NE) – Nevada*  
*N.H. (NH) – New Hampshire*  
*N.J. (NJ) – New Jersey*  
*N.Mex. (NM) – New Mexico*  
*N.Y. – New York*  
*N.C. (NC) – North Carolina*  
*N.Dak. (ND) – North Dakota*

*OH. – Ohio*  
*Okla. (OK) – Oklahoma*  
*Oreg. (OR) – Oregon*  
*Pa., Penn. (PA) – Pennsylvania*  
*R.I. (RI) – Rhode Island*  
*S.C. (SC) – South Carolina*  
*S.Dak. (SD) – South Dakota*  
*Tenn. (TN) – Tennessee*  
*Tex. (TX) – Texas*  
*UT. – Utah*  
*Vt. (VT) – Vermont*  
*Va. (VA) – Virginia*  
*Wash. (WA) – Washington*  
*W.Va. (WV) – West Virginia*  
*Wis. (WI) – Wisconsin*  
*Wyo. (WY) – Wyoming*

Names of English counties are not abridged.

Here is a sample of how the address should be like:

*Ms S. Barrett*  
*CEO LLC Trakya Glass Rus*  
*1225 Ave. of the Americas*  
*New York, N.Y. 10020*  
*USA*  
*Mrs. Anne Hardwood*  
*Rights Mgr*  
*Chapman & Hall Ltd*  
*11 New Fetter Lane*  
*London EC4P 4EE*  
*England*

Special attention is to be paid to addressing people with titles, some of them are as follows:

Ambassador: *His Excellency <title, name>*, in addressing we must use *Sir*;

Lord Mayor: *The Right Honourable the Lord Mayor of ...*, in addressing we must use *My Lord Mayor*;

Governor, Governor-General: *His Excellency <name> Governor / Governor-General of...*, in addressing we must use *Sir*;

City Mayor: *The Right Worshipful the Mayor of...*, in addressing we must use *Mr. Mayor*;

Alderman: *Alderman <title, name>*, in addressing we must use *My Lord, Dear Sir*;

Councillor: *Councillor <title, name>*, in addressing we must use *My Lord, Dear Sir*.

Following the address, in the right-hand upper corner is the date that can be as follows:

*12 March, 2020*

*March 12, 2020*

*12<sup>th</sup> March, 2020*

*March 12<sup>th</sup>, 2020.*

Then comes a polite salutation that traditionally is *Dear Mr* or *Dear Mrs* and the addressee's name, besides, you should not use the addressee's first name initials here.

The next line concerns the topic of the letter, it is marked by the abbreviation *Re: (Reference)*, e.g. *Re: Outstanding invoice No.2653*.

One more rule to follow is that we must not use any abbreviations typical of oral speech in the body of the letter, i.e. instead of *I've mentioned* we must write *I have mentioned*, etc.

The correct usage of prepositions is required in business letters, the easiest way is to memorize them in set-phrases like *with regard to*, *according to*, *as per*, *in connection with*, *in compliance with*, *in consequence of*, etc.

If the letter cannot be placed on one page it is advisable to note at the bottom of the first page and on all the following ones *continued over*, or *see overleaf*.

The letter is finished by the words *Sincerely Yours / Yours* <your name and position in the company>. Not to create any misunderstanding about your gender it is recommended to use your full name, not just initials for your first name, e.g. *Elena M. Chaika*, etc.

Some useful phrases to write a business letter:

*In response to your letter of <date>*

*With reference to your letter dated...*

*With regard to the last paragraph of your letter...*

*As your letter of <date> stated...*

*Following upon my letter of <date> ...*

*Further to our letter dated..., we are pleased to advise that...*

*We acknowledge with thanks the receipt of your letter dated...*

*We just recently received your gracious letter of <date> regarding...*

*I am sorry for the delay in answering your letter of <date> ...*

*I do apologize for the lateness in replying to your letter of <date>, but...*

*I trust that my letter sent <date> reached you safely...*

*I hope you have now received my letter of <date> regarding our proposed cooperation on...*

*I have not received a reply to my letter dated... and I am now anxious to know...*

*I am afraid we cannot find any trace of your letter of <date>...*

*So that you may know a little more about our <company name>, I am taking the liberty of enclosing a booklet that we have recently published, giving the history, organization and plans of <company name>. If you need any further information about our activities, please, do not hesitate to consult me.*

*We look forward to beginning a dialogue and then to expanding our increasingly beneficial relations.*

*We would welcome the opportunity to cooperate with you.*



***Exercise 1. Translate the given letter with the enclosed Order form into Russian.***

Dear Mr Salisbury,

Re: Your enquiry of the textbook of March 12, 2020

Our firm will provide you with 2 copies of the textbook.

I would very much appreciate your filling in and returning attached form as indicated. Please send us a check to the value of 899 rubles at the specified address. You will receive the ordered textbook together with paid-up invoice by return.

Many thanks in advance.

Yours,

Samuel Johnson

Editor

**ORDER FORM**

Please send me by return 2 copies of the textbook “English Grammar in Use” for the price of Ru 899, including postage and packing.

A check filled in rubles to the Dell Publishing House this amount is enclosed herewith.

Name \_\_\_\_\_

<Address > Company \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

State / Province \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

***Exercise 2. Translate the letter into Russian, comment on the official vocabulary and some set-phrases in the English letter.***

Ref.: JD/CP

PENTAMEX S.A.

15 La Boiserie

92100 Boulogne-Billancourt

France

4<sup>th</sup> April, 2020

Dear Sir,

We are in receipt of your brochure introducing your new products in the "CLAIRTEX" range.

Some of the items presented could have applications in our own manufacturing processes.

We should be obliged if you would forward fuller details of the range together with your current price-list quoting terms for overseas delivery.

Yours faithfully,

John Dixon

Purchasing Manager

***Exercise 3. Translate the letter into Russian, comment on the grammar and vocabulary of the letter.***

Dear Sirs,

We were interested to receive your circular announcing the launching of new machines for improving quality control.

We would be pleased if you would let us have full details of the various middle-range machines as well as your terms of sale.

Yours faithfully,

Michael Gross

***Exercise 4. Translate the letter into English. Bear in mind that it is intended for an American addressee.***

Уважаемые господа!

Благодарим Вас за литературу, которую Вы нам прислали по почте 15 марта.

К сожалению, реорганизация нашего завода вынуждает нас прекратить выпуск этой производственной линии

Мы проявили инициативу, направив Ваш каталог фирме Боргер Брос, которая может этим заинтересоваться.

Надеемся, что Вы сможете найти с ними общий язык.

С уважением,

Питер Кларк

Генеральный директор

***Exercise 5. Translate the letter into English. Bear in mind that it is intended for a British addressee.***

Уважаемые господа!

Мы изучили Вашу брошюру, и нас, в частности, привлек В5Т на 24 страницах.

Качественные характеристики этого товара, видимо, отвечают потребностям наших клиентов.

Как Вы советуете, мы связались с фирмой MODAZ, которую Вы упоминаете как Вашего агента с исключительными правами в этом регионе. Нам сказали, что эта фирма больше не занимается продажей Ваших товаров.

Мы интересуемся, можете ли Вы назвать нам адрес другого поставщика, или, в случае возможности, сможете ли Вы проинформировать о Вашей возможности поставить нам товар напрямую.

В этом случае мы были бы признательны, если Вы назовете нам условия продажи.

С уважением,

Фрэнк Дейта

Менеджер по закупкам

***Exercise 6. Translate the letter into English. Bear in mind that it is intended for a British addressee.***

Г-ну J. Lelot

Служба закупок

Компания Уникуп  
191 авеню Алеви  
69002, Лион Седекс 02

Франция

10 июля 2020

Уважаемый господин Лелот!

Мы получили Ваш запрос от 2 июля, касающийся различных станков серии СИЛЬВА, перечисленных в нашем новом каталоге.

Господин Дональд Дженкинс, наш менеджер по продажам в этом регионе, позвонит Вам в ближайшее время в офис, чтобы договориться о встрече. Он сможет дать Вам более полную информацию по этим станкам и посоветовать, какие из них наиболее удобны для проведения испытаний.

Мы уверены, что станки серии СИЛЬВА прекрасно удовлетворят Ваши требования.

Искренне Ваш,

Вадко Мануфекчуринг Ко., Лтд.

Ф. Томкинс

Менеджер по продаже и маркетингу

***Exercise 7. Translate the letter into Russian. Write out words of terminological character.***

Dear Sir,

With regard to our order No.3652 P dated 16<sup>th</sup> may 2020 we would like to emphasize that the 15 cases of cutting fluid in 2 litre drums should be delivered to our Angers branch.

On the other hand the larger order for bearings should be palletized to permit easier handling, and dispatched to our Paris depot.

In view of our open air storage we require heat shrunk plastic film protection of the consignment of bearings.

Yours faithfully.

***Exercise 8. Translate the letter into English. Write out words of terminological character.***

Уважаемые господа!

Относительно Вашего запроса от 26 мая, касающегося упаковки и перевозки товаров на экспорт, мы рады сообщить, что партии наших товаров обычно отгружаются в пакете по 100 штук на картонных поддонах с прокладками из несминаемого картона для предотвращения повреждений при неосторожном обращении.

Экспортные заказы обычно перевозятся контейнеровозами с перегрузкой каждой партии на железную дорогу в порту прибытия судна.

Пожалуйста, сообщите, устраивает ли Вас подобная система отгрузки. Мы всегда рады изменить какие-то ее детали в соответствии с Вашими потребностями.

С уважением.

***Exercise 9. Translate the letter into Russian. Write out words of terminological character.***

Dear Sirs,

Thank you for your indent No.12 for 15 tons of our new all-purpose fertilizer. Unfortunately this new product has been so popular that we are completely out of stock and cannot guarantee delivery for the new growing season.

As your order was marked Very Urgent we have taken the liberty of dispatching 2 tons of our phosphate enriched fertilizer forthwith as this is the nearest substitute we have in stock.

If this is acceptable, we will be happy to supply the balance of the order in the same fertilizer.

We trust this will meet your requirements.

Yours faithfully.

***Exercise 10. Translate the letter into Russian. Write out words of terminological character.***

Dear Client:

Acme Tooling are pleased to acknowledge your order No.7123 for 3 gross special diamond-coated grinding disks on ¼” shanks.

As mentioned in our previous letter delivery for non standard goods is usually 2 months but in view of your urgent need we are giving your order priority. You may be sure the goods will reach you within the stipulated time limits and we will shortly be advising you of dispatch.

An order with Acme is an investment in quality.

***Exercise 11. Translate the letter into Russian. Write out words of terminological character.***

#### LETTER OF GUARANTEE

Dear ...,

Thank you for your interest in learning in Russia.

Hereby we guarantee that we are ready to receive you for training at the preparatory faculty of ... Institute of ... University. Studying here will allow you to learn Russian and be better prepared for entering the University. We are pleased to see the progress of Iranian students who graduated from our faculty and entered the medical universities of Kazan, Moscow and St. Petersburg.

Unfortunately, at present, the possibility of simplified registration of visas for education has been terminated between the ... and Russia. Now the whole procedure of getting a visa takes about 40–50 days. We ask you to wait for the visa and come to Russia after your visa is ready.

*Exercise 12. Translate the ETA Draft Plan into Russian. Write out words of terminological character.*

**Draft work plan for ETA  
(2019–2020 academic year)**

**Educational work**

*Please note that the final version will be ready by the start of the new academic year.*

It is assumed that the program fellow will work in conjunction with a teacher who reads the discipline. However, at the discretion of the teacher, the assistant can independently select educational material, develop their lesson plans. For each discipline there is an approved work curriculum, which, nevertheless, allows the selection of educational material (texts, exercises, creative tasks) depending on the preferences of the teacher and ETA. The library has basic textbooks in all subjects; the teacher and the ETA have the right to select other additional literature.

All classes are planned at the faculty of foreign languages (English department), the students' level of language is not lower than B2 / Upper Intermediate.

The planned number of hours for 2019–2020 academic years is 442 hours (0.5 of the assistant teacher hours) weekly load is 12–13 hours, including:

**Overtime work**

According to past experience, we assume that a fellow can independently develop the subject of the English club work.

Last year, for example, the club was called “English club with Olivia K.”, in 2012 Ian C. addressed the issues of cinema.

Club classes can be held 2–3 times a month at a convenient time for ETA and the participants. As a rule, not only students of the Faculty of Foreign Languages, but also non-language faculties are enrolled in the club, so the level of proficiency may be different, starting with A2 and above.

In addition, we ask ETA to take part in the University Open Day (1 time in a semester) and introduce his country, culture and education to future students who

attend the event. It is also possible to visit secondary schools in the city to get acquainted with our secondary education system and students.

In addition, the faculty holds an annual conference for schoolchildren “Young Philologist”, and we assume the participation of ETA as a jury member.

In October 2019, the International Scientific and Practical Conference “Modern Problems of Theory and Methods of Language Teaching” will be held, in which the ETA can also participate with a report. Conference materials are published in an electronic collection and indexed in RISC. The previous scholars, Hope J. and Olivia K., took part in the sessions, the participants to the conference warmly welcomed their presentations.

At the faculty, as a rule, there are many activities related to the English language – phonetic competition, traditional holidays Thanksgiving Day, Christmas, an English week, etc., in the preparation and organization of which ETA could provide our teachers and students with invaluable assistance.

In addition, it seems to us that the new ETA could improve his level of proficiency in Russian, deepen his knowledge of Russian literature. The institute has a department of the Russian language and literature, we could advise the curator for this purpose. The department also holds various cultural events related to the Russian language and literature. As far as I remember, the former Fulbright fellow Hope J. took Russian lessons from Prof., Doctor of Philology S.



## Part II

### Mass Media Texts

#### *Foreword*

The main thing to remember when translating mass media texts or newspaper articles is that they possess distinguishing features of their own both in English and in Russian.

The common feature is that opposite to several decades ago Russian newspapers have acquired some of the features of English ones, such as a mixture of styles that is exhibited by a wide usage of lexical stylistic devices, colloquial vocabulary, set-phrases and idioms, which was unheard of in the former soviet period.

Nevertheless, tradition makes translators to resort to code switching when translating English newspaper articles into Russian, i.e. change from slang or colloquial style register to neutral.

Besides, special attention is to be paid to the translation of the English headlines, they prefer verbal phrases, meanwhile in Russian preference is given to nominal phrases, cf., *Kidnapped General Escapes – Побег похищенного генерала*.

Moreover, we should be mindful of the specificity of English tenses in headlines, where the Present Tense is used to denote a past action, Infinitive is used to express the future that in Russian in turn it can be expressed at the lexical level of the language, cf. the *above example* and *Coal-miners to Strike – Предстоящая забастовка шахтеров*.

Not only that. You may have noticed that many headlines have the so-called headline words, i.e. rather brief words with a wide semantic volume, which means that to define the meaning you need to make a close study of the context in which the word is used, and the context may include both the newspaper item itself and a wider extra linguistic circumstances.

Examples of such words are: quit= abandon, withdraw, leave, give up, resign; bid = appeal, try, attempt, initiative; rap = criticize, condemn, expose.

As opposed to the Russian newspaper items, the English newspaper articles also have the lead consisting of one sentence that answers the 5 “wh”-questions (Who? What? Where? Why? How?). It seems impossible to answer all the questions in the Russian translation so the translator is to resort to grammatical (syntactic) transformations restructuring the lead that in its turn calls forth lexical transformations.

E.g., Thousands of Algerians tonight fled from the dead city of Orleansville after a 12-second earthquake had ripped through central Algeria, killing an estimated 1.100 people. – Сегодня ночью в центральных районах Алжира произошло землетрясение, длившееся двенадцать секунд. Число жертв, по предварительным подсчетам, составляет 1100 человек. Тысячи жителей бежали из полностью разрушенного города Орлеансвилля.

Note here the division of the sentence, transposition and various lexical transformations.

***Exercise 1. Translate the following headlines into Russian, pay attention to the polysemantic words, the use of tenses and structure of the headlines.***

Squad Helps Dog Bite Victim; Prominent Scientist Dies; Farmer Bill dies in House; Voting be Held in July; UK failure to lock down earlier cost many lives, top scientist says; George Floyd protests: New York City Curfew Lifted as Demonstrators Enter Second Week; Novelists pick books to inspire, uplift, and other escape.

***Exercise 2. Translate the article into Russian, be mindful of code switching wherever necessary.***

**George Floyd killing: peaceful protests sweep America as calls for racial justice reach new heights**

**Hundreds of thousands took to the streets on a day that saw grief and determination punctuated by moments of levity**

Hundreds of thousands of Americans took to the streets, in big cities and small towns, from coast to coast, marking one of the most expansive mobilizations yet in

the nationwide protests against police violence and systemic racism sparked by the police killing of George Floyd in Minneapolis.

Demonstrations, now in their second weekend, were largely peaceful – and included moments of levity and jubilation. It was a notable shift from the weekend prior, when police beat back demonstrators with force, using teargas and pepper spray to suppress the unrest.

Mourners paid their respects to Floyd in North Carolina, his birthplace and final resting place. Hundreds filed past his coffin, lining up outside Free Will Baptist church in Raeford in the searing heat to say a last goodbye.

In Minneapolis, where Floyd was killed, marchers asked city officials to defund the police, a rallying cry at protests across America that has begun to gain concrete pledges. The city council voted on Friday to ban officers from using chokeholds and neck restraints, but Mayor Jacob Frey would not commit to defunding the police. “I do not support the full abolition of the police department”, Frey told protesters. They responded by booing him away, chanting “Go home, Jacob, go home” and “shame”.

Demonstrations continued into the early morning in Seattle, where police threw stun grenades to disperse protesters and reported several officers were injured with rocks, bottles and improvised explosives.

Meanwhile, thousands gathered in New York’s Central Park and hundreds more gathered in Harlem for prayers and protest.

Demonstrators chanted “get off our necks” and “racism is America’s original sin” as they marched uptown from the National Black Theatre in Harlem. Pastors and other faith leaders gave rousing speeches outside the theatre and other celebrated spots, including the Schomburg Center for Research in Black Culture – an internationally renowned archive for information on people of African descent.

“Harlem is extremely significant when it comes to talking about the disproportionate impact on black and brown communities of so many things – for example, Covid-19 and police surveillance”, said Jacquelyn Martell, 33, one of the protest organizers. “But part of this movement is to bring communities together and

ameliorate divisions brought forth by systemic racism and bring some healing as well”.

In the nation’s capital, more than 10,000 people poured into the streets, gathered near Lafayette Square by the White House, marched down U Street’s historic Black Broadway, and coalesced at the feet of Abraham Lincoln at his giant marble memorial.

Although the White House remained fortified behind newly erected metal fencing, there were markedly fewer tanks and heavily armed federal officers around the city – following widespread outcry over the presence of militarized law enforcement over the past week.

The words “Black Lives Matter” had been painted in bright yellow letters along a street near the White House, where just days before protesters were brutally dispersed by using teargas so Trump could have a photo in front of a church. Nearby, demonstrators painted an additional message on the streets: “Defund the police”. Trump, who has threatened to send in the military to quash demonstrations, tweeted on Saturday to praise various branches of law enforcement.

(<https://www.theguardian.com/international>)

*Exercise 3. Translate the article into Russian, be mindful of code switching wherever necessary.*

### **Donald Trump orders 9,500 US troops to leave Germany**

**White House says move due to more Nato defence spending, not tensions with Angela Merkel**

Donald Trump has ordered the US military to remove nearly 9,500 troops from Germany in a move likely to raise concerns in Europe about the US commitment to the region.

The move would reduce US troop numbers in Germany to 25,000, compared with the 34,500 currently there, a senior US official said.

The official said the move was the result of months of work by America’s top military officer, General Mark Milley, chairman of the joint chiefs of staff, and had

nothing to do with tensions between Trump and the German chancellor, Angela Merkel, who thwarted Trump's plan to host a G7 meeting this month.

A second senior administration official said the 9,500 troops would be sent elsewhere: some to Poland, some to other allied countries, and the rest would return home. The official said there was less need for the large contingent in Germany because of overall increased defence spending by the US-led Nato military alliance.

The second official said the change was ordered in a memorandum signed recently by Trump's national security adviser, Robert O'Brien. The official said the United States started working on the plan last September and had just now got the pieces in place.

The move is the latest twist in relations between Berlin and Washington, which have often been strained during Trump's presidency. Trump has pressed Germany to raise defence spending and accused Berlin of being a captive of Russia due to its energy reliance.

About 17,000 US civilian employees support the US troops in Germany. It is believed the United States also has nuclear warheads there.

In May, the then US ambassador to Germany, Richard Grenell, accused Berlin of undermining Nato's nuclear deterrent, taking aim at Merkel's junior coalition partners after some of their leaders called for nuclear disarmament.

(<https://www.theguardian.com/international>)

***Exercise 4. Translate the article into Russian, be mindful of code switching wherever necessary.***

### **The 100 greatest UK No 1s: No 1, Pet Shop Boys – West End Girls**

West End Girls is a lens on to a glamorous demimonde. Primped young women and hungry young men meet in a corner of London that is starting to gentrify, although still seedy enough to expose the transactions behind the flirtation. You can almost hear their egos rattle as they use each other for sex and drugs, second-hand cool and sly oneupmanship, parsing the social codes in a suspicious, cinematic rush: "Have you got it? Do you get it? If so, how often? Which do you choose, a hard or

soft option?” But a scene’s beautiful people are rarely as captivating as the wallflower at the orgy. After all, the West End girls and East End boys are doomed to a dead-end world. The real glamorous demimonde opened up by West End Girls is that of the Pet Shop Boys, perceptive night owls who make a virtue of being outsiders yet understand the allure of the charade.

Thirty-six years on, their debut single still pulses with that beguiling ambiguity; the exact emotion of Chris Lowe’s glacial chords and abrupt beat, and of Neil Tennant’s alternately wry and rhapsodic observations, impossible to pinpoint. Although Tennant cited Grandmaster Flash’s *The Message* as an influence on the rapped verses, *West End Girls* isn’t so much social commentary on London’s burgeoning yuppie class as it is an impressionist marvel, in which lust, naivety, disco and opaque references to Lenin rush by as if caught in the reflection of a bus window. TS Eliot’s *The Waste Land* was another influence. Years later, Tennant said he had never understood the poem, “but the poetry of it, the different voices talking about strange and disparate and even exotic things, is completely riveting and makes you want to read it again and again ... hoping to find new meaning”. Some urbane listeners may have recognised themselves in the song, whether the flirtatious insider or worldly observer. But it is kids who send songs to No 1, and *West End Girls* was an aperture on to a mysterious adult world, the Pet Shop Boys’ distanced framing as captivating as the picture.

Once *West End Girls* had topped charts from Finland to New Zealand, Tennant said his favourite question to be asked was: “Did you always dream of being a star?” He loved the idealism of it. It was a question straight out of the 1950s music press, and a funny reading of what the Pet Shop Boys actually were. Although they quickly settled into their distinct roles, Tennant the wit and Lowe his sulky foil, they presented a disarmingly blank canvas: sombre where their synth-pop peers were outrageous; hi-NRG’s lowest-energy ambassadors. (The press swiftly pegged their reserve as rudeness.) Tennant was a Bowie fan, and fluent in pop-star image from working as an editor at *Smash Hits*. Yet the Pet Shop Boys cultivated an interior mythology, one that stoked their alien appeal.

It took a few years for them to arrive at it, although Tennant and Lowe's first meeting, in a hi-fi shop on Kings Road in 1981, suggests a perfect situational determinism, foreshadowing the band's sophistication and their perpetual "utterly contemporary" spirit. (Tennant once said the Pet Shop Boys could only exist thanks to the invention of the Fairlight II synthesiser.) At the time, Lowe was still an architecture student, Tennant popping pop star egos at "ver Hits" with a withering "*purlease*" and an art for sticky nicknames. Curiously, for someone at pop culture's coal face (he had previously worked at Marvel Comics), he also had a failed career as a bedroom folkie. This was conclusively extinguished when he met Lowe, his "hatred and detestation" for such music, said Tennant, "quite beyond belief".

Lowe told Tennant to make his lyrics "more sexy, more current", and for his part wrote as if Tchaikovsky "could compose through me". Despite that grandiose spirit-summoning, their only aim was to make a record that could be bought on import at the Record Shack, the Berwick Street institution where they bought singles by Lime and Sharon Redd, and absolutely anything produced by Bobby Orlando. When Tennant was sent to New York to interview Sting, he arranged to meet Orlando in person, and the producer offered to work with the duo. It should have been the perfect match: recording with their hero in the city that turned out other core Pet Shop Boys influences like Afrika Bambaataa and Patrick Cowley. A first version of West End Girls was released in spring 1984. It became a minor hit in the US in west coast clubs and on east coast student radio, and in Ibiza (to Lowe's delight). It was stocked at Record Shack, on Canadian import. But it flopped at home.

They were lucky it did. Alternate versions of established hits always sound jarring, but the "UHH!" vocal stabs (possibly lifted from a James Brown track) that puncture the middle eight thrust unbecomingly, while Tennant's otherwise weedy delivery jars against the brittle production. It gives too much away. In their debut TV appearance, on Luxembourg's Hit des Clubs in 1984, Tennant wears a baggy jumper over an untucked shirt and pumps his fist to the beat, a sight as incongruous as the Queen in a grass-stained football strip. They both move far too much, which is to say at all. Failure saved them from serving up an undercooked classic.

Back in England, they hired a new manager. The imposing Tom Watkins extricated them from an expensive arrangement with Orlando and signed them to EMI. Alongside American producer Stephen Hague (chosen for his work on Malcolm McLaren's *Madame Butterfly*), Tennant and Lowe transformed the song into its stately, shivering final form. The seams of their influences no longer showed, and their limitations were galvanised. Tennant's voice, plumped with backing vocals from Helena Springs, was now as potent as triple-distilled gin; he purrs "West End *girls*" as if lowering a fur coat on to bare shoulders. The "UHH!" stabs were replaced with gothic vocal samples and an ersatz trumpet solo that gleamed with desolation. They refined their strait-laced take on loose-limbed funk, though kept enough bounce to earn a spot on legendary black music show Soul Train.

The result is perfect pop equilibrium that almost made Dusty Springfield crash her car the first time she heard it. The singular West End Girls runs on intoxicating sobriety; the promise of thrill coupled with an implacable sense of tragedy; the sumptuous pleasure of being right where you ought to be and the paranoia that everyone knows you don't belong there at all. It casts an outsider eye on heterosexual desire, how self-consciousness complicates innocent lust; the fine line between punishment and pleasure ("Just you wait till I get you home"), and the limits of tastefulness. Unlike his outre synth-pop peers, Tennant never winks. He doesn't so much as blink. Here, he says, you look, opening a window on to an ever-renewing view.

(<https://www.theguardian.com/international>)

***Exercise 5. Translate the article into Russian, be mindful of code switching wherever necessary.***

**The Dominant Animal by Kathryn Scanlan review – deeply,  
darkly enjoyable**

**With horror and unsettling humour, these concise short stories explore a world of human failure – and take the breath away**

These 40 very short stories by the American author Kathryn Scanlan inhabit a world of human failure. Families dissolve through vagrant desire and inner



disconnection. Lives are shaped by ordinary neglect: of spouses, of children and of selves. Relations between people and other animals are contingent, chancy and cruel; bodies and selves fail to cohere, and pleasure cannot sustain either itself or any meaning. Deaths are mere passings, with little weight or consequence. And yet *The Dominant Animal* is a deeply enjoyable book.

A wide variety of short literary forms echo through these stories: poetry, aphorism, fairytale, fable – there’s a story called “Fable” – and jokes, in shape if not content. In “Salad Days” a character dies when struck on the head by a golf ball. It is a story of losers that might be a comedy, but there are no comedic cues, leaving it open to the reader to take it as they will. The build-up to the final scene is joke-ish, and the effect is more punch than punchline; one that takes the breath away.

“Men of the Woods” combines the compression of folktale with expressionist clarity: “His grandmother was very old and his mother was sick from her life, so they sat tethered in a blue spell on the sofa”. In “Colonial Revival” a whole life – “cool, dry, bottled” – is related in three pages, in a style that is undemonstrative but full of feeling.

Sometimes the stories work within the territory of the horror genre – they are atmospheric with fear and shock, threat and disorientation – but without the generic appurtenances of the supernatural. One of a number of stories shadowed by cancer, “The Hungry Valley”, ends: “For a while she could be seen in her white nightgown, but then the dark – it swallowed her”. Almost all the stories are told in the first person, but some give the unnerving impression of having come out of a non-human consciousness.

The pieces are set in unidentified places that seem very much like the US – the rural midwest or the suburbs of the great cities. Yet the settings feel fresh because the author refuses to draw on worn-out descriptive tropes. “The Old Mill” might, or might not, be an allegory of America: broken down, seductive, surging with destructive energies and hard to escape. “When I looked too long at the fast black water, it tried to pull me in. But I’ll miss that place, and I hope I never see it again”.

This is not realism, but there is no dream fog about these stories. There is no kitsch, no irony, no postmodern nods and winks, no sentiment either. Through the

power of her vision, Scanlan takes hold of the world and gives it to the reader with an intensity that is, paradoxically, both strange and familiar. The power of apprehension, and its absence, is a theme of the story “Shh”: “You’ve seen this before – some man overcome with shame, unable, for selfish reasons, to look at what he’s done”.

The stories are not flashes of fiction or experiments but carefully made works, executed with powerful economy. Scanlan pays minute attention to objects and persons, to construct stories that are exactly as long as they need to be. The emotional power is achieved, at points, partly through an ambiguous narration of events, which may frustrate readers who prefer their stories to lie flat. Conventions of dialogue, action and closure are eschewed, not as a provocation, but because this is the most engaging and convincing way the writer has found to reach this far into what it is to be human.

Scanlan requires that the reader remain sharply vigilant: a feeling that lingers long after finishing the book and will, perhaps, be part of what draws people back. On rereadings I found the stories to be both more beautiful on the surface, with finely made sentences that are sonically and rhythmically compelling, and more profoundly affecting at a deeper level of feeling. More evident still becomes Scanlan’s skill in exploring big human themes: grief, abjection, neglect, fragility.

The book ends with “The Poker”, which tells a story of immense, if ordinary, cruelty and predation. A mother faces down, and vanquishes, a horror that comes for her children out of the shadows. It’s a dense and miniature iteration of the very darkest themes of Shirley Jackson.

Recently, Scanlan wrote: “My inclination is that reduction, compression, silence and absence in a text might enable a largeness to expand in the mind of the reader”. The movement outwards from the close attentions of her very short stories to an expanded, and expanding, knowledge of each other makes *The Dominant Animal* a great source of pleasure.

(<https://www.theguardian.com/international>)

*Exercise 6. Translate the article into English, be mindful of code switching wherever necessary. Define translation problems, be mindful of the communicative sentence perspective.*

В Казани после глобального капремонта открылся вчера для посетителей Государственный музей изобразительных искусств. На реконструкцию, которая продолжалась почти три года, из бюджета республики потратили почти полмиллиарда рублей.

Перемены в музее, где капремонта не было с момента открытия в 1967 году, бросаются в глаза с порога: блестят мраморные лестницы, сверкают люстры, сияет белоснежная лепнина. Все впечатляет – и шикарные стеклянные потолки, как в Русском музее, и витрины из не дающего отблеска специального стекла с климат-контролем.

Знатоки оценят систему подсветки, которая позволяет варьировать яркость в помещении, тем самым изменяя атмосферу пространства от парадной до камерной. Дополнительные источники (выглядят они, как тонкие стержни черного цвета со «звездочкой» на верхушке) освещают каждую картину и витрину в отдельности. Особенно эффектно смотрится в такой точечной подсветке коллекция древнерусской иконописи.

В музее установлена и не имеющая аналогов в республике подвесная система, которая способна выдержать груз до 150 килограммов. А «тяжеловесы» в здешней коллекции имеются. Например, портрет мецената Ольги Александрович-Гейнс вместе с рамой из дуба весит более центнера, коллекционера Андрея Лихачева (именно его собрание стало основой музейной коллекции) – более 60 кг.

*Exercise 7. Read the text, define translation problems, be mindful of the communicative sentence perspective. Translate the article into Russian in written.*

### **Coronavirus Live Updates: Schools Face Financial and Logistical Hurdles**

Smaller classes, masks, slashed budgets: Educators look toward an altered landscape.

Across the United States, school leaders are beginning to roll out plans to welcome more than 50 million students back in the fall, including procuring millions of masks; flooding schools with nurses, aides and counselors; and staggering schedules to minimize class size.

But the expensive demands to meet public health guidelines and increasing pressure to make up for setbacks that have disproportionately affected low-income students, students of color and those with disabilities could cripple some schools' budgets.

On Wednesday, educators told a Senate panel that without a large federal investment in public schools, districts hit hard by the virus will struggle to meet the needs of their pupils this fall as they try to reopen.

Around the world, schools are trying to manage the risks and rewards of having students back in classrooms. This week, Britain abandoned plans to have primary school pupils return before the summer holidays because of the difficulty of social distancing and the reluctance of parents to send their children back. Unlike many schools in the United States, schools in Britain had remained open during its lockdown for vulnerable students and those whose parents are essential workers.

In other places, though, students have returned. In the Netherlands, all elementary schools opened on Monday. Social distancing is not required for children in day care and elementary schools – and they are not required to wear masks – but they must wash their hands often. Outdoor play is done with a consistent group of children, and after school everyone has to leave the premises immediately. Parents are not allowed to gather inside the school or on the school's playground. At Dutch high schools, which opened last week, social distancing is required.

Some schools in Spain, which was among the hardest-hit countries in Europe, opened late last month, but the return to class is patchwork as public schools are controlled by 17 regional governments.

Schools in Hong Kong began to reopen on May 27 for half-day classes after being closed since February. Students, teachers and visitors are required to wear masks, sanitize their hands and have their temperature checked upon arrival.

It is impossible to know what the time away from school will mean for children, but some studies paint a bleak picture. As our reporter Dana Goldstein wrote last week, new research suggests that by September, most students in the United States will have fallen behind where they would have been if they had stayed in classrooms, with some losing the equivalent of a full school year's worth of academic gains.

And to do any of what needs to be done to reopen, schools need money. At the Senate hearing on Wednesday, Susana Cordova, the superintendent of Denver Public Schools, told senators, "At a time when our kids and our communities need us most, we are having to make massive cuts". Additional funding would be essential, she said: "We must double down for those who have been most impacted by the Covid crisis if we are to deliver on the promise of education to create a more equitable society".

***Exercise 8. Read the text, define translation problems, be mindful of the communicative sentence perspective. Translate the article into English in written.***

Стремительный коронакризис обрушил мировую экономику и на время отвлек планету от менее острого, но потенциально более затратного недуга – климатического. Карантин сократил выбросы парниковых газов, но их концентрация в атмосфере не падает, а все равно растет, пусть и немного меньшими темпами. То есть причина глобального потепления, как ее видят ученые и почти все страны мира, подписавшие Парижское соглашение, никуда не делась. Планета продолжает нагреваться.

Карантин очистил небо от самолетов, но на авиацию приходится менее 3 % выбросов. Львиная доля копоти – это сжигание ископаемых на электростанциях (44 %), в промышленности (22 %) и транспорте (21 %). Все это если и замерло, то лишь на пару месяцев, и сейчас уверенно возвращается на довирусные высоты.

Экологи призывают власти обременить госпомощь обязательствами сократить выбросы. Не каждому поколению выпадает такой шанс радикально перестроить экономику, и упускать его нельзя, говорят они.

*Exercise 9. Read the text, define translation problems, be mindful of the communicative sentence perspective. Translate the article into English in written.*

### **Суд арестовал до конца июля директора норильской ТЭЦ**

Норильский городской суд арестовал до 31 июля директора ТЭЦ-3 в Норильске Павла Смирнова, сообщает пресс-служба Красноярского краевого суда. Накануне он был задержан по делу о разливе нефти.

В отношении Смирнова возбуждено уголовное дело о нарушении правил охраны окружающей среды при производстве работ. Максимальное наказание по этой статье – 5 лет лишения свободы с ограничением права занимать определенные должности.

Авария на ТЭЦ-3 Норильско-Таймырской энергетической компании (принадлежит «Норникелю») произошла 31 мая. Из-за проседания опор повредился резервуар хранения дизельного топлива. Около 20 000 т нефтепродуктов попали в почву и водоемы Красноярского края. Было возбуждено уголовное дело, помимо Смирнова задержаны главный инженер ТЭЦ-3 Алексей Степанов, его заместитель Юрий Кузнецов и начальник котлотурбинного цеха Вячеслав Старостин. В отношении мэра Норильска Рината Ахметчина возбуждено дело о халатности.

Президент Владимир Путин 3 июня объявил в регионе режим ЧС федерального уровня. На месте продолжается операция по устранению последствий аварии.

*Exercise 10. Read the text, define translation problems, be mindful of the communicative sentence perspective. Translate the article into English in written.*

Человек, который прославился на весь мир благодаря антиутопии «1984» и повести «Скотный двор», за пределами книжных страниц был на стороне Большого Брата, нежели против него. Оруэлл держал в секрете имена тех

людей, которые, как он полагал, были тайными сторонниками коммунистов. Всех, кого он встречал, и кто казался ему слишком благосклонным к идее социального обеспечения, он вносил в свой чёрный список. А когда у него было достаточно имён, он отправил записку британской секретной службе, в которой говорилось: «Не стоит доверять этим людям». Десятки известных имён, в том числе имя Чарли Чаплина и Кэтрин Хепберн «красовались» в списке Джорджа, жаждущего поупражняться в собственных догадках. Он сдавал не только посторонних людей, а и собственных друзей, получая от этого неопишное удовольствие.

(<https://kulturologia.ru>)

*Exercise 11. Read the text, define translation problems, be mindful of the communicative sentence perspective. Translate the article into English in written.*

### **Учёные выяснили,**

#### **как остановить вторую волну пандемии коронавируса**

Исследование показало, что простой и довольно известный способ позволяет вдвое сократить распространение CoViD-19.

Повторной пандемии коронавируса можно избежать с помощью повсеместного ношения медицинских масок, заявили учёные из Кембриджского и Гринвичского университетов. Об этом пишет Proceedings of the Royal Society.

Сообщается, что исследователи с помощью моделирования сравнили скорость распространения инфекции между людьми двух разных групп: теми, кто надевает маску только при появлении симптомов болезни, и теми, кто носит её постоянно вне зависимости от ситуации. Разумеется, в обоих случаях речь идёт и о том, чтобы закрывать лицо в общественных местах.

Выяснилось, что постоянное использование масок позволяет серьёзно снизить базовый показатель репродукции вируса – число людей, которых

заражает каждый переносчик инфекции. Для коронавируса оно варьируется от 2 до 6,7. По данным исследования, при регулярном ношении масок этот уровень опускается ниже 1, а это как раз то, что нужно для предотвращения дальнейшего распространения CoViD-19.

(<https://life.ru/>)



## Part III

### Special Texts for Translation

#### *Foreword*

Texts, belonging to different functional styles, such as official documents, scientific papers, technical manuals, news items and fiction, are characterized by a number of distinctive features that vary from language to language. These variations affect the composition of the text, its syntactic and semantic structure and the choice of linguistic devices for every type of text.

Scientific and technical texts are characterized by the use of special terminology, equivalents for which should be selected at the appropriate style level, e.g., in a medical text ‘pneumonia’ should be translated as ‘пневмония’ and not as ‘воспаление лёгких’.

In a technical manual it is essential in case of terminological synonymy to use the same term for a given item,

e.g. if ‘антенный переключатель’ is translated as ‘*antenna switch*’, the latter should be consistently used throughout the text for the use of the synonymic ‘*duplexer*’ gives the impression that reference is made to two units rather than one.

Special attention should be paid to the so-called technical phraseology,

e.g. повернуть до отказа – *turn as far as it will go*, повернуть по часовой стрелке – *rotate clockwise*.

***Exercise 1. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.***

Geometry is the Greek name for the science which the early Egyptians began and developed about 5000 years ago. The word *geometry* is derived from two Greek words: *geo* meaning *earth* and *metron* meaning *measure*.

For erecting pyramids the early Egyptians needed professional geometers who were able to locate a line running north and south.

The geometry known to the Egyptians consisted principally of rules and formulas for finding areas and volumes. The Egyptians were principally interested in the practical application of their rules.

After a time Greek philosophers and teachers developed and perfected the proofs of the Egyptians. The most important of the early Greek teachers was Pythagoras who was born about 569 before our era. He founded a school in Italy. The students were divided into two classes – beginners and Pythagorians.

Plato, who lived more than a hundred years later than Pythagoras, was primarily a philosopher. His interest in geometry was not because of its practical use, but because of the logic contained in the proofs.

The best known name in connection with geometry is Euclid. Euclid was a teacher of geometry in Alexandria. He used to say that geometry trained the habits of expressing thoughts accurately. One of his most important textbooks is called *The Elements*. *The Elements* of Euclid has been used as a basis for all textbooks on geometry since his time.

Another famous scientist of ancient times was Archimedes who lived in Sicily. Archimedes discovered many laws of mathematics.

For over twenty centuries Euclidean geometry was the ruling theory. In the 19th century the Russian mathematician Lobatchevsky founded non-Euclidean geometry of two dimensions. Such kind of geometry is called hyperbolic. It is based on the assumption that the axiom on parallels is not true, and through a point any number of straight lines can be drawn parallel to a given straight line.

The third system of geometry was developed by Riemann and is called elliptic geometry. Riemann assumes that no straight line can be drawn which will not meet any other straight line.

Thus we have three systems of geometry.

*Exercise 2. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.*

### **MATHEMATICS TEACHING IN ENGLAND**

A few years ago there was an exhibition from England held in Moscow.

The exhibition was sent from England to give a simple and comprehensive picture of the state of mathematics teaching in England. The English teachers say that they have recently discovered that their schools are not producing enough students with the mathematical competence required for work in industry and education. That is why an unusual amount of attention is paid to the content of mathematics syllabuses and the ways to teach it. Two main trends will certainly have an influence during the next few years. The first is to modernize the syllabuses for those secondary school pupils who will be the mathematicians and technicians of the future, so they will study the basic ideas of mathematics. The second is to learn more children's learning.

A few signs of those trends could be found in that exhibition, but there were no definite results to show. The first half of this century has seen the two main attitudes to school mathematics established in the nineteenth century, on the one hand, the desire to give the great majority of children a needed level of technical competence in arithmetic, and, on the other, the attempt to teach mathematics *for its own sake* that is for its cultural and intellectual value.

It must be remembered that every school in England has complete freedom to write its own syllabus, choose its own textbooks, and adopt any teaching methods it likes.

It is fair to say that, although many teachers in England are very dissatisfied with the results of their teaching, there has been no general decline in the standard of knowledge of their pupils. But the teachers hope that some improvement will take place in the next few decades, making mathematics a significant and enjoyable subject for many more of their pupils.

<http://genling.ru/books/item/f00/s00/z0000007/st004.shtml>

*Exercise 3. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.*

### **SOME FACTS ON THE DEVELOPMENT OF THE NUMBER SYSTEM**

Our present number system has not always been so fully developed as it is today. The number system is closely connected with early prehistoric man and with the most recent discoveries in atomic science.

But there was a time when man did not know how to count. The origin of number and counting is hidden behind countless prehistoric ages. No one knows when counting first began. Before man learned to count, he probably used names or signs for each person or thing. It is believed that the early shepherds would call their sheep by name in order to determine if any of them were missing. Counting represents a very important milestone in the progress of civilization. Of course, there were no number names at first; so *counters* were used. For *counters* man used sticks, pebbles, his fingers, and in some instances, his toes also. In fact, the word *calculus* comes from the Latin, meaning *pebble*; our numerals are called *digits* from the Latin, meaning *finger*.

The early shepherd probably learned that, instead of calling his sheep by name, he could lay aside a pebble for each sheep as he led them to the corral for the night and thus learned if any one of them had been lost.

It is possible to mention only a few important achievements in the history of mathematics. Historical records give evidence of the astronomical and arithmetical achievements of the early Babylonians, Sumerians, and Chinese. Somewhere in the distant past man learned that number was useful for civilized living. As early as 5,700 B. C. predecessors of the Babylonians had calendar and a type of practical arithmetic.

One of the greatest mathematicians of recorded history was the Greek Archimedes (287–212 B. C.) who developed a dynamic mathematics which could be applied to the laws of nature.

The practical civilization of ancient Rome, great in many other fields, contributed little to mathematics.

Going to the Renaissance period, we find the tribes of Moslems coming to Europe, bringing with them the culture of many civilizations, including a strange number system acquired from the Hindus.

Only about 300 years ago a great mathematician and philosopher. Rene Descartes (1596–1650) represented number pairs by points. This creation made possible the great advance in science and mathematics during the eighteenth century. In 1642 one of the greatest minds of all time Isaac Newton was born (1642–1727). Newton was one of the inventors of the calculus which is now studied by college students who are seriously interested in mathematics or physical science.

Few discoveries in world science can equal the discovery of Lobachevsky (1792–1856). Like Archimedes, Galileo, Copernicus and Newton, he is one of those who laid the foundations of science. Lobachevsky created one of the greatest masterpieces of mathematics-non-Euclidean geometry.

Our number-system uses only the symbols 0, 1, 2 ... 9; it has base ten and positional notation. Thus any integer can be expressed with these symbols in various, combinations and arrangements. The base of our system is ten. Ten is probably the base because we have ten fingers and the" fingers were used in the early stages of counting.

It is not known when or by whom zero (nought) was invented. Historians think that zero was introduced by the Hindus or the Babylonians not later than in the ninth century A. D. and probably as early as the second century B.C. The invention of zero and our number system is one of the greatest achievements of the human race, without which the progress of science, industry, and commerce could be impossible. This new system was introduced in Europe by the Arabs, or Moslems, at about the beginning of the tenth century. These new numbers were used, and finally, after about five centuries, the decimal system won the battle.

<http://genling.ru/books/item/f00/s00/z0000007/st002.shtml>

*Exercise 4. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.*

### **The Pressure of the Atmosphere**

*By pressure we mean the force or weight acting on unit area.* From many years of observations and experiments scientists have formulated a theory about the structure of gases; the theory is known as the Kinetic Theory of Gases. The theory draws a picture of a gas as being made up of a large number of very small particles, which are called molecules. The actual volume of the molecules is very small compared with the volume of the gas. They are moving at high speeds in all directions in straight lines, and collide both with each other and with the walls of the containing vessel. Since the molecules are perfectly elastic no energy is lost in these collisions. The continual bombardment of the walls of the combining vessel creates the pressure which the gas exerts on these walls. The pressure will depend upon the number of impacts, on unit area per second. If the volume of the vessel increased, the number of impacts on unit area per second increases and so the pressure decreases. Conversely the pressure will increase as the number of impacts increases if the volume of the vessel decreases.

<http://genling.ru/books/item/f00/s00/z0000007/st045.shtml>

*Exercise 5. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.*

### **Quantity of Matter**

Materials quite obviously take up space; we say they have volume. In Britain we buy petrol by the gallon, on the continent we buy it by the litre. The gallon, the litre, are all units of volume measures of a quantity of material bought or sold. But it is also quite common to buy and sell things by weighing them in ounces, pounds, kilograms, or tons.

The simplest form of weighing machine consists of a balanced lever with equal arms. When two identical lumps of material are hung from the ends of the arms, they exactly balance each other. If one of the lumps, say the coin is replaced by something

quite different but which still balances it, then we say that the two things have the same quantity of matter. To quantity of matter measured in this way we give the name mass.

In this balancing method we are really balancing two forces, the weights of the objects. It is important to distinguish between the mass which we measure this way and the weight which helps us to do so. The heaviness of objects is due to the attraction which our planet, the Earth, has for them. This heaviness is different at other places. Thus it has been calculated that objects on the Moon have only one-sixth of their earth-weight; a 10-stone boy would weigh only 23 pounds on the Moon, would find it possible to jump 30 ft. and throw a cricket ball a quarter of a mile. The space traveller of the future will find that 50 pounds of luggage become less heavy the further he goes from the Earth. But the quantity of it – its mass – will not change; it will still balance 50 pounds on a lever balance.

The standards of mass on the metric system and on the British system are the kilogram and the pound respectively. The abbreviations for these are kg. and lb. The abbreviations for the forces which the Earth has on them are Kg (for kilogram-weight) and Lb (for pound-weight).

<http://genling.ru/books/item/f00/s00/z0000007/st043.shtml>

***Exercise 6. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.***

The fungal cell The Precambrian separation of the fungi and the animals was probably driven by their pursuit of different ecological opportunities and this evolutionary divergence led to the development of features of cell biology and physiology found only in fungi. These exclusive characteristics are layered upon the essentials of eukaryote structure and function that include the expression of genes contained in a nucleus and power generation by organelles called mitochondria. The fluidity of fungal membranes is maintained by a lipid molecule called ergosterol. Cholesterol does the same thing in animal membranes and the absence of ergosterol in humans makes it a good target for drugs used to treat fungal infections (Chapter 7).

The lipid membrane of fungi is surrounded by a cell wall whose chemical composition distinguishes fungi from plants and other organisms with cell walls. Plant cell walls contain cellulose. Fungal walls contain chitin, chains of sugar molecules called glucans, and mixtures of proteins. Chitin, which forms the exoskeleton of insects and is widespread in other animal groups, is made from chains of two kinds of modified sugars called amino sugars. The chitin content of the fungal wall can be quite low compared with the glucans, but chitin forms long strands that have tremendous tensile strength. The wall needs to be strong because the cell contents are inflated to the same level of pressure as bicycle tyres – albeit with compressed fluid rather than air—and rupture if the wall becomes weakened

[https://vk.com/doc50476217\\_552790916?hash=f68889c20dfc00672a&dl=7a97e964eca067342f](https://vk.com/doc50476217_552790916?hash=f68889c20dfc00672a&dl=7a97e964eca067342f)

***Exercise 7. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.***

### **Yemen faces COVID-19 disaster**

Yemen, already reeling from 5 years of civil war and a massive cholera outbreak, faces a catastrophic prognosis for deaths from COVID-19 unless international donors contribute to a depleted assistance fund for public health, the United Nations says. Based on modeling by a group at Imperial College London, the World Health Organization is bracing for the novel coronavirus to infect about half of Yemen's population of about 30 million and kill an estimated 30,000 to 40,000. Official case numbers remain low: As of 1 June, the country had reported 358 cases and 85 deaths. But there are unofficial reports of hundreds more cases; rival health ministries in Aden and Sana'a have accused each other of intentionally underreporting the extent of COVID-19 in the areas they control. Even after raising \$1.35 billion from donors on 2 June, the United Nations is still short nearly \$1 billion in funding needed to sustain humanitarian programs in Yemen for the rest of 2020.

[https://vk.com/doc518690234\\_554899600?hash=062013c7d5acebba62&dl=fec6177d0e72501c27](https://vk.com/doc518690234_554899600?hash=062013c7d5acebba62&dl=fec6177d0e72501c27)



***Exercise 8. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.***

### **Congo tallies new Ebola cases**

An apparently new Ebola outbreak has surfaced in the Democratic Republic of the Congo (DRC), just as the country was close to declaring the disease under control. On 1 June, the DRC's Ministry of Health said eight people in Mbandaka, a city in Équateur province, had hemorrhagic fever and four had died. Blood samples in three of the cases tested positive for the virus. In 2018, the same region quelled an Ebola outbreak that lasted 3 months. No evidence suggests this new outbreak is linked to another, ongoing one in the DRC's North Kivu province, 1000 kilometers away, that began just as the 2018 Équateur outbreak ended. North Kivu has not recorded a new case for 3 weeks. Ebola virus regularly jumps from animals to humans, and this is the DRC's 11th recorded outbreak.

[https://vk.com/doc518690234\\_554899600?hash=062013c7d5acebba62&dl=fec6177d0e72501c27](https://vk.com/doc518690234_554899600?hash=062013c7d5acebba62&dl=fec6177d0e72501c27)

***Exercise 9. Read the text, define the genre and sphere of application, write out the terms. Translate the text into English.***

*И.В. Третьякова*

Художественный текст представляет собой один из важнейших видов художественной языковой коммуникации. Обращаясь к интерпретации текста, мы хотели бы одновременно коснуться и вопроса о его восприятии и понимании, что в свою очередь также составляет и предмет исследований герменевтики.

С точки зрения филологической герменевтики понимание есть процесс постижения смысла (или смыслов) текста. Это своего рода диалог между говорящим и слушающим, пишущим и читающим, в процессе которого осуществляется деятельность по распрямлению смысла текста, именуемая текстовой деятельностью. Диалог этот можно рассматривать как процесс столкновения картин мира автора и интерпретатора, поскольку понимание

любого художественного произведения обусловлено комплексом факторов социально-психологического и культурно-языкового характера, контекстом бытия реципиента. Васильева В.В. отмечает в этой связи, что для каждого читателя существует только его знакомое, только ему данное и именно у него возникающий вопрос. В процессе прочтения текста или диалога с текстом реципиент пытается постичь смысл, заложенный автором в произведении, т. е. найти точки соприкосновения между своей и авторской картиной мира, между «своим» и «чужим». Адекватное восприятие инокультурного текста происходит только тогда, когда реципиенту удастся осмыслить коммуникативную интенцию автора. Этот процесс сопровождается извлечением из памяти реципиента сведений, при помощи которых осмысливается получаемая информация.

Восприятие фактов иноязычной культуры в тексте характеризуется национально-специфическими различиями, существующими между родной и чужой культурами. Здесь проблема понимания встает наиболее остро, так как именно эти различия создают определенные трудности в процессе восприятия иноязычного текста, что может привести к неадекватной интерпретации чужой культуры.

(<http://study-english.info/article102.php#ixzz6PEE30xsZ>  
<http://study-english.info/>)

***Exercise 10. Read the text, define the genre and sphere of application, write out the terms. Translate the text into English.***

*Д.В. Аникин*

*(Из диссертации «Исследование языковой личности составителя “Повести временных лет”», размещенной по адресу: <http://starling.rinet.ru/~minlos/thesis/Anikin2005.pdf>)*

Обращение к исследованию языковой личности (ЯЛ) в отечественной лингвистике связано с именем В.В. Виноградова, выработавшего на материале художественной литературы пути описания ЯЛ автора и персонажа. Сам термин ЯЛ был впервые употреблен в публикации В.В. Виноградова “О художественной прозе”. В настоящее время понятие ЯЛ достаточно хорошо

разработано в российской лингвистической науке (Ю.Д. Апресян, Г.И. Берестнев, Г.И. Богин, В.Г. Гак, Ю.Н. Караулов, М.В. Китайгородская, Н.Н. Розанова, В.И. Шаховский). В многочисленных трактовках ЯЛ, появившихся в 80–90 гг. XX в., различимы два магистральных направления: лингводидактика и лингвокультурология. Лингводидактический и лингвокультурологический подходы различаются путями описания ЯЛ.

Лингводидактику отличает “крупный” масштаб при описании ЯЛ (в центре внимания находится индивид как совокупность речевых способностей). Для лингвокультурологии, напротив, характерен “мелкий” масштаб при описании ЯЛ: предметом исследования становятся “национально-культурный прототип носителя определенного языка...”, собирательный культурно-исторический образ – “Языковая личность существует в пространстве культуры, отраженной в языке, в формах общественного сознания на разных уровнях (научном, бытовом и др.), в поведенческих стереотипах и нормах, в предметах материальной культуры и т. д. Определяющая роль в культуре принадлежит ценностям нации, которые являются концептами смыслов”. Таким образом, если в первом случае ЯЛ представляется совокупностью ипостасей, в которых индивид воплощается в языке, то во втором – совокупность индивидов составляет образ ЯЛ.

(<http://study-english.info/article083.php#ixzz6PEEKOsDN>  
<http://study-english.info/>)

*Exercise 11. Read the text, define the genre and sphere of application, write out the terms. Compare the SLT and the TLT, find the difference and establish the translation transformations that are employed in the TLT. Give your translation of the text in Russian.*

### **DIGITAL MAPPING**

Digital mapping is the process by which a collection of data is compiled and formatted into a virtual image. The primary function of this technology is to produce maps that give accurate representations of a particular area, detailing major road

arteries and other points of interest. The technology also allows the calculation of distances from one place to another.

#### Functionality and Use.

Computer programs and applications such as Google Earth and Google Maps provide map views from space and street level of much of the world. Used primarily for recreational use, Google Earth provides digital mapping in personal applications, such as tracking distances or finding locations.

The principal use by which digital mapping has grown in the past decade has been its connection to Global Positioning System (GPS) technology. GPS is the foundation behind digital mapping navigation systems. The coordinates and position as well as atomic time obtained by a terrestrial GPS receiver from GPS satellites orbiting the Earth interact together to provide the digital mapping programming with points of origin in addition to the destination points needed to calculate distance. This information is then analyzed and compiled to create a map that provides the easiest and most efficient way to reach a destination. More technically speaking, the device operates in the following manner: GPS receivers collect data from “at least twenty-four GPS satellites”.

1. The GPS receiver then utilizes position to provide GPS coordinates, or exact points of latitudinal and longitudinal direction from GPS satellites.

2. The points, or coordinates, output an accurate range between approximately “10–20 meters” of the actual location.

3. The beginning point, entered via GPS coordinates, and the ending point, (address or coordinates) input by the user, are then entered into the digital map.

4. The map outputs a real-time visual representation of the route. The map then moves along the path of the driver.

5. If the driver drifts from the designated route, the navigation system will use the current coordinates to recalculate a route to the destination location.

## **Цифровая картография**

Цифровая картография – это процесс, в результате которого формируется сбор данных и форматируется в виртуальное изображение. Главная функция этой технологии заключается в создании карт, которые дают точное представление о конкретной местности, детализируя основные автомагистрали и другие интересные места. Технология также позволяет рассчитывать расстояния от одного места до другого.

Функциональность и использование.

Компьютерные программы и приложения, такие как Google Earth и Google Maps, предоставляют возможность просмотра карт, как из космоса, так и с уровня улиц большей части мира. Google Earth используется в основном для развлекательных целей и предоставляет цифровые карты в виде приложений, отслеживающих расстояние или местоположение.

Основное использование, благодаря которому цифровое картографирование выросло в последнее десятилетие, связано со спутниковой системой навигации (GPS). GPS – это то, что является основой цифровых картографических навигационных систем. Координаты и положение, а также атомное время, полученное наземным GPS-приемником, со спутников, вращающихся вокруг Земли, воздействуют друг на друга. Они обеспечивают программирование цифровых карт с места отправления до места назначения, которые необходимы для расчета расстояния. Эта информация затем анализируется и объединяется для создания карты, которая обеспечивает самый простой и эффективный способ добраться до места назначения. Говоря профессиональным языком, устройство работает следующим образом.

Приемники GPS собирают данные с «не менее чем двадцати четырех спутников».

1. Затем GPS-приемник использует положение со спутников для предоставления GPS-координат или соответствующее направление по широте и долготы.

2. Точки, или координаты, выводят точный диапазон, варьирующийся между «10–20 метрами» от фактического местоположения.

3. Начальная точка, внесенная с помощью GPS-координат, и конечная точка, (адрес или координаты), введенная пользователем, затем переносится на цифровую карту.

4. Карта выводит визуальное представление маршрута в реальном времени. Тогда она движется по пути водителя.

5. Если водитель отклоняется от назначенного маршрута, то навигационная система будет использовать текущие координаты для его пересчета до места прибытия.

***Exercise 12. Read the text, define the genre and sphere of application, write out the terms. Translate the text into Russian.***

John Winston Lennon was born on October 9, 1940, to a troubled, working-class Liverpool family. John's father deserted his mother when John was only three, so at an early age Lennon was sent to live with his aunt in the suburb of Woolton, where he was a rebellious child. Frequently skipping school, Lennon left Quarry Bank High School at age 16 after his aunt persuaded the headmaster to write him a recommendation to Liverpool Art College. At art school Lennon became involved in music, buying a guitar and starting a skiffle band in early 1957. That band, the Quarrymen, evolved over the next few years into the Beatles.

Lennon remained a principle singer and songwriter for the band through its decade-long career, splitting these duties with Paul McCartney. Lennon contributes more experimental and mystical music during the band's later years, while McCartney was more pop-oriented; Lennon also led the group into drug use during the mid-'60s and encouraged them to follow his guru, the Maharishi Mahesh Yogi.

Shortly after forming the Beatles, Lennon married an art school classmate, Cynthia Powell, with whom he had a son, Julian, in 1963. Their marriage was rocky, especially after Lennon began openly dating older Japanese-American artist named Yoko Ono. Cynthia divorced John in 1968. In the spring of 1969 Lennon and a very

pregnant Ono embarked on a “honeymoon” to Europe, stopping along the way to get married in Gibraltar on March 20th. The newlyweds returned to England in May 1969, where Yoko had a miscarriage, the first of several.

To deal with their anguish, Kohn and Yoko hastily recorded two avant-garde albums, “Life with the lions” and “The Wedding Album” (whose entire B-side consists of John and Yoko screaming each other’s name).

As Lennon spent more time collaborating with Ono, he began to distance himself from the other “Beatles”. In late 1969 he informed the group that he wanted to quit the band, but because contract negotiations were underway with EMI, his decision was kept quiet. Lennon intensified his political actions, paying for billboards in various cities that called for the end of war, and returning an award given to him by the Queen in protest of Britain’s involvement in Biafra. Lennon refocused on his music career in February 1970. Two months later Paul McCartney released his debut solo album and publicly announced the end of “The Beatles”, angering Lennon, who had first had the idea and wanted to be the one to break the news.

In the spring of 1971 Lennon and Ono relocated to New York City, moving into the Dakota, an historic apartment building on Central Park West. Lennon wasted no time becoming involved in American society, siding with Chicago Seven political radicals and frequently speaking out on political issues. That fall Lennon released his most popular solo album, the No.1 charting “Imagine”, which dealt with personal and political issues in a more accessible manner than his earlier works.

In 1974 Lennon separated from Yoko Ono, relocating to Los Angeles. For the next two years Lennon became heavily involved in drugs, and became a frequent attendee of celebrity parties and wild nightclubs. Through the party circuit Lennon developed a friendship with Elton Kohn, with whom he co-wrote the song “Whatever Gets You Through the Night”, Lennon’s 1974 No.1 comeback. On thanksgiving night Lennon joined John onstage at Madison Square Garden, a legendary performance which turned out to be Lennon’s last public concert. The following year Lennon recorded a contractual obligation album, “Rock and Roll”. Several months before the official release of the album, businessman Morris

Levy released a bootleg of the record. Lennon later sued Levy, winning a large judgement in court.

By the end of 1975, things had turned around for Lennon: Elton John had helped John and Yoko resolve their marital differences, and in early October an appeals court overturned the deportation order which had been haunting Lennon. The following year Ono became pregnant yet again, and on October 9, 1976 (John's birthday) gave birth to their child, Sean. In the summer of 1976 John retired from music to raise his child.

While leaving his New York apartment on December 8, Lennon was approached by a sleazy-looking fan who requested an autograph. When John returned home several hours later, the fan was still outside his apartment, and shit Lennon several times. He died minutes later, and the crazed fan, Mark David Chapman, was quickly arrested.

On December 14, at 2p. m., Lennon fans around the world participated in a widely publicized 10-minute silent vigil. Naturally, *Double Fantasy* went to No.1 and sold thousands of copies. As Chapman went to trial, bizarre details came out about the disturbed loner, who apparently was obsessed not only with Lennon, but also with the popular novel *Catcher in the Rye*. He was easily convicted and sentenced to an indefinite term in a mental institution.



## Part IV

### Learn to Translate Fiction

#### *Foreword*

Literary texts are usually created by the authors without any intention to further translation into other languages. Every author possesses their own literary style that includes special choice of words, syntactic structures and the usage of stylistic devices.

The translation problem usually centres on the relative functional value of seemingly identical stylistic resources. In case their functional role is different in the source and target languages, a different stylistic device should be employed in the target language to achieve a comparable stylistic effect, e.g. the stylistic effect of alliteration, is compensated for by using such devices as, for instance, rhyme: Butler: donnish, dignified and dull – Дворецкий: академичен, приличен и скучен.

The translator is therefore to resort to all the possible translation transformations at all the language level and bear in mind the receiving culture standards and norms not to violate them, at the same time trying to preserve the peculiarities of the source language text and the author's communicative intent.

***Exercise 1. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

#### ***“The Gift of the Magi” by O. Henry***

She passed the next two hours ecstatically, searching the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum watch chain, simple and clean in design, but of obvious quality. As soon as she saw it, she knew that it must be Jim's. She had often seen Jim look at his watch secretly because he didn't want anyone to see the old leather strap that he used in place of a chain. If Jim had had that chain on his watch, he would have been proud to check the time in any company. They took twenty-one dollars from her for the chain, and she hurried home with the 87 cents change.

Reaching home, Della got out her curling irons and went to work fixing her short hair. Soon her head was covered with tiny, close-lying curls that made her look wonderfully like a young schoolgirl.

(The Gift of the Magi by O. Henry // English for everyone.

URL: <https://teachershelp.ru/the-gift-of-the-magi-by-o-henry/> )

**«Дары волхвов» пер. Е. Калашникова.**

Следующие два часа пролетели на розовых крыльях – прошу прощения за избитую метафору. Делла рыскала по магазинам в поисках подарка для Джима. Наконец она нашла. Без сомнения, это было создано для Джима, и только для него. Ничего подобного не нашлось в других магазинах, а уж она все в них перевернула вверх дном. Это была платиновая цепочка для карманных часов, простого и строгого рисунка, пленявшая истинными своими качествами, а не показным блеском, – такими и должны быть все хорошие вещи. Ее, пожалуй, даже можно было признать достойной часов. Как только Делла увидела ее, она поняла, что цепочка должна принадлежать Джиму. Она была такая же, как сам Джим. Скромность и достоинство – эти качества отличали обоих. Двадцать один доллар пришлось уплатить в кассу, и Делла поспешила домой с восьмьюдесятью семью центами в кармане. При такой цепочке Джиму в любом обществе не зазорно будет поинтересоваться, который час. Как ни великолепны были его часы, а смотрел он на них часто украдкой, потому что они висели на дрянном кожаном ремешке.

Дома оживание Деллы поулеглось и уступило место предусмотрительности и расчету. Она достала щипцы для завивки, зажгла газ и принялась исправлять разрушения, причиненные великодушием в сочетании с любовью. А это всегда тягчайший труд, друзья мои, исполинский труд. (О. Генри Четыре миллиона в пер. Е. Калашниковой // Из сборника рассказов «Четыре миллиона». URL:<http://haharms.ru/o-genri-rassказы-1.html>)

***Exercise 2. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

At the age of eleven she wrote her first story – a foolish affair, imitative of half a dozen folktales and lacking, she realized later, that vital knowingness about the ways of the world which compels a reader’s respect. But this first clumsy attempt showed her that the imagination itself was a source of secrets: once she had begun a story, no one could be told. Pretending in words was too tentative, too vulnerable, to embarrassing to let anyone know. Even writing out the she said, the and thens, made her wince, and she felt foolish, appearing to know about the emotions of an imaginary being. Self-exposure was inevitable the moment she described a character’s weakness; the reader was bound to speculate that she was describing herself. What other authority could she have?

(“Atonement” by Ian Mc Ewan, 2001

[https://www.academia.edu/38213965/Ian\\_McEwan\\_Atonement](https://www.academia.edu/38213965/Ian_McEwan_Atonement))

В одиннадцатилетнем возрасте Брайони написала свой первый рассказ – нелепый, похожий на дюжину народных сказок и лишенный, как она поняла позднее, того знания жизни, которое позволяет добиться читательского уважения. Но первый неудачный опыт показал ей, что воображение само по себе источник тайн: начиная писать рассказ, нельзя было никому ничего говорить. Словесная игра – вещь слишком зыбкая, уязвимая, слишком сокровенная, чтобы посвящать в нее кого бы то ни было. Даже выводя на бумаге всего лишь «он сказал» или «а потом», Брайони вздрагивала, чувствуя, как глупо полагать, будто наверняка знаешь что-либо о чувствах воображаемого человека. Описание слабостей персонажа неизбежно чревато саморазоблачением: читатель невольно заподозрит, что она описывает себя, – разве могло быть иначе?

(«Искупление» Иэн Макьюэн

[https://librebook.me/atonement\\_ien\\_makiuen/vol1/1?mtr=1](https://librebook.me/atonement_ien_makiuen/vol1/1?mtr=1)

Перевод Ирины Дорониной, 2010).

***Exercise 3. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

In this same New Bedford there stands a Whaleman's Chapel, and few are the moody fishermen, shortly bound for the Indian Ocean or Pacific, who fail to make a Sunday visit to the spot. I am sure that I did not.

Returning from my first morning stroll, I again sallied out upon this special errand. The sky had changed from clear, sunny cold, to driving sleet and mist. Wrapping myself in my shaggy jacket of the cloth called bearskin, I fought my way against the stubborn storm. Entering, I found a small scattered congregation of sailors, and sailors' wives and widows. A muffled silence reigned, only broken at times by the shrieks of the storm. Each silent worshipper seemed purposely sitting apart from the other, as if each silent grief were insular and incommunicable. The chaplain had not yet arrived; and there these silent islands of men and women sat steadfastly eyeing several marble tablets, with black borders, masoned into the wall on either side the pulpit.

*(Moby-Dick, or The Whale by Herman Melville)*

Source: <https://www.gutenberg.org/files/2701/2701-h/2701-h.htm#link2HCH0007>

В том же самом Нью-Бредфорде стоит часовня китобоев, и мало найдется суровых рыбаков, готовящихся к отплытию в Индийский или Тихий океан, кто пренебрег бы случаем зайти сюда в воскресенье. Я, по крайней мере, зашел. Вернувшись с первой утренней прогулки, я вскоре опять вышел на улицу – только ради того, чтобы сходить в часовню. Небо из ясного, солнечного и холодного превратилось в сплошной туман и летящий снег с дождем. Завернувшись поплотнее в свою ворсистую куртку, сшитую из ткани, которая носит название «медвежья шкура», я пробился сквозь свирепую бурю. Когда я вошел в часовню, там было много народу – всего несколько моряков да несколько матросских жен и вдов.

Стояла чуткая тишина, прерываемая по временам лишь возгласами бури. Казалось, каждый безмолвный молящийся намеренно уселся в стороне от

остальных, как будто каждое безмолвное горе было непередаваемо и замкнуто в себе. Священника еще не было. Только сидели, словно немые островки, эти мужчины и женщины, не отводя глаз от мраморных плит с черной окантовкой, вделанных в стену по обе стороны от кафедры.

*(перевод И.М. Бернштейн)*

Источник: Моби Дик, или Белый Кит: [роман] / Герман Мелвилл; [пер. с англ. И. Бернштейн]. – Москва: Издательство АСТ, 2018. – 714 с. (С. 65–66). – (Эксклюзивная классика).

***Exercise 4. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

Some of the caddies were poor as sin and lived in one-room houses with a neurasthenic cow in the front yard, but Dexter Green's father owned the second best grocery-store in Black Bear – the best one was "The Hub," patronized by the wealthy people from Sherry Island – and Dexter caddied only for pocket-money.

In the fall when the days became crisp and gray, and the long Minnesota winter shut down like the white lid of a box, Dexter's skis moved over the snow that hid the fairways of the golf course. At these times the country gave him a feeling of profound melancholy – it offended him that the links should lie in enforced fallowness, haunted by ragged sparrows for the long season. It was dreary, too, that on the tees where the gay colors fluttered in summer there were now only the desolate sand-boxes knee-deep in crusted ice. When he crossed the hills the wind blew cold as misery, and if the sun was out he tramped with his eyes squinted up against the hard dimensionless glare.

In April the winter ceased abruptly. The snow ran down into Black Bear Lake scarcely tarrying for the early golfers to brave the season with red and black balls. Without elation, without an interval of moist glory, the cold was gone.

Многие из мальчишек, которые таскали за играющими клюшки и отыскивали им мячи, были беднее бедного и ютились в однокомнатных

домишках с худосочной коровой во дворе, но отец Декстера Грина владел вторым по величине бакалейным магазином в поселке Черного Медведя – первым считался "Рог изобилия", где делали покупки отдыхающие в Шерри-Айленде богачи, – и Декстер только подрабатывал в гольф-клубе себе на карманные расходы.

Осень кончалась холодами, непогодой, долгая зима, точно огромное белое одеяло, падала на Миннесоту, и тогда Декстер бегал на лыжах по полю для игры в гольф, которое теперь покрывал снег. Природа в эту пору наводила на Декстера тоску: он страдал, что здесь такая мерзость запустения, на дорожках и лунках хозяйничают только тощие взъерошенные воробьи. И угнетало, что на метках, где летом вьются разноцветные флажки, торчат из сугробов лишь обросшие ледяной коркой песочные ящики. Ветер пробирал Декстера до костей, иногда светило солнце, и он шел, жмурясь от его плоского пронзительного света.

В апреле зима вдруг кончилась. Снег стекал в Медвежье озеро, призывая истосковавшихся любителей гольфа с их красными и черными мечами открыть сезон. Не было победного звона капли, не было восторга в душе – холода просто кончались, и все.

(“WINTER DREAMS» By F. Scott Fitzgerald

<https://libking.ru/books/prose-/prose/16644-frensis-fitsdzherald-zimnie-mechty.html>)

***Exercise 5. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

Not all that Mrs. Bennet, however, with the assistance of her five daughters, could ask on the subject, was sufficient to draw from her husband any satisfactory description of Mr. Bingley. They attacked him in various ways – with barefaced questions, ingenious suppositions, and distant surmises; but he eluded the skill of them all, and they were at last obliged to accept the second-hand intelligence of their neighbour, Lady Lucas. Her report was highly favourable. Sir William had been delighted with him. He was quite young, wonderfully handsome, extremely

agreeable, and, to crown the whole, he meant to be at the next assembly with a large party. Nothing could be more delightful! To be fond of dancing was a certain step towards falling in love; and very lively hopes of Mr. Bingley's heart were entertained.

(Austen Jane, *Pride and Prejudice*. URL:  
<https://www.gutenberg.org/files/1342/1342-h/1342-h.htm#link2HCH0001>)

Как ни старались миссис Беннет и ее пять дочерей, им все же не удалось добиться от главы семьи такого описания мистера Бингли, которое могло бы удовлетворить их любопытство. Они атаковали мистера Беннета самыми различными способами: вопросами напрямик, хитроумными догадками, отдаленными намеками. Но он не поддавался ни на какие уловки. И в конце концов им пришлось удовольствоваться сведениями из вторых рук, полученными от их соседки, леди Лукас. Сообщения последней были весьма многообещающими. Сэр Уильям был в восторге от мистера Бингли. Он еще очень молод, хорош собой, чрезвычайно любезен и, в довершение всего, выражает намерение непременно присутствовать на ближайшем балу, куда собирается прибыть с целой компанией своих друзей.

Ничего лучшего нельзя было и желать. Кто интересуется танцами, тому ничего не стоит влюбиться. Все питали самые радужные надежды на скорейшее завоевание сердца мистера Бингли.

(Остин Джейн. *Гордость и предубеждение* / пер. с англ. И.С. Маршака. URL: <http://www.lib.ru/INOOLD/OSTEN/gord.txt> , глава 3)

***Exercise 6. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

Summer, fall, winter, spring, another summer, another fall – so much he had given of his active life to the incorrigible lips of Judy Jones. She had treated him with interest, with encouragement, with malice, with indifference, with contempt. She had inflicted on him the innumerable little slights and indignities possible in such a case –

as if in revenge for having ever cared for him at all. She had beckoned him and yawned at him and beckoned him again and he had responded often with bitterness and narrowed eyes. She had brought him ecstatic happiness and intolerable agony of spirit. She had caused him untold inconvenience and not a little trouble. She had insulted him, and she had ridden over him, and she had played his interest in her against his interest in his work – for fun. She had done everything to him except to criticise him – this she had not done – it seemed to him only because it might have sullied the utter indifference she manifested and sincerely felt toward him.

(Winter Dreams by F. Scott Fitzgerald // Washington State University.– URL:  
<https://public.wsu.edu/~campbelld/engl494/winterdreams.pdf>)

Лето, осень, зиму, весну, еще одно лето и еще одну осень отдал Декстер неумным губам Джуди Джонс. Она платила ему поощрением, интересом, коварством, равнодушием, насмешкой. Она заставила его пережить множество мелких обид и унижений, как бы мстя за то, что когда-то он мог ей нравиться. Заманив его, она тут же начинала зевать от скуки, манила снова, и в нем закипали горечь и гнев. Она дала ему величайшее счастье и причинила невыразимые муки. Чем только он ради нее не поступался, на какие только жертвы не шел. Она его оскорбляла, топтала его ногами, заставляла пренебрегать ради нее работой – просто так, для забавы. Но вот одного она не делала никогда – она его не критиковала, а все потому, думал он, что не хотела замутить того безграничного и вполне искреннего равнодушия, которое к нему проявляла.

(Ф. Скотт Фицджеральд, Зимние мечты // lib.ru. – URL:  
<http://lib.ru/INPROZ/FITSDZHERALD/winter.txt>)

***Exercise 7. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

He is much fish still and I saw that the hook was in the corner of his mouth and he has kept his mouth tight shut. The punishment of the hook is nothing. The punishment of hunger, and that he is against something that he does not



comprehend, is everything. Rest now, old man, and let him work until your next duty comes.

He rested for what he believed to be two hours. The moon did not rise now until late and he had no way of judging the time. Nor was he really resting except comparatively. He was still bearing the pull of the fish across his shoulders but he placed his left hand on the gun wale of the bow and confided more and more of the resistance to the fish to the skiff itself.

How simple it would be if I could make the line fast, he thought. But with one small lurch he could break it. I must cushion the pull of the line with my body and at all times be ready to give line with both hands.

"But you have not slept yet, old man," he said aloud. "It is half a day and a night and now another day and you have not slept. You must devise away so that you sleep a little if he is quiet and steady.

(Ernest Hemingway «The old man and the sea»,  
<http://www.arvindguptatoys.com/arvindgupta/oldmansea.pdf>, С. 28–29)

Рыба еще в полной силе, и я заметил, что крючок застрял у нее в самом углу рта, а рот она держит плотно закрытым. Мучения, которые причиняет ей крючок, не так уж велики, ее гораздо больше мучит голод и ощущение опасности, которой она не понимает. Отдохни же, старик. Пусть трудится рыба, пока не настанет твой черед".

Он отдыхал, как ему казалось, не меньше двух часов. Луна выходила теперь поздно, и он не мог определить время. Правда, отдыхал он только так, относительно. Он по-прежнему ощущал спиной тяжесть рыбы, но, опершись левой рукой о планшир носа, старался переместить все больший и больший вес на самую лодку.

«Как все было бы просто, если бы я мог привязать бечеву к лодке! – подумал он. – Но стоит ей рвануться хотя бы легонько, и бечева лопнет. Я должен непрерывно ослаблять тягу своим телом и быть готов в любую минуту опустить бечеву обеими руками».

– Но ты ведь еще не спал, старик, – сказал он вслух. – Прошло полдня и ночь, а потом еще день, а ты все не спишь и не спишь. Придумай, как бы тебе поспать хоть немножко, пока она спокойна и не балует.

(Эрнест Хэмингуэй, «Старик и море»:

[https://librebook.me/the\\_old\\_man\\_and\\_the\\_sea/vol1/1](https://librebook.me/the_old_man_and_the_sea/vol1/1), перевод с английского

Е. Голышевой. – Москва: Издательство АСТ, 2016.)

***Exercise 8. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

Главный рабочий сцены был серьезным, уравновешенным человеком, у которого почти полностью отсутствовало воображение, и он был трезв. Его слушали с изумлением и интересом. Немедленно несколько человек начали говорить, что они тоже сталкивались с призраком в вечернем платье и с головой мертвеца. Тем не менее окружающие склонны были считать, что Жозеф Бюке стал жертвой мистификации одного из своих подчиненных. Но вскоре один за другим произошли инциденты настолько странные и необъяснимые, что даже самые закоренелые скептики были потрясены. Известно, что пожарные — смелые люди. Они не боятся ничего и, конечно же, не боятся огня. Пожарный, о котором идет речь, лейтенант, пошел как-то осмотреть подвалы и, кажется, рисковал не больше чем обычно. Неожиданно он появился в зрительном зале бледный, с трясущимися руками, с глазами, вылезшими из орбит, и почти упал в обморок на руки матери маленькой Жамме.

This chief scene-shifter was a serious, sober, steady man, very slow at imagining things. His words were received with interest and amazement; and soon there were other people to say that they too had met a man in dress-clothes with a death's head on his shoulders. Sensible men who had wind of the story began by saying that Joseph Buquet had been the victim of a joke played by one of his assistants. And then, one after the other, there came a series of incidents so curious and so inexplicable that the very shrewdest people began to feel uneasy. For instance,

a fireman is a brave fellow! He fears nothing, least of all fire! Well, the fireman in question, who had gone to make a round of inspection in the cellars and who, it seems, had ventured a little farther than usual, suddenly reappeared on the stage, pale, scared, trembling, with his eyes staring out of his head, and practically fainted in the arms of the proud mother of little Jammes.

(The Phantom of the Opera by Gaston Leroux

<https://studyenglishwords.com/book/%D0%9F%D1%80%D0%B8%D0%B7%D1%80%D0%B0%D0%BA-%D0%BE%D0%BF%D0%B5%D1%80%D1%8B/513?page=8>)

***Exercise 8. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

**H.G. Wells. The Invisible Man**

So it was that on the twenty-ninth day of February, at the beginning of the thaw, this singular person fell out of infinity into Iping village. Next day his luggage arrived through the slush – and very remarkable luggage it was. There were a couple of trunks indeed, such as a rational man might need, but in addition there were a box of books – big, fat books, of which some were just in an incomprehensible handwriting – and a dozen or more crates, boxes, and cases, containing objects packed in straw, as it seemed to Hall, tugging with a casual curiosity at the straw – glass bottles. The stranger, muffled in hat, coat, gloves, and wrapper, came out impatiently to meet Fearenside's cart, while Hall was having a word or so of gossip preparatory to helping bring them in. Out he came, not noticing Fearenside's dog, who was sniffing in a dilettante spirit at Hall's legs.

Итак, девятого февраля, когда только начиналась оттепель, неведомо откуда появился в Айпинге странный незнакомец. На следующий день в слякоть и распутицу его багаж доставили в трактир. И багаж этот оказался не совсем обычным. Оба чемодана, правда, ничем не отличались от тех, какие обычно бывают у путешественников; но, кроме них, прибыл ящик с книгами-большими, толстыми книгами, причем некоторые были не напечатаны,

а написаны чрезвычайно неразборчивым почерком, – и с дюжину, если не больше, корзин, ящиков и коробок, в которых лежали какие-то предметы, завернутые в солому; Холл, не преминувший поворошить солому, решил, что это бутылки. В то время как Холл оживленно болтал с Фиренсайдом, возницей, собираясь помочь ему перенести багаж в дом, в дверях показался незнакомец в низко надвинутой шляпе, в пальто, перчатках и шарфе. Он вышел из дому и даже не взглянул на собаку Фиренсайда, лениво обнюхивавшую ноги Холла.

(Herbert Wells. The Invisible Man (1897). Пер. Давид Лазаревич Вейс)

***Exercise 9. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

### **Jane Austen, Sense and Sensibility**

#### **CHAPTER 3**

Mrs. Dashwood remained at Norland several months; not from any disinclination to move when the sight of every well known spot ceased to raise the violent emotion which it produced for a while; for when her spirits began to revive, and her mind became capable of some other exertion than that of heightening its affliction by melancholy remembrances, she was impatient to be gone, and indefatigable in her inquiries for a suitable dwelling in the neighbourhood of Norland; for to remove far from that beloved spot was impossible. But she could hear of no situation that at once answered her notions of comfort and ease, and suited the prudence of her eldest daughter, whose steadier judgment rejected several houses as too large for their income, which her mother would have approved.

Миссис Дэшвуд провела в Норленде еще несколько месяцев, но вовсе не потому, что ей не хотелось никуда переезжать. Напротив, едва вид столь хорошо знакомых мест перестал вызывать прежнее бурное горе и ее душа немного оживилась, а разум не столь непрерывно терзался печальными воспоминаниями, как она преисполнилась нетерпением поскорее уехать и без устали наводила справки о подходящих домах в окрестностях Норленда, – уехать далеко от всего, что было столь дорого ее сердцу, у нее не хватало сил.

Но ей никак не удавалось найти жилище, которое отвечало бы ее понятиям о комфорте и удобствах и было бы одобрено благоразумной старшей дочерью, чьи более трезвые суждения уже заставили ее отказаться от нескольких домов, слишком больших для их ограниченного дохода, на которых она совсем готова была остановить свой выбор.

***Exercise 10. Compare the SLT with the TLT. Explain what translation transformations were employed. Give your variant of translation.***

The little girl who had done this was eleven – beautifully ugly as little girls are apt to be who are destined after a few years to be inexpressibly lovely and bring no end of misery to a great number of men. The spark, however, was perceptible. There was a general ungodliness in the way her lips twisted, down at the corners when she smiled, and in the – Heaven help us! – in the almost passionate quality of her eyes. Vitality is born early in such women. It was utterly in evidence now, shining through her thin frame in a sort of glow. She had come eagerly out on to the golf course at nine o'clock with a white linen nurse and five small new golf-clubs in a white canvas bag which the nurse was carrying. When Dexter first saw her she was standing by the caddy house, rather ill at ease and trying to conceal the fact by engaging her nurse in an obviously unnatural conversation graced by startling and irrelevant grimaces from herself.

*\*Caddy – Someone who carries your golf clubs for you*

(<https://drive.google.com/file/d/1DoR9u2-bq1esVMMfNwYtWbYDezELx7Gk/view>)

[А виной всему этому] была девочка одиннадцати лет, прелестный гадкий утенок, какими бывают иногда девочки, которым через несколько лет суждено расцвести неизъяснимым очарованием и причинить неслыханные муки великому множеству мужчин. Это ее очарование уже угадывалось. Было что-то смутно бесовское в улыбке, кривящей книзу уголки ее губ, в чуть ли не страстном, прости меня, господи, взгляде ее глаз. Жизненные силы просыпаются в таких женщинах рано. Уже сейчас они переполняли это

худенькое угловатое существо и рвались наружу. От нетерпения она пришла на поле ровно в девять утра в сопровождении бонны в белом накрахмаленном платье, которая несла парусиновую сумку с пятью маленькими новыми клюшками. Декстер увидел ее возле раздевалки, она сильно конфузилась и, чтобы скрыть это, неестественным голосом болтала с бонной, украшая беседу поразительно неуместными гримасками.

(<http://lib.ru/INPROZ/FITSDZHERALD/winter.txt> . Перевод – Ю. Жукова)

***Exercise 11. Translate the given texts into Russian, make a list of useful vocabulary on the topic Travelling and Hotels.***

1

On my arrival in Tokyo, I spent a night in a traditional Japanese hotel. It was a terrible experience. My window opened onto a narrow dirty street, which lay between two buildings. The opposite building was so close that I could touch it. I looked out of the window and saw the sky, which was as grey as the building in front of me.

2

We stayed at the Bay Island hotel, which was a pleasure, as it faced the sea. The colour of the sea was blue, a colour that I had not seen in any of the beaches in India. It was calm and beautiful. I was happy about the fact that we were going to spend 10 days in such a beautiful place. All we had to do was sit in the open restaurant, look at the sea, enjoy the cool breeze and feel good.

3

During my trips I had to sleep in hotels, hostels, at Bed and Breakfast's and at friends'. Staying at your friends' is the best thing to my mind, but if you don't have any friends who are willing to give you a bed for the night, you should go for Bed and Breakfast's. Those which I visited had nice rooms and very friendly hosts who were very proud of their home town.

4

We landed at Guatemala City at 10 pm. I went through the customs and hoped to see someone from the nearby hotel. I had booked my first night there. But nobody was meeting me. I didn't know the way to the hotel, so I got general directions about how to get there from a policeman. It was about 200 meters from the airport. They had not received my booking, but luckily they found a room for me.

5

On my arrival in Japan one of my friends took me to a performance of Japanese classical dance and music. My attention was taken more by the evening audience than by what was going on on the stage. It was very strange that there were almost no men at the concert. Later I found out that Japanese women, even if they are married, usually go out by themselves, or with their female friends. It is the norm here.

6

I can say that staying in hotels in Hong Kong as well as shopping costs a lot. However, visitors can have a wonderful time and they don't necessarily have to spend a lot of money. I always stay at a youth hostel, which is much cheaper than staying at a hotel. I have my meals either at a fast food restaurant or cook breakfast myself at the hostel. One of my favourite experiences in Hong Kong was taking a noisy tram back to the hostel from the horse races at night.

***Exercise 12. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text.***

Kitty passed through the country with unseeing eyes. All through the long hours, the silence broken only by an occasional remark from one of the bearers or a snatch of uncouth song, she turned over in her tortured mind the details of that heart-rending scene in Charlie's office. Recalling what he had said to her and what she had said to him, she was dismayed to see what an arid and businesslike turn their conversation had taken. She had not said what she wanted to say and she had not

spoken in the tone she intended. Had she been able to make him see her boundless love, the passion in her heart, and her helplessness, he could never have been so inhuman as to leave her to her fate. She had been taken unawares. She could hardly believe her ears when he told her, more clearly than with words, that he cared nothing for her. That was why she had not even cried very much, she had been so dazed. She had wept since, wept miserably.

(W. Somerset Maugham. The Painted Veil.

URL:<https://www.reads2019.com/painted-veil>)

Китти ничего не видела вокруг. В долгие часы, когда молчание лишь изредка нарушал возглас носильщика или обрывок несурзной песни, она мучительно перебирала в памяти все подробности душераздирающей сцены в служебном кабинете у Чарли. Вспоминая, что он сказал ей и что она сказала ему, она ужасалась, до чего же прозаический и деловой получился их разговор. Она не сказала того, что хотела сказать, говорила не тем тоном, каким собиралась. Если бы она сумела объяснить ему, как безгранично, как страстно она его любит, он не показал бы себя таким бесчеловечным, не бросил бы ее на произвол судьбы. Она просто не успела опомниться. Не поверила своим ушам, когда он дал ей понять – без слов, но до ужаса ясно, – что она для него ничто. Потому она и плакала тогда так мало – слишком была ошарашена. Потом-то наплакалась.

(Мюэ, Сомерсет. Узорный покров. Острие бритвы: романы / Пер. с англ. М. Лорие, URL: [http://lib.ru/INPROZ/MOEM/moem1\\_1.txt](http://lib.ru/INPROZ/MOEM/moem1_1.txt)).

***Exercise 13. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text.***

**Truman Capote. The Grass Harp**

The Judge tried to prevent us, or at any rate maintained that if Dolly wanted a stroll he would have to accompany us. It went a long way toward



mollifying my jealous rancor when Dolly told him he'd best tend to his chores: with Collin along she'd be safe enough-it was just to stretch our legs a bit.

As usual. Dolly could not be hurried. It was her habit, even when it rained, to loiter along an ordinary path as though she were dallying in a garden, her eyes primed for the sight of precious medicine flavorings, a sprig of penny-royal, sweet-mary and mint, useful herbs whose odor scented her clothes. She saw everything first, and it was her one real vanity to prefer that she, rather than you, point out certain discoveries: a birdtrack bracelet, an eave of icicles-she was always calling come see the cat-shaped cloud, the ship in the stars, the face of frost. In this slow manner we crossed the grass. Dolly amassing a pocketful of withered dandelions, a pheasant's quill: I thought it would be sundown before we reached the road.

Fortunately we had not that far to go: entering the cemetery, we found Sister Ida and all her family encamped among the graves. It was like a lugubrious playground. The cross-eyed twins were having their hair cut by older sisters, and Little Homer was shining his boots with spit and leaves; a nearly grown boy, sprawled with his back against a tombstone, picked melancholy notes on a guitar. Sister Ida was suckling the baby; it lay curled against her breasts like a pink ear.

Судья не хотел отпускать нас, все твердил, что если Долли желает пройтись, он обязан сопровождать ее. Но ответ Долли утешил мою ревнивую злобу: пусть он лучше присмотрит за стряпней, сказала она, а с Коллином ей ничто не грозит – мы просто хотим размять ноги.

Как всегда, Долли шла не спеша, и торопить ее было бесполезно. Такая была у нее привычка – даже в дождь она неторопливо брела по лесной тропинке, будто в саду разгуливала, и глаза ее постоянно выискивали пахучие лекарственные травы – побеги болотной мяты, кануфера, майорана, разные целебные корешки. Их запахом была пропитана ее одежда. Она все подмечала

первая, и, если была в ней хоть капля тщеславия, проявлялось оно только в этом желании – чтобы именно ей, а не вам, удалось углядеть что-нибудь интересное: птичий след в форме браслета, свисающие с карниза сосульки. То и дело она подзывала нас – идите сюда, посмотрите: вон там облако в виде кошки, вон корабль из звезд, а вон злое лицо Мороза. Так и сейчас мы еле плелись через луг. Долли совала в карман то засохшие одуванчики, то фазанье перо. Я уж думал, мы до захода солнца не выберемся на дорогу.

По счастью, нам не пришлось идти так далеко: на кладбище мы увидели сестру Айду со всем семейством, оно расположилось лагерем среди могил. Кладбище превратилось в какую-то мрачную детскую площадку: старшие девочки стригли волосы косоглазым близнецам; Малыш Гомер до блеска надраивал ботинки с помощью листьев и слюны; совсем большой парень, привалясь к могильному камню, меланхолично наигрывал на гитаре. Сестра Айда кормила младенца. Он, свернувшись, лежал у ее груди, словно розовое ухо.

***Exercise 14. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text.***

Now in his mind he saw a railway station at Karagatch and he was standing with his pack and that was the headlight of the Simplon-Offent cutting the dark now and he was leaving Thrace then after the retreat. That was one of the things he had saved to write, with, in the morning at breakfast, looking out the window and seeing snow on the mountains in Bulgaffa and Nansen's Secretary asking the old man if it were snow and the old man looking at it and saying, No, that's not snow. It's too early for snow. And the Secretary repeating to the other girls, No, you see. It's not snow and them all saying, It's not snow we were mistaken. But it was the snow all right and he sent them on into it when he evolved exchange of populations. And it was snow they tramped along in until they died that winter.

(E. Hemingway “The Snows of Kilimanjaro”

<http://xroads.virginia.edu/~DRBR/heming.html>)

Сейчас он видел перед собой вокзал в Карагаче. Он уезжал тогда из Фракии после отступления и стоял с вещевым мешком за плечами, глядя, как фонарь экспресса Симплон-Ориент рассекает темноту. Вот это он тоже откладывал впрок, и еще про утренний завтрак и про то, как смотрели из окна и видели снег на горах в Болгарии, и секретарша Нансеновской миссии спросила шефа, неужели это снег, и старик посмотрел туда и сказал: нет, это не снег. Для снега слишком рано. И секретарша повторила, обращаясь к другим девушкам: вы слышали? Это не снег, и они хором: это не снег, мы ошиблись. Не это был снег, самый настоящий снег, и шеф заслал туда, в горы, уйму народу, когда начался обмен населения. Людям пришлось пробираться по глубоким заносам, и они погибли в ту зиму все до одного.

(Перевод Н. Волжиной)

***Exercise 15. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text.***

The place was dark. Had Lucinda stayed at the Westerhazys' for supper? Had the girls joined her there or gone someplace else? Hadn't they agreed, as they usually did on Sunday, to regret all their invitations and stay at home? He tried the garage doors to see what cars were in but the doors were locked and rust came off the handles onto his hands. Going toward the house, he saw that the force of the thunderstorm had knocked one of the rain gutters loose. It hung down over the front door like an umbrella rib, but it could be fixed in the morning. The house was locked, and he thought that the stupid cook or the stupid maid must have locked the place up until he remembered that it had been some time since they had employed a maid or a cook. He shouted, pounded on the door, tried to force it with his shoulder, and then, looking in at the windows, saw that the place was empty.

(John Cheever «The swimmer», 1964

[http://lib.ru/INPROZ/CHIWER/swiimer\\_engl.txt](http://lib.ru/INPROZ/CHIWER/swiimer_engl.txt))

В доме было тихо. Быть может, Люсинда осталась ужинать у миссис Уэстерхейзи? А девочки к ней присоединились или поехали куда-нибудь сами? Но ведь они сегодня, как всегда по воскресеньям, решили никуда не ездить, а провести вечер посемейному дома! Он хотел было открыть гараж, посмотреть, какие машины остались, какие в разъезде. Но ворота гаража были на замке, и от прикосновения к ним на руках у него осталась ржавчина. Водосточный желоб, сорванный бурей, свисал как обрывок зонта над парадной дверью. Утром надо будет исправить, подумал Нэд. Дверь дома тоже была заперта, и он подумал, что это, должно быть, дура-горничная или дура-кухарка захлопнула ее уходя. И вдруг он вспомнил, что у них давно уже нет ни кухарки, ни горничной. Он стал кричать, стучать в дверь, дубасить по ней кулаками, пытался высадить ее плечом, потом заглянул в окно, в одно, в другое и увидел, что дом совсем пустой.

(Джон Чивер «Пловец», 1964. Перевод с английского Т. Литвиновой  
<https://www.rulit.me/books/angel-na-mostu-rasskazy-read-111964-17.html>)

***Exercise 15. Translate the given text into Russian in written. Be mindful of the stylistic problems.***

**“A Cup of Tea” by Katherine Mansfield**

Rosemary Fell was not exactly beautiful. She was young, brilliant, extremely modern, well dressed and amazingly well read in the newest of the new books. Rosemary had been married two years, and her husband was very fond of her. They were rich, really rich, not just comfortably well-off, so if Rosemary wanted to shop, she would go to Paris as you and I would go to Bond Street.

One winter afternoon she went into a small shop to look at a little box which the shopman had been keeping for her. He had shown it to nobody as yet so that she might be the first to see it.

“Charming!” Rosemary admired the box. But how much would he charge her for it? For a moment the shopman did not seem to hear. The lady could certainly afford a high price. Then his words reached her, “Twenty-eight guineas, madam”.

“Twenty-eight guineas”. Rosemary gave no sign. Even if one is rich... Her voice was dreamy as she answered: “Well, keep it for me, will you? I'll...” The shopman bowed. He would be willing of course, to keep it for her forever. Outside rain was falling, there was a cold, bitter taste in the air, and the newly lighted lamps looked sad... At that very moment a young girl, thin, dark, appeared at Rosemary's elbow and a voice, like a sigh, breathed: “Madam, may I speak to you a moment?”

“Speak to me?” Rosemary turned. She saw a little creature, no older than herself who shivered as though she had just come out of the water. “Madam”, came the voice, “would you let me have the price of a cup of tea?” “A cup of tea?” There was something simple, sincere in that voice; it couldn't be the voice of a beggar. “Then have you no money at all?” asked Rosemary. “None, madam”, came the answer. “How unusual!” Rosemary looked at the girl closer. And suddenly it seemed to her such an adventure. Supposing she took the girl home? Supposing she did one of those things she was always reading about or seeing on the stage? What would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: “I simply took her home with me”. And she stepped forward and said to the girl beside her: “Come home to tea with me”.

The girl gave a start. “You're – you're not taking me to the police station?” There was pain in her voice.

“The police station!” Rosemary laughed out. “Why should I be so cruel? No, I only want to make you warm and to hear – anything you care to tell me. Come along”.

Hungry people are easily led. The footman held the door of the car open, and a moment later they were riding through the dusk.

“There!” cried Rosemary, as they reached her beautiful big bedroom. “Come and sit down”, she said, pulling her big chair up to the fire. “Come and get warm. You look so terribly cold”.

“I daren't, madam”, hesitated the girl.

“Oh, please”, – Rosemary ran forward – “you mustn't be frightened, you mustn't, really”. And gently she half pushed the thin figure into the chair. There was a whisper that sounded like “Very good, madam”, and the worn hat was taken off.

“And let me help you off with your coat, too”, said Rosemary.

*Exercise 16. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text.*

**Jerome K. Jerome. Three Men in a Boat (To Say Nothing of the Dog)**

The weather is a thing that is beyond me altogether. I never can understand it. The barometer is useless: it is as misleading as the newspaper forecast. There was one hanging up in a hotel at Oxford at which I was staying last spring, and, when I got there, it was pointing to “set fair”. It was simply pouring with rain outside, and had been all day; and I couldn't quite make matters out. I tapped the barometer, and it jumped up and pointed to “very dry”. The Boots stopped as he was passing, and said he expected it meant to-morrow. I fancied that maybe it was thinking of the week before last, but Boots said, No, he thought not. I tapped it again the next morning, and it went up still higher, and the rain came down faster than ever. On Wednesday I went and hit it again, and the pointer went round towards “set fair”, “very dry”, and “much heat”, until it was stopped by the peg, and couldn't go any further. It tried its best, but the instrument was built so that it couldn't prophesy fine weather any harder than it did without breaking itself.

Погода – это явление, находящееся за пределами моего понимания. Я никогда не могу толком в ней разобраться. Барометр ничего не дает: он так же вводит в заблуждение, как и газетные предсказания. Я вспоминаю о барометре оксфордской гостиницы, в которой я останавливался прошлой весной. Когда я на него посмотрел, он стоял на «ясно». В это самое время дождь лил ручьями, а начался он еще с ночи, и я никак не мог понять, в чем дело. Я слегка стукнул пальцем по барометру,

и стрелка перескочила на «хор. погода». Проходивший мимо коридорный остановился и заметил, что барометр, наверно, имеет в виду завтрашний день. Я высказал предположение, что, может быть, он, наоборот, вспоминает о позапрошлой неделе, но коридорный сказал, что лично он этого не думает. На следующее утро я снова стукнул по барометру, и стрелка скакнула еще дальше, и дождь припустил с еще большим ожесточением. В среду я подошел и снова щелкнул по барометру, и стрелка сдвинулась с отметки «ясно», прошла через «хор. погода» и «великая сушь» и остановилась, дойдя до упора, так как дальше двигаться было некуда. Она была, видимо, не прочь продвинуться еще дальше, но устройство прибора не позволяло ей предсказывать хорошую погоду более настойчиво.

(Пер. М. Донской, Э. Линецкая. В кн.: «Джером К. Джером». Лениздат; 1980)

*Exercise 17. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text.*

**Mark Twain. A Connecticut Yankee in King Arthur's Court.**

Inasmuch as I was now the second personage in the Kingdom, as far as political power and authority were concerned, much was made of me. My raiment was of silks and velvets and cloth of gold, and by consequence was very showy, also uncomfortable. But habit would soon reconcile me to my clothes; I was aware of that. I was given the choicest suite of apartments in the castle, after the king's. They were aglow with loud-colored silken hangings, but the stone floors had nothing but rushes on them for a carpet, and they were misfit rushes at that, being not all of one breed. As for conveniences, properly speaking, there weren't any. I mean LITTLE conveniences; it is the little conveniences that make the real comfort of life. The big oaken chairs, graced with rude carvings, were well enough, but that was the stopping place. There was no soap, no matches, no looking-glass -- except a metal one, about as powerful as a pail of water. And not a chromo. I had been used to chromos for

years, and I saw now that without my suspecting it a passion for art had got worked into the fabric of my being, and was become a part of me. It made me homesick to look around over this proud and gaudy but heartless barrenness and remember that in our house in East Hartford, all unpretending as it was, you couldn't go into a room but you would find an insurance-chromo, or at least a three-color God-Bless-Our-Home over the door; and in the parlor we had nine.

(M. Twain. – New York: Charles L. Webster & Company, 1989. – 569 с.)

Я стал вторым лицом в королевстве, получив в свои руки всю полноту государственной власти, и отношение ко мне было отличное!

Я одевался только в шелк, бархат и золотую парчу – то есть очень пышно и очень неудобно. Впрочем, я знал, что со временем привыкну к этому одеянию. Если не считать тех апартаментов, в которых жил сам король, я занимал лучшие комнаты в замке. Стены их были обиты пестрыми шелками, но на каменных полах вместо ковров лежали циновки самой грубой ручной работы да к тому же какие-то косые и кривые. Удобств, по правде сказать, не было никаких. Я говорю о мелких удобствах, о тех мелких удобствах, которые собственно и делают жизнь приятной. Огромные дубовые кресла, украшенные грубой резьбой, были, правда, недурны, но ведь одними креслами не обойдешься. Не было ни мыла, ни спичек, ни зеркала, кроме одного металлического, в котором так же трудно себя увидеть, как в ведре с водой. И ни одной цветной рекламы страховой компании на стене. За много лет я так привык к цветным рекламам, что страсть к искусству проникла в мою кровь и стала частью меня самого, хотя я о том и не догадывался. При виде этих чванливых, пышных, но бездушных стен меня охватывала тоска по родине, и я вспоминал наш домик в Восточном Хартфорде, где, несмотря на всю его незатейливость, в каждой комнате висит цветное объявление о страховании или по крайней мере напечатанный в три краски девиз: «Благословение дому сему!»; а в гостиной у нас девять цветных объявлений.

(Перевод Н.К. Чуковского)



*Exercise 18. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text. Prepare a translation of your own.*

**Anthony Burgess. “A Clockwork Orange”**

So we scatted out into the big winter nochy and walked down Marghanita Boulevard and then turned into Boothby Avenue, and there we found what we were pretty well looking for, a malenky jest to start off the evening with. There was a doddery starry schoolmaster type veck, glasses on and his rot open to the cold nochy air. He had books under his arm and a crappy umbrella and was coming round the corner from the Public Biblio, which not many lew dies used these days. You never really saw many of the older bourgeois type out after nightfall those days, what with the shortage of police and we fine young malchicki wicks about, and this prof type chelloveck was the only one walking in the whole of the street. So we goolied up to him, very polite, and I said: “Pardon me, brother”.

He looked a malenky bit poogly when he viddied the four of us like that, coming up so quiet and polite and smiling, but he said: “Yes? What is it?” in a very loud teacher-type goloss, as if he wastrying to show us he wasn't poogly.

В общем, выкатились мы в зимнюю необъятную notsh и пошли сперва по бульвару Марганита, а потом свернули на Бутбай-авеню и там нашли то, что искали, – маленький toltshok, с которого уже можно было начать вечер. Нам попался ободранный starikashka, немощный такой tshelovek в очках, хватающий разинутым hlebalom холодный ночной воздух. С книгами и задрызганным зонтом подмышкой он вышел из публичной biblio на углу, куда в те времена нормальные люди редко заживали. Да и вообще, в те дни солидные, что называется, приличные люди не очень-то разгуливали по улицам после наступления темноты – полиции не хватало, зато повсюду шныряли разбитные malltshipaltshiki вроде нас, так что этот stari профессор был единственным на всей улице прохожим. В общем, podrulivajem к нему, все аккуратно, и я говорю: «Извиняюсь, блин».

Глянул он на нас этак puglovato – еще бы, четверо таких ambalov, да еще откуда ни возмись, да с ухмылочками, но ничего, отвечает. «Я вас слушаю, – говорит, – в чем дело?» Причем этак зычно, учительским тоном: пытается, значит, представить, будто он и не puglyi вовсе.

(Перевод В. Бошняк)

*Exercise 19. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text. Prepare a translation of your own.*

**Truman Capote. The Grass Harp**

As I left the bakery the bells of the courthouse clock were tingling eight, which meant that it was seven-thirty. This clock has always run a half-hour fast. Once an expert was imported to repair it; at the end of almost a week's tinkering he recommended, as the only remedy, a stick of dynamite; the town council voted he be paid in full, for there was a general feeling of pride that the clock had proved so incorrigible. Around the square a few store-keepers were preparing to open; broom-sweepings fogged doorways, rolled trash barrels berated the cool cat-quiet streets. At the Early Bird, a better grocery store than Verena's Jitney Jungle, two colored boys were fancying the window with cans of Hawaiian pineapple. On the south side of the square, beyond the cane benches where in all seasons sit the peaceful, perishing old men, I saw the wagon Mrs. County had spoken of – in reality an old truck contrived with tarpaulin covering to resemble the western wagons of history. It looked forlorn and foolish standing alone in the empty square.

Когда я вышел из пекарни, часы на здании суда пробили восемь. Значит, была половина восьмого. Эти часы всегда спешили на тридцать минут. Однажды откуда-то привезли опытного мастера, чтобы их починил. Проковырявшись неделю, часовщик объявил – единственное, что тут может помочь, это шашка динамита. И все равно муниципалитет решил уплатить ему сполна – в городе все гордились, что часы у нас такие неисправимые. В разных

концах площади лавочники готовились открывать свои заведения: взбивали метлами пыль у дверей, выкатывали мусорные контейнеры, грубо разрывая легкую тишину прохладных улиц. У витрины «Ранней пташки» – бакалеи получше Вирениной лавки «Все на пятак» – двое мальчишек-негров разглядывали консервные банки с гавайскими ананасами. На южной стороне площади, за камышовыми скамейками, на которых в любое время года посиживали тихие, доживающие свой век старички, я увидел фургон – про него-то и говорила мне миссис Каунти. Это был просто старый грузовик, только крытый брезентом, – хитроумная уловка, чтобы придать ему сходство с фургонами первых западных колонистов. Он одиноко маячил на пустынной площади, и вид у него был сиротливый и страшно нелепый.

***Exercise 20. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text. Prepare a translation of your own.***

**Truman Capote. “The Grass Harp”**

The Judge didn't give an inch; toe to toe with the Sheriff, he stood his ground as if there were a drawn line he dared the other to cross. It was at this crucial moment that I noticed Little Homer. He gradually was lowering his lasso. It crawled, dangled like a snake, the wide noose open as a pair of jaws, then fell, with an expert snap, around the neck of the Reverend Buster, whose strangling outcry Little Homer stifled by giving the rope a mighty tug.

His friends hadn't long to consider old Buster's predicament, his blood-gorged face and flailing arms; for Little Homer's success inspired an all-out attack: rocks flew, whistles shrilled like the shriekings of savage birds, and the men, pummeling each other in the general rout, took refuge where they could, principally under the bodies of comrades already fallen. Verena had to box Amos Legrand's ears: he tried to sneak up under her skirt.

She alone, you might say, behaved like a real man: shook her fists at the trees and cursed us blue.

At the height of the din, a shot slammed like an iron door. It quelled us all, the serious endless echo of it; but in the hush that followed we heard a weight come crashing through the opposite sycamore. It was Riley, falling; and falling: slowly, relaxed as a killed cat. Covering their eyes, the girls screamed as he struck a branch and splintered it, hovered, like the torn leaves, then in a bleeding heap hit the ground. No one moved toward him. Until at last the Judge said, “Boy, my boy”, and in a trance sank to his knees; he caressed Riley's limp hands. “Have mercy. Have mercy, son: answer”.

Судья Кул не шелохнулся, не уступил напиравшему шерифу ни дюйма своего пространства. Наступил решающий момент, и в этот миг я увидел Маленького Хоумера. В его руке большой серой змеей заиграло лассо, Хоумер оттянул руку, в которой покачивалась и подрагивала петля, назад, и в мгновение ока петля со свистом устремилась вниз и с ювелирной точностью обвила шею преподобного Бастера. Раздался сдавленный, захлебывающийся вскрик, который тут же был заглушен стягивающейся все плотнее и плотнее петлей. Его соратникам не пришлось долго наблюдать мучения Бастера, ибо, воодушевленные метким выпадом Маленького Хоумера, мы дали по ним шквальный залп из камней. Летели камни, отовсюду раздавался сплошной пронзительный свист из десятков противодьявольских свистков Хоумера, раздавались устрашающие крики. Среди наших противников началась жуткая паника, все кинулись в укрытия – в основном за спины своих «павших» товарищей, Амос Легран получил увесистую затрещину в ухо от Верены за то, что в поисках укрытия попытался нырнуть к ней под юбку. Среди всех этих трусливых прячущихся мужиков эта гордая женщина осталась единственным мужчиной – она не побежала, а показала нам кулак и покрыла нас отборной бранью.

Внезапно, посреди всей этой суматохи раздался выстрел... Все враз затихло, воцарилась мертвая тишина, нарушаемая лишь реверберирующим эхом выстрела... Затем тишину нарушил громкий шелест падающего сквозь листья и ветви тела на соседнем сикаморовом дереве. Райли... Он падал медленно, еще медленнее его безвольно обмякшее тело почти планировало сквозь буйную растительность. Девочки подняли визг, а затем закричали во все свои легкие, когда его тело, наконец, добралось до твердой земли. Первым у его тела был судья Кул. В полном трансе он упал на колени перед лежащим Райли и стал ласково гладить его руки...

– Да что же это такое, сынок, пожалей нас, ответь...

***Exercise 21. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text. Prepare a translation of your own.***

**J.K. Rowling. “Harry Potter and the Philosophers Stone”**

DIAGON ALLEY

Harry woke early the next morning. Although he could tell it was daylight, he kept his eyes shut tight.

“It was a dream, he told himself firmly. “I dreamed a giant called Hagrid came to tell me I was going to a school for wizards. When I open my eyes I’ll be at home in my cupboard”.

There was suddenly a loud tapping noise.

And there’s Aunt Petunia knocking on the door, Harry thought, his heart sinking. But he still didn’t open his eyes. It had been such a good dream.

Tap. Tap. Tap.

“All right”, Harry mumbled, “I’m getting up”.

He sat up and Hagrid’s heavy coat fell off him. The hut was full of sunlight, the storm was over, Hagrid himself was asleep on the collapsed sofa, and there was an owl rapping its claw on the window, a newspaper held in its beak.

Harry scrambled to his feet, so happy he felt as though a large balloon was swelling inside him. He went straight to the window and jerked it open. The owl swooped in and dropped the newspaper on top of Hagrid, who didn't wake up. The owl then fluttered onto the floor and began to attack Hagrid's coat.

"Don't do that".

Harry tried to wave the owl out of the way, but it snapped its beak fiercely at him and carried on savaging the coat.

"Hagrid!" said Harry loudly. "There's an owl"

"Pay him", Hagrid grunted into the sofa.

"What?"

"He wants payin' fer deliverin' the paper. Look in the pockets".

Hagrid's coat seemed to be made of nothing but pockets – bunches of keys, slug pellets, balls of string, peppermint humbugs, teabags... finally, Harry pulled out a handful of strange looking coins.

"Give him five Knuts", said Hagrid sleepily.

"Knuts?"

"The little bronze ones".

Harry counted out five little bronze coins, and the owl held out his leg so Harry could put the money into a small leather pouch tied to it. Then he flew off through the open window.

Hagrid yawned loudly, sat up, and stretched.

"Best be off, Harry, lots ter do today, gotta get up ter London an' buy all year stuff fer school".

Harry was turning over the wizard coins and looking at them. He had just thought of something that made him feel as though the happy balloon inside him had got a puncture.

"Um – Hagrid?"

"Mm?" said Hagrid, who was pulling on his huge boots.

"I haven't got any money – and you heard Uncle Vernon last night... he won't pay for me to go and learn magic".

“Don’t worry about that”, said Hagrid, standing up and scratching his head. “D’yeh think yer parents didn’t leave yeh anything?”

“But if their house was destroyed”

“They didn’ keep their gold in the house, boy! Nah, first stop fer us is Gringotts. Wizards’ bank. Have a sausage, they’re not bad cold – an’ I wouldn’ say no teh a bit o’ yer birthday cake, neither”.

“Wizards have banks?”

“Just the one. Gringotts. Run by goblins”.

Harry dropped the bit of sausage he was holding.

“Goblins?”

“Yeah–so yeh’d be mad ter try an’ rob it, I’ll tell yeh that. Never mess with goblins, Harry. Gringotts is the safest place in the world fer anything yeh want ter keep safe–’cept maybe Hogwarts. As a matter o’ fact, I gotta visit Gringotts anyway. Fer Dumbledore. Hogwarts business.” Hagrid drew himself up proudly. “He usually gets me ter do important stuff fer him. Fetchin’ you gettin’ things from Gringotts – knows he can trust me, see.

“Got everythin’? Come on, then”.

Harry followed Hagrid out onto the rock. The sky was quite clear now and the sea gleamed in the sunlight. The boat Uncle Vernon had hired was still there, with a lot of water in the bottom after the storm.

“How did you get here?” Harry asked, looking around for another boat.

“Flew”, said Hagrid.

“Flew?”

“Yeah – but we’ll go back in this. Not s’posed ter use magic now I’ve got yeh”.

They settled down in the boat, Harry still staring at Hagrid, trying to imagine him flying.

“Seems a shame ter row, though”, said Hagrid, giving Harry another of his sideways looks. “If I was ter – er – speed things up a bit, would yeh mind not mentionin’ it at Hogwarts?”

“Of course not”, said Harry, eager to see more magic. Hagrid pulled out the pink umbrella again, tapped it twice on the side of the boat, and they sped off toward land.

“Why would you be mad to try and rob Gringotts?” Harry asked.

“Spells – enchantments”, said Hagrid, unfolding his newspaper as he spoke. “They say there’s dragons guardin’ the highsecurity vaults. And then yeh gotta find yer way—Gringotts is hundreds of miles under London, see. Deep under the Underground. Yeh’d die of hunger tryin’ ter get out, even if yeh did manage ter get yer hands on summat”.

Harry sat and thought about this while Hagrid read his newspaper, the Daily Prophet. Harry had learned from Uncle Vernon that people liked to be left alone while they did this, but it was very difficult, he’d never had so many questions in his life.

“Ministry o’ Magic messin’ things up as usual”, Hagrid muttered, turning the page.

“There’s a Ministry of Magic?” Harry asked, before he could stop himself.

“‘Course”, said Hagrid. “They wanted Dumbledore fer Minister, o’ course, but he’d never leave Hogwarts, so old Cornelius Fudge got the job. Bungler if ever there was one. So he pelts Dumbledore with owls every morning, askin’ fer advice”,

“But what does a Ministry of Magic do?”

“Well, their main job is to keep it from the Muggles that there’s still witches an’ wizards up an’ down the country”.

“Why?”

“Why? Blimey, Harry, everyone’d be wantin’ magic solutions to their problems. Nah, we’re best left alone”.

At this moment the boat bumped gently into the harbor wall. Hagrid folded up his newspaper, and they clambered up the stone steps onto the street.

Passersby stared a lot at Hagrid as they walked through the little town to the station. Harry couldn’t blame them. Not only was Hagrid twice as tall as anyone else, he kept pointing at perfectly ordinary things like parking meters and saying loudly:



“See that, Harry? Things these Muggles dream up, eh?”

“Hagrid”, said Harry, panting a bit as he ran to keep up, “did you say there are *dragons* at Gringotts?”

“Well, so they say”, said Hagrid. “Crikey, I’d like a dragon”.

“You’d like one?”

“Wanted one ever since I was a kid – here we go”.

They had reached the station. There was a train to London in five minutes’ time. Hagrid, who didn’t understand “Muggle money”, as he called it, gave the bills to Harry so he could buy their tickets.

People stared more than ever on the train. Hagrid took up two seats and sat knitting what looked like a canary yellow circus tent.

“Still got yer letter, Harry?” he asked as he counted stitches. Harry took the parchment envelope out of his pocket.

“Good”, said Hagrid. “There’s a list there of everything yeh need”.

Harry unfolded a second piece of paper he hadn’t noticed the night before, and read:

HOGWARTS SCHOOL of WITCHCRAFT and WIZARDRY  
UNIFORM

First year students will require:

1. Three sets of plain work robes (black)<sup>[LSEP]</sup>
2. One plain pointed hat (black) for day wear<sup>[LSEP]</sup>
3. One pair of protective gloves (dragon hide or similar)
4. One winter cloak (black, silver fastenings)

Please note that all pupils’ clothes should carry name tags

COURSE BOOKS

All students should have a copy of each of the following:

The Standard Book of Spells (Grade 1) by Miranda Goshawk

A History of Magic by Bathilda Bagshot

Magical Theory by Adalbert Waffling

A Beginners’ Guide to Transfiguration by Emeric Switch

One Thousand Magical Herbs and Fungi by Phyllida Spore  
Magical Drafts and Potions by Arsenius Jigger  
Fantastic Beasts and Where to Find Them by Newt Scamander  
The Dark Forces: A Guide to Self Protection by Quentin Trimble

#### OTHER EQUIPMENT

1 wand

1 cauldron (pewter, standard size 2) set

1 set of glass or crystal phials

1 telescope set

1 brass scales

Students may also bring an owl OR a cat OR a toad

PARENTS ARE REMINDED THAT FIRST YEARS ARE NOT ALLOWED  
THEIR OWN BROOMSTICKS

“Can we buy all this in London?” Harry wondered aloud.

“If yeh know where to go”, said Hagrid.

На следующее утро Гарри проснулся рано. Он знал, что уже рассвело, но не торопился открывать глаза.

«Это был сон, – твердо сказал он себе. – Мне приснилось, что ко мне приходил великан по имени Хагрид, чтобы сообщить мне, что я пойду учиться в школу волшебников. Когда я открою глаза, то окажусь дома в своем чулане».

Внезапно раздался громкий стук

«А вот и тетя Петунья», – подумал Гарри с замиранием сердца. Но глаза его все еще были закрыты. Сон был слишком хорош, чтобы просыпаться.

Тук Тук Тук

– Хорошо, – пробормотал Гарри. – Я встаю. Он сел, и тяжелая куртка Хагрида, под которой он спал, упала на пол. Хижина была залита светом, ураган кончился, Хагрид спал на сломанной софе, а на подоконнике сидела сова с зажатой в клюве газетой «стучала когтем в окно. Гарри вскочил с постели. Счастье распирало его изнутри, словно он проглотил воздушный

шар. Гарри подошел к окну и распахнул его. Сова влетела в комнату и уронила газету прямо на Хагрида, но тот не проснулся. Затем сова спикировала на пол и набросилась на куртку Хагрида.

– Прекрати!

Гарри замахал руками, чтобы прогнать сову, но она яростно щелкнула клювом и продолжила терзать куртку.

– Хагрид! – громко позвал Гарри. – Тут сова...

– Заплати ей, – проворчал Хагрид, уткнувшись лицом в софу.

– Что?

– Она хочет, чтоб мы ей денег дали за то, что он газету притащила.

Деньги в кармане.

Казалось, что куртка Хагрида состоит из одних карманов. Связки ключей, расплющенные дробинки, мотки веревки, мятные леденцы, пакетики чая... Наконец Гарри вытащил пригоршню странного вида монет.

– Дай ей пять кнатов, – сонно произнес Хагрид.

– Кнатов?

– Маленьких бронзовых монеток.

Гарри отсчитал пять бронзовых монеток, и сова вытянула лапу, к которой был привязан кожаный мешочек. А затем вылетела в открытое окно. Хагрид громко зевнул, сел и потянулся.

– Пора идти, Гарри. У нас с тобой делов куча, нам в Лондон надо смотаться да закупить тебе всяких штук, которые для школы нужны.

Гарри вертел в руках волшебные монетки, внимательно их разглядывая. Он только что подумал кое о чем, и ему показалось, что поселившийся внутри его шар счастья начал сдуваться.

– М-м-м... Хагрид?

– А? – Хагрид натягивал свои огромные башмаки.

– У меня нет денег, и вы...

Великан внимательно посмотрел на него, словно напоминая о вчерашнем уговоре. Гарри вдруг понял, что ему, всегда такому вежливому

и обращающемуся на «вы» ко всем старшим, будет легко называть Хагрида на «ты». Потому что Хагрид относился к нему с большей теплотой, чем кто бы то ни было, и вел себя как друг.

– Ты слышал, что сказал вчера вечером дядя Вернон. Он не будет платить за то, чтобы я учился волшебству

– А ты не беспокойся. – Хагрид встал и почесал голову. – Ты, что ли, думаешь, что твои родители о тебе не позаботились?

– Но если от их дома ничего не осталось...

– Да ты что, они ж золото свое не в доме хранили! – отмахнулся Хагрид. – Короче, мы первым делом в «Гринготтс» заглянем, в наш банк. Ты съешь сосиску, они и холодные очень ничего. А я, если по правде, не откажусь от кусочка твоего вчерашнего именинного торта.

– У волшебников есть свои банки?

– Только один. «Гринготтс». Там гоблины всем заправляют. – Гарри уронил кусок сосиски, который он держал руке.

– Гоблины?

– Да, и поэтому я тебе так скажу: только сумасшедший может решиться ограбить этот банк. С гоблинами, Гарри, связываться опасно, да, запомни это. поэтому если захочешь... э-э... что-то спрятать, то надежнее «Гринготтса» места нет... Разве что Хогвартс. Да сам увидишь сегодня, когда за деньгами твоими придем – заодно и я там дела свои сделаю. Дамблдор мне поручил кой-чего, да! – Хагрид горделиво выпрямился. – Он мне всегда всякие серьезные вещи поручает. Тебя вот забрать, из «Гринготтса» кое-что взять – он знает, что мне доверять можно, понял? Ну ладно, пошли.

Гарри вышел на скалу вслед за Хагридом. Небо было чистым, и море поблескивало в лучах солнца! Лодка, которую арендовал дядя Верной, все еще была: здесь, но после урагана она была залита водой.

– А как ты сюда попал? – Гарри огляделся, но другой лодки так и не увидел.

– Прилетел, – ответил Хагрид.

– Прилетел?

– Да... не будем об этом. Теперь, когда ты со мной мне... э-э... нельзя чудеса творить.

Они уселись в лодку, а Гарри продолжал внимательно разглядывать Хагрида, пытаясь представить его летящим.

– Хотя... да... если по правде, глупо было б грести самому. – Хагрид покосился на Гарри. – Если я... э-э... Если я сделаю так, чтоб мы побыстрее поплыли, ты ведь никому в Хогвартсе не расскажешь?

– Конечно нет! – выпалил Гарри, которому не терпелось увидеть что-нибудь магическое. Хагрид вытащил свой розовый зонт, дважды стукнул им о борт лодки, и та помчалась.

– А почему только сумасшедший может попытаться ограбить «Гринготтс»? – поинтересовался Гарри.

– Заклинания, колдовство, – ответил Хагрид, разворачивая газету. – Говорят, что там у них самые секретные сейфы драконы охраняют. К тому же оттуда еще выбраться надо... «Гринготтс» глубоко под землей находится... сотни миль под Лондоном — чуешь? Глубже, чем метро. Даже если повезет грабителю и получится у него украсть что-нибудь, он с голоду помрет, пока оттуда выберется, да!

Гарри сидел и думал об услышанном. Хагрид читал газету, которая называлась «Ежедневный пророк». Гарри помнил, как дядя Верной твердил, что, когда человек читает газету, он не любит, чтобы ему мешали. Но сейчас оставить Хагрида в покое было нелегко, потому что никогда в жизни Гарри не хотелось задать столько вопросов.

– Ну вот, Министерство магии опять дров наломало, – пробормотал Хагрид, переворачивая страницу

– А есть такое Министерство? – спросил Гарри, позабыв, что мешать читающему газету не следует.

– Есть-есть, – ответил Хагрид. – Сначала хотели, чтоб Дамблдор министром стал, но он никогда Хогвартс не оставит, во как! Так что

в министры старый Корнелиус Фадж пошел. А хуже его не найдешь. Он теперь каждое утро к Дамблдору сов посылает за советами.

– А чем занимается Министерство магии?

– Ну, их главная работа, чтоб люди не догадались, что в стране на каждом углу волшебники живут.

– Почему?

– Почему? Да ты чо, Гарри? Все ж сразу захотят волшебством свои проблемы решить, эт точно! Не, лучше, чтоб о нас не знали.

В этот момент лодка мягко стукнулась о стену причала. Хагрид сложил газету, и они поднялись по каменным ступеням и оказались на улице. Пока они шли к станции, жители маленького городка во все глаза смотрели на Хагрида. Гарри их прекрасно понимал. Дело даже не в том, что Хагрид был вдвое выше обычного человека, он еще и всю дорогу тыкал пальцем в самые простые, на взгляд Гарри, предметы, вроде парковочных счетчиков, и громко восклицал:

– Ну дела, Гарри! И чего эти маглы только не придумают!

– Хагрид! — произнес Гарри, немного запыхавшись, потому что ему было нелегко поспевать за Хагридом. – Ты сказал, что в «Гринготтсе» есть драконы?

– Ну, так говорят, – ответил Хагрид. – Э-э-э, хотел бы я иметь дракона.

– Ты хотел бы иметь дракона?

– Всегда хотел... еще когда маленьким совсем был. Все, пришли мы.

Они были на станции. Поезд на Лондон отходил через пять минут. Хагрид заявил, что ничего не понимает в деньгах маглов, и сунул Гарри несколько купюр, чтобы тот купил билеты. В поезде на них глазели еще больше, чем на улице. Хагрид занял сразу два сиденья и начал вязать нечто похожее на шатер канареечного цвета, вроде тех, где устраивают представления циркачи.

– А письмо-то у тебя с собой, Гарри? – спросил он, считая петли. Гарри вытащил из кармана пергаментный конверт.

– Отлично, – сказал Хагрид. – Там есть список всего того, что для школы нужно.

Гарри развернул второй листок бумаги, который не заметил вчера, и начал читать.

## ШКОЛА ЧАРОДЕЙСТВА И ВОЛШЕБСТВА «Хогвартс»

### Форма

Студентам-первокурсникам требуется:

- три простых рабочих мантии (черных);
- одна простая остроконечная шляпа (черная) на каждый день;
- одна пара защитных перчаток (из кожи дракона или аналогичного по свойствам материала);
- один зимний плащ (черный, застежки серебряные).

Пожалуйста, не забудьте, что на одежду должны быть нашиты бирки с именем и фамилией студента.

### Книги

Каждому студенту полагается иметь следующие книги:

- Миранда Гуссокл «Курсическая книга заговоров и заклинаний» (первый курс);
- Батильда Бэгшот «История магии»;
- Адальберт Уоффлинг «Теория магии»;
- Эмерик Свитч «Пособие по трансфигурации для начинающих»;
- Филли-да Спора «Тысяча магических растений и грибов»;
- Жиг Мышьякофф «Магические отвары и зелья»;
- Ньют Саламандер «Фантастические звери: места обитания»;
- Квентин Тримбл «Темные силы: пособие по самозащите».

Также полагается иметь:

- 1 волшебную палочку;
- 1 котел (оловянный, стандартный размер №2);
- 1 комплект стеклянных или хрустальных флаконов;
- 1 телескоп;

– 1 медные весы.

Студенты также могут привезти с собой сову, или кошку, или жабу.

НАПОМИНАЕМ РОДИТЕЛЯМ, ЧТО ПЕРВОКУРСНИКАМ НЕ ПОЛОЖЕНО ИМЕТЬ СОБСТВЕННЫЕ МЕТЛЫ.

– И это все можно купить в Лондоне? – ахнул Гарри.

– Если знаешь, где искать, – ответил Хагрид.

(Перевод Оранского И.В.)

*Exercise 22. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text. Prepare a translation of your own.*

**“A Study in Scarlet” by Arthur Conan Doyle**

There I stayed for some time at a private hotel in the Strand, leading a comfortless, meaningless existence, and spending such money as I had, considerably more freely than I ought. So alarming did the state of my finances become, that I soon realized that I must either leave the metropolis and rusticate somewhere in the country, or that I must make a complete alteration in my style of living. Choosing the latter alternative, I began by making up my mind to leave the hotel, and take up my quarters in some less pretentious and less expensive domicile.

On the very day that I had come to this conclusion, I was standing at the Criterion Bar, when someone tapped me on the shoulder, and turning round I recognized young Stamford, who had been a dresser under me at Bart's. The sight of a friendly face in the great wilderness of London is a pleasant thing indeed to a lonely man. In old days Stamford had never been a particular crony of mine, but now I hailed him with enthusiasm, and he, in his turn, appeared to be delighted to see me. In the exuberance of my joy, I asked him to lunch with me at the Holborn, and we started off together in a hansom.

“Whatever have you been doing with yourself, Watson?” he asked in undisguised wonder, as we rattled through the crowded London streets. “You are as thin as a lath and as brown as a nut”.



I gave him a short sketch of my adventures, and had hardly concluded it by the time that we reached our destination.

“Poor devil!” he said, commiseratingly, after he had listened to my misfortunes. “What are you up to now?”

“Looking for lodgings”, I answered.

**«Этюд в багровых тонах», Артур Конан Дойл.**

В Лондоне я некоторое время жил в гостинице на Стрэнде и влачил неуютное и бессмысленное существование, тратя свои гроши гораздо более привольно, чем следовало бы. Наконец мое финансовое положение стало настолько угрожающим, что вскоре я понял: необходимо либо бежать из столицы и прозябать где-нибудь в деревне, либо решительно изменить образ жизни. Выбрав последнее, я для начала решил покинуть гостиницу и найти себе какое-нибудь более непритязательное и менее дорогостоящее жилье.

В тот день, когда я пришел к этому решению, в баре Критерион кто-то хлопнул меня по плечу. Обернувшись, я увидел молодого Стэмфорда, который когда-то работал у меня фельдшером в лондонской больнице. Как приятно одинокому увидеть вдруг знакомое лицо в необъятных дебрях Лондона!

В прежние времена мы со Стэмфордом никогда особенно не дружили, но сейчас я приветствовал его почти с восторгом, да и он тоже, по-видимому, был рад видеть меня. От избытка чувств я пригласил его позавтракать со мной, и мы тотчас же взяли кэб и поехали в Холборн.

– Что вы с собой сделали, Уотсон? – с нескрываемым любопытством спросил он, когда кэб застучал колесами по людным лондонским улицам.

– Вы высохли, как щепка, и пожелтели, как лимон!

Я вкратце рассказал ему о своих злоключениях и едва успел закончить рассказ, как мы доехали до места.

– Эх, бедняга! – посочувствовал он, узнав о моих бедах.

– Ну, и что же вы подделываете теперь?

– Ищу квартиру, – ответил я.

(Перевод Натальи Тренёвой)

*Exercise 23. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text. Prepare a translation of your own.*

***“Fahrenheit 451” by R. D. Bradbury***

A shotgun blast went off in his leg every time he put it down and he thought, you're a fool, a damn fool, an awful fool, an idiot, an awful idiot, a damn idiot, and a fool, a damn fool; look at the mess and where's the mop, look at the mess, and what do you do? Pride, damn it, and temper, and you've junked it all, at the very start you vomit on everyone and on yourself. But everything at once, but everything one on top of another; Beatty, the women, Mildred, Clarisse, everything. No excuse, though, no excuse. A fool, a damn fool, go give yourself up!

No, we'll save what we can, we'll do what there is left to do. If we have to burn, let's take a few more with us. Here!

He remembered the books and turned back. Just on the off chance.

He found a few books where he had left them, near the garden fence. Mildred, God bless her, had missed a few. Four books still lay hidden where he had put them. Voices were wailing in the night and flashbeams swirled about. Other Salamanders were roaring their engines far away, and police sirens were cutting their way across town with their sirens.

Montag took the four remaining books and hopped, jolted, hopped his way down the alley and suddenly fell as if his head had been cut off and only his body lay there. Something inside had jerked him to a halt and flopped him down. He lay where he had fallen and sobbed, his legs folded, his face pressed blindly to the gravel.

Beatty wanted to die.

(R.D. Bradbury Fahrenheit 451: сборник. Сост. Н.М. Пальцев. – На англ. яз. – М.: Радуга, 1983. – С. 384. URL:<https://liteka.ru/english/library/1842-fahrenheit-451-0#84>)

***«451 градус по Фаренгейту», перевод – Шинкарь Т.Н.***

Острая боль пронизывала ногу всякий раз, как он ступал на нее, и он думал: дурак, дурак, болван, идиот, чертов идиот, дурак проклятый....

Посмотри, что ты натворил, и как теперь все это расхлебывать, как? Гордость, будь она проклята, и гнев – да, не сумел сдержать себя и вот все испортил, все погубил в самом начале. Правда, столько навалилось на тебя сразу – Битти, эти женщины в гостиной, Милдред, Кларисса. И все же нет тебе оправдания, нет! Ты дурак, проклятый болван! Так выдать себя!

Но мы еще спасем то, что осталось, мы все сделаем, что можно. Если уж придется гореть, так прихватим кое-кого с собой. Да!

Он вспомнил о книгах и повернул обратно. Надо их взять. На всякий случай.

Он нашел книги там, где оставил их, – у садовой ограды. Милдред, видно, подобрала не все. Четыре еще лежали там, где он их спрятал. В темноте слышались голоса, вспыхивали огни. Где-то далеко уже грохотали другие Саламандры, рев их сирен сливался с ревом полицейских автомобилей, мчавшихся по ночным улицам.

Монтэг поднял книги и снова запрыгал и заковылял по переулку. Вдруг он упал, как будто ему одним ударом отсекли голову и оставили одно лишь обезглавленное тело. Мысль, внезапно сверкнувшая у него в мозгу, заставила его остановиться, швырнула его наземь. Он лежал, скорчившись, уткнувшись лицом в гравий, и рыдал.

Битти хотел умереть.

(Р.Д. Брэдбери, 451 градус по Фаренгейту. – ООО «Издательство «Эксмо», 2013. – С. 150.

URL:file:///C:/Users/sony/Downloads/451\_gradyc\_po\_fapengeyty.pdf)

***Exercise 23. Compare the SLT with the TLT. Find the differences and state what translation transformations were employed to transfer the semantics of the original text. Prepare a translation of your own.***

**“Great Expectations” by Charles Dickens**

She was dressed in rich materials, – satins, and lace, and silks, – all of white. Her shoes were white. And she had a long white veil dependent from her hair, and

she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about. She had not quite finished dressing, for she had but one shoe on, – the other was on the table near her hand, – her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a Prayer-Book all confusedly heaped about the looking-glass.

**Чарльз Диккенс. «Большие надежды»**

Она была одета очень богато: атласное платье было расшито кружевами и шелком. Все было белое. Ее туфли тоже были белые, а волосы покрывала длинная белая вуаль. В волосах были цветы, которые украшают невесту на свадьбу. Волосы ее тоже были белые. Яркие украшения блестели на ее шее и на руках, а несколько браслетов и колец лежали на туалетном столике. По всей комнате были разбросаны платья, правда, менее красивые, чем то, в которое она была одета, и наполовину упакованные чемоданы. Она еще не закончила свой туалет: на ноге была одна туфля, другая лежала на туалетном столике, а фата была прикреплена только с одной стороны; на руке не было часов, кружевная накидка и еще несколько безделушек, перчатки, букет цветов и молитвенник лежали, как попало, около зеркала.

**Part V**  
**Texts for Oral Translation**

*Exercise 1. Work in the groups of 3: 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.*

– Sit. You see by your file you've served 20 years of a life sentence.

– Yes, sir.

– You feel you've been rehabilitated?

– OH, yes, sir. Absolutely, sir. I mean, I learned my lesson. I can honestly say. I'm changed man. Hm... I'm No longer danger to society. That's God's honest truth.

*(20 years later...)*

– Please Sit down. Ellis Boyd Redding. Your file say you've served 40 years of a life sentence. Do you feel you've been rehabilitated?

– Rehabilitated? Hmmm... Well, now let me see. You know, I don't have any idea what that means.

– Well, it means you are ready to rejoin society...

– I know what you think it means, sonny. To me it's Just a made-up word. A politician's word so that... young fellas like yourself can wear a suit and tie and have a job.... What do you really want to know? Am I sorry for what I did?

– Well, are you?

– There is not a day goes by I don't feel regret. Not because I am in here or because you think I should. I look back on the way I was then. A young... stupid kid who committed that terrible crime. I wanna talk to him. I wanna try and talk some sense to him, tell him the way things are. But I can't. That kid's long gone. This old man is all that's left. I gotta live with that... Rehabilitated? It's just a bullshit word. So you gone and stamp your form, sonny and stop wasting my time. Because to tell you the truth, I don't really care.

(«Побег из Шоушенка»)

*Exercise 2. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.*

## **BOOKING A ROOM AT A HOTEL**

Characters:

1. Receptionist (R)

2. Mr. Stock (S)

R: Good morning. Can I help you?

S: I'd like to check in for a room here.

R: Have you made a reservation?

S: Yes, I have. My name's Stock. I booked a suite with your hotel two weeks ago.

R: If you'll wait a moment, sir, I'll check it with the guest list. Yes, that's right.

A suite from today for five days.

S: Well, you see, my wife felt unwell yesterday and couldn't come with me. Could I change this suite for something smaller?

R: Well, I really don't know, sir. We're rather full at the moment because of the trade fair. You should really have mentioned the change when you confirmed your reservation.

S: Yes, I know, but she seemed to be quite all right when I phoned you.

R: Just a moment, though. I'll see what I can do. What kind of room do you have in mind?

S: A single room with bath, and somewhere away from the front of the hotel, if possible.

R: Oh, I'm sorry, sir, but all single rooms are engaged now. There are only two double rooms available.

S: Well, how much do you charge for a double room?

R: Doubles are 200 dollars per night.

S: I see... What kind of rooms are the double rooms?

R: Very nice rooms, sir. I can offer you a room overlooking the garden, and there's another one facing the courtyard. They are both very quiet.

S: Do these rooms have a bath?

R: Yes, they all have baths and showers, TV sets, radios, telephones – direct dialling, a double bed, wall-to-wall carpeting, lamps: you name it, they have it.

S: And breakfast?

R: No breakfast. There's a restaurant here in the hotel, which is separate from the hotel bill.

S: All right, fine. Um... then I'll take the double room overlooking the garden.

R: Very good, sir. How long do you intend to stay?

S: Five days, if that's possible.

R: No problem, and you can always extend your stay if necessary.

S: Fine. Could I check in now?

R: OK. Would you fill in the arrival card: your name, address, the license number of your car. And sign the register right here, please. That's fine. Would you mind letting us know the day before you check out from the hotel? We can have your bill ready for you then.

S: Sure. By the way, can I have my dinner sent to my room?

R: Certainly. Just dial extension 5 for Room Service. Here are your hotel card and your key. Your room No. is 245. I'll call the bell-man, and he'll take you and your cases to your room in the lift.

S: Thank you very much indeed.

R: You're quite welcome. Enjoy your stay. And if you need any help, just give us a call.

***Exercise 3. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

Waiter: Welcome to our restaurant. Did you book a table in advance?

David: Hello. Yes, we ordered a table for Laurins.

W: All right. Follow me. Here's your table, as you wanted, by the window. Let me take you and your lady's coats.

D: Yes, please. Sit down, dear.

W: Check out our menu. I'll come in a minute ... Are you ready to order?

D: No, not yet. Give us a little time to study the menu.

W: Good. Call me when you're ready.

D: Darling, what will you eat?

Amanda: Oh, there is such a chic choice of dishes. I am even confused. What would you advise?

D: I can recommend fried duck with cream sauce. A tasty dish. The fish here is also gorgeous. Actually, the chef in this restaurant is a true master. All his dishes are delicious.

A: Then I'll order a salad with seafood and a duck.

D: And the dessert?

A: I would like to try a cheesecake. I love to cook it myself, but I will not refuse from the ready dish.

A: Excellent. Waiter!

W: I'm listening to you.

D: Bring us, please, a salad with seafood and a duck for the lady, and I'll order a julien with mushrooms and entrecote.

W: Will you order the dessert?

D: Yes, of course. One cheese cake and a slice of banana cake.

W: What will you drink?

D: Today we have a holiday, an anniversary, which means that we will drink champagne.

W: Dry, sweet or semisweet?

D: White semisweet.

W: Excellent choice. Your order will be ready in 15 minutes. Shall I bring the champagne right now?

D: Yes, so it will not be boring to wait for our order.

W: Here is your champagne. And this is a gift from the chef in honor of your holiday.

D: Thank you very much. We are very pleased!

A: Your order, sir. Anything else?

D: Thank you. All is perfect.



*Exercise 4. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.*

Официант: Добро пожаловать в наш ресторан. Вы заказывали столик заранее?

Дэвид: Здравствуйте. Да мы заказывали столик на имя Лоринс.

О: Все верно. Пройдите за мной. Вот ваш столик, как вы и хотели, у окна. Позвольте, я возьму ваше пальто и пальто вашей дамы.

Д: Да, пожалуйста. Садись, дорогая.

О: Ознакомьтесь с нашим меню. Я подойду через минуту... Вы готовы сделать заказ?

Д: Нет, еще нет. Дайте нам немного времени, чтобы изучить меню.

О: Хорошо. Позовите меня, когда будете готовы.

Д: Милая, что ты будешь есть?

Аманда: О, здесь такой шикарный выбор блюд. Я даже растерялась. Что бы ты посоветовал?

Д: Я могу порекомендовать жареную утку под сливочным соусом. Прекрасное блюдо. Рыба здесь тоже великолепная. В принципе, шеф-повар в этом ресторане настоящий мастер своего дела. Все блюда очень вкусные.

А: Тогда я закажу салат с морепродуктами и утку.

Д: А десерт?

А: Я бы хотела попробовать чизкейк. Очень люблю готовить его сама, но не откажусь и от готового блюда.

А: Отлично. Официант!

О: Слушаю вас.

Д: Принесите нам, пожалуйста, салат из морепродуктов и утку для дамы, а я закажу жульен с грибами и антрекот.

О: Десерт будете заказывать?

Д: Да, конечно. Один чизкейк и кусочек бананового пирога.

О: Что будете пить?

Д: Сегодня у нас праздник, годовщина, а значит, мы будем пить шампанское.

О: Сухое, сладкое или полусладкое?

Д: Белое полусладкое.

О: Прекрасный выбор. Ваш заказ будет готов через 15 минут. Принести шампанское сразу?

Д: Да, так нам будет не скучно ждать.

О: Ваше шампанское. А это подарок от шеф-повара в честь вашего праздника.

Д: Большое спасибо. Нам очень приятно!

О: Ваш заказ, сэр. Что-нибудь еще?

Д: Спасибо. Все отлично.

***Exercise 5. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

**“CORALINE”**

Coraline steps out through the same little door, into what looks like the exact same living room she just left, only something is different – it feels deeper, more dimensional. She looks around, notices the painting over the fireplace: the crying blue boy is now smiling, his shirt clean and his ice cream back on his cone. From across the hall, warm light comes from the kitchen and the smell of delicious food wafts towards her nose.

Coraline enters to see her mother cooking at the stove, wearing an apron and rooster-head oven mitts. The light and colors are much warmer and the details more perfect in this kitchen. Other Mother is facing away from Coraline as she works.

**CORALINE:** Mmmmm, something smells good.. Mom?! What are you doing here in them idle of the night?

Her mother turns from the stove to greet her and Coraline is DUMBSTRUCK: she's got BUTTONS FOR EYES! She beams with happiness at Coraline's arrival.

**OTHER MOTHER:** You're just in time for supper, dear!

**CORALINE:** You're not my mother.

**CORALINE (CONT'D):** My mother doesn't have b-b-buh... [Coraline points to her own eye.]

**OTHER MOTHER:** B-b-b-buttons? Do you like them? [She taps one with her nail.]I'm your Other Mother, silly. Now go tell your Other Father that supper's ready.

She sees the back of a man like her father, only with more hair. Instead of tapping away at his computer, though, he's picking notes on a baby grand piano.

**CORALINE:** Hello?

He turns around. He, too, has SHINY BUTTON EYES. He seems happier and a little more handsome than real Dad, and wears an iridescent robe over polka dot pajamas, with orange monkey slippers on his feet. He smiles broadly.

**OTHER FATHER:** Hello, Coraline. Want to hear my new song?

**CORALINE:** My father can't play piano.

**OTHER FATHER:** No need to ... this piano plays ME!

Dr. Seuss gloves connected with rods and pulleys pop out of the piano's front and onto his hands. His hands raise up then drop down to play pounding stride piano as other father sings out.

**OTHER FATHER (CONT'D):** Making up a song about Coraline. She's a peach, she's a doll, she's a pal of mine. She's as cute as a button in the eyes of everyone who ever laid their eyes on Coraline.

Coraline is amazed as his hands fly.

**OTHER FATHER (CONT'D):** When she comes around exploring, Mom and I will never ever make it boring our eyes will be on Coraline.

Anxious, she taps his shoulder to stop him.

**CORALINE:** I, uh sorry but she said to tell youthe food's ready.

**OTHER FATHER:** Mmmmm! Who's starving? Raise your hand.

He sticks his hand up, still in a glove, and his other gloved hand slaps his face. She laughs, then covers her mouth.

*Exercise 6. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.*

**From “Harry Potter”**

**Scene:** Eating bundles of sweets. Ron's rat, Scabbers, is perched on Ron's knee, a box over its head.

**Harry:** Bertie Bott's Every Flavour Beans?

**Ron:** They mean every flavour! There's chocolate and peppermint, and there's also spinach, liver and tripe. George swore he got a bogey-flavoured one once!

Harry quickly takes the bean he was chewing out of his mouth.

**Harry:** {picks up blue and gold package} These aren't real chocolate frogs, are they?

**Ron:** It's only a spell. Besides, it's the cards you want. Each pack's got a famous witch or wizard. I got about 500 meself.

**Frog:** Ribbit. {The frog jumps onto the window and climbs up, then leaps out the window...disappearing.}

**Ron:** Oh, that's rotten luck. They've only got one good jump in them to begin with.

**Harry:** Hey, I got Dumbledore!

**Ron:** I got about 6 of him.

**Harry:** Hey, he's gone!

**Ron:** Well, you can't expect him to hang around all day, can you? {Scabbers squeaks} This is Scabbers, by the way, pitiful, isn't he?

**Harry:** Just a little bit.

**Ron:** Fred gave me a spell as to turn him yellow. Want to see?

**Harry:** Yeah!

**Ron:** {clears throat} Ahem. Sun-

A girl, HERMIONE GRANGER, with bushy brown hair appears at the doorway.

**Hermione:** Has anyone seen a toad? A boy named Neville's lost one.

**Ron:** No.

**Hermione:** Oh, are you doing magic? Let's see then.

**Ron:** Aghhhehm. Sunshine, daises, butter mellow, turn this stupid fat rat yellow!

{Zap. Nothing happens. Ron shrugs.}

**Hermione:** Are you sure that's a real spell? Well, it's not very good, is it? Of course I've only tried a few simple spells myself, and they've all worked for me. For example... {Hermione goes over and sits across from Harry. He points her hand at his glasses and Harry tenses} *Oculus Reparo*. {The glasses, which noseband is battered, are repaired. Harry takes them off, amazed.} That's better, isn't it? Holy Cricket, you're Harry Potter. I'm Hermione Granger...and you are...?

**Ron:** {full mouth} I'm...Ron Weasley.

**Hermione:** Pleasure. You two better change into your robes. I expect we'll be arriving soon. {Gets up and leaves, then comes back and looks at Ron.} You've got dirt, on your nose, by the way, did you know? Just there. {Points} {Ron scratches his nose, embarrassed.}

*Exercise 7. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.*

### **Job Interview**

– Good morning, Miss Jones. So you applied for a job in our team. Am I right?

– Yes, I did. I sent my resume for a position of a restaurant manager.

– That's good. I'd like to know a bit more about you. Probably you could tell us about your education first.

– Well, I left school at 17 and then for the next five years I studied at Kazan Federal University. I graduated the Department of economics with high honors and was qualified as a manager of enterprise. And after that I did a one-year computer course.

– Well. Your education sounds great, Miss Jones. And have you got any experience? Have you worked before?

– Certainly. First I worked as a manager at children's clothes shop. I stayed there for four years and then I moved on to my present company. They offered me a job of a manager in a big cafe.

- That's very interesting. Why aren't you happy with your present job, Miss Jones? Why are you going to leave them?
- Well. The salary isn't so bad, I must admit. But the work schedule isn't convenient for me. And I often do a lot of overtime there. Besides you have an excellent reputation and I hope to have more opportunity and growth potential in your company.
- I see. Do you mind business trips? And are you fluent in Italian or German?
- Oh, foreign languages are my favorites. We did Italian and German at the University and I use them when I travel.
- Very good. Can you tell me about your good points then?
- Well... I start my work on time. I learn rather quickly. I am friendly and I am able to work under pressure in a busy company.
- OK. That's enough I think. Well, Miss Jones. Thank you very much. I am pleased to talk to you and we shall inform you about the result of our interview in a few days. Good-bye.

***Exercise 8. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

Paul Varjak: [about Holly and Jose] So you're getting married, then?

Holly Golightly: Well, he hasn't really asked me, not in so many words.

Paul Varjak: Four you mean?

Holly Golightly: Huh?

Paul Varjak: Well that's how many it takes: will you marry me? I love you.

Holly Golightly: So what.

Paul Varjak: So what? So plenty! I love you, you belong to me!

Holly Golightly: No. People don't belong to people.

Paul Varjak: Of course they do!

Holly Golightly: I'll never let ANYBODY put me in a cage. What? Do you think you own me?

Paul Varjak: That's exactly what I think.

Holly Golightly: I know. It's what everybody always thinks but everybody happens to be wrong.

Paul Varjak: But I am not everybody, or am I? Is that what you really think? That I'm no different from all your others rats and super-rats? You know what's wrong with you, Miss Whoever-you-are? You're chicken, you've got no guts. You're afraid to stick out your chin and say, "Okay, life's a fact, people do fall in love, people do belong to each other, because that's the only chance anybody's got for real happiness". You call yourself a free spirit, a "wild thing", and you're terrified somebody's gonna stick you in a cage. Well baby, you're already in that cage. You built it yourself. Because no matter where you run, you just end up running into yourself.

[takes out the ring and throws it in Holly's lap]

Paul Varjak: Here. I've been carrying this thing around for months. I don't want it anymore.

Holly Golightly: I'll tell you one thing, Fred, darling... I'd marry you for your money in a minute. Would you marry me for my money?

Paul Varjak: In a minute.

Holly Golightly: I guess it's pretty lucky neither of us is rich, huh?

Paul Varjak: Yeah.

*(From "Breakfast At Tiffany's", 1961)*

***Exercise 9. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

Mr. Darcy: How are you this evening, my dear?

Elizabeth Bennet: Very well... although I wish you would not call me "my dear".

Mr. Darcy: [chuckles] Why?

Elizabeth Bennet: Because it's what my father always calls my mother when he's cross about something.

Mr. Darcy: What endearments am I allowed?

Elizabeth Bennet: Well let me think...“Lizzy” for every day, “My Pearl” for Sundays, and...“Goddess Divine”... but only on *\*very\** special occasions.

Mr. Darcy: Miss Elizabeth. I have struggled in vain and I can bear it no longer. These past months have been a torment. I came to Rosings with the single object of seeing you... I had to see you. I have fought against my better judgment, my family's expectations, the inferiority of your birth by rank and circumstance. All these things I am willing to put aside and ask you to end my agony.

Elizabeth Bennet: I don't understand.

Mr. Darcy: I love you.

Mr. Darcy: You must know... surely, you must know it was all for you. You are too generous to trifle with me. I believe you spoke with my aunt last night, and it has taught me to hope as I'd scarcely allowed myself before. If your feelings are still what they were last April, tell me so at once. My affections and wishes have not changed, but one word from you will silence me forever. If, however, your feelings have changed, I will have to tell you: you have bewitched me, body and soul, and I love – I love – I love you. I never wish to be parted from you from this day on.

Elizabeth Bennet: Sir, I appreciate the struggle you have been through, and I am very sorry to have caused you pain. Believe me, it was unconsciously done.

Mr. Darcy: Is this your reply? Are you... are you laughing at me?

Elizabeth Bennet: No.

Mr. Darcy: Are you ‘rejecting’ me?

Elizabeth Bennet: I'm sure that the feelings which, as you've told me have hindered your regard, will help you in overcoming it.

Mr. Darcy: Might I ask why, with so little endeavor at civility, I am thus repulsed?

Elizabeth Bennet: And I might as well enquire why, with so evident a design of insulting me, you chose to tell me that you liked me against your better judgment.

*(From “Pride & Prejudice”, (2005)*



***Exercise 10. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

Will: You missed Pudge Fisk's home run?

Sean: Oh yeah.

Will: To have a drink with some lady you never met?

Sean: Yeah, but you should a seen her. She was a stunner.

Will: I don't care if Helen of Troy walks in the room, that's game six! Oh my God, and who are these friends of yours who let you get away with that?

Sean: Oh, they had to.

Will: What did you say to them?

Sean: I just slid my ticket across the table and I said, "Sorry guys, I gotta see about a girl".

Will: I gotta go see about a girl?

Sean: Yeah.

Will: That's what you said? And they let you get away with that?

Sean: Oh yeah. They saw in my eyes that I meant it.

Will: You're kiddin' me.

Sean: No, I'm not kiddin' you, Will. That's why I'm not talkin' right now about some girl I saw at a bar 20 years ago and how I always regretted not going over and talking to her. I don't regret the 18 years I was married to Nancy. I don't regret the six years I had to give up counseling when she got sick. And I don't regret the last years when she got really sick. And I sure as hell don't regret missin' the damn game.

*(From "Good Will Hunting", 1997)*

***Exercise 11. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

Harry: I've been doing a lot of thinking and the thing is, I love you.

Sally: How do you expect me to respond to this?

Harry: How about, you love me too?

Sally: How about, I'm leaving?

Harry: Doesn't what I said mean anything to you?

Sally: I'm sorry, Harry. I know it's New Year's Eve. I know you're feeling lonely, but you just can't show up here, tell me you love me, and expect that to make everything all right. It doesn't work this way.

Harry: Well, how does it work?

Sally: I don't know, but not this way.

Harry: How about this way? I love that you get cold when it's 71 degrees out. I love that it takes you an hour and a half to order a sandwich. I love that you get a little crinkle above your nose when you're looking at me like I'm nuts. I love that after I spend the day with you, I can still smell your perfume on my clothes. And I love that you are the last person I want to talk to before I go to sleep at night. And it's not because I'm lonely, and it's not because it's New Year's Eve. I came here tonight because when you realize you want to spend the rest of your life with somebody, you want the rest of your life to start as soon as possible.

Sally: You see? That is just like you, Harry. You say things like that, and you make it impossible for me to hate you, and I hate you, Harry. I really hate you. I hate you.

*(From "When Harry Met Sally", 1989)*

***Exercise 12. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

Coach Davis: [In her office after a game] We've got our final games against Oregon and Oregon State, and I'm shaking things up a bit, so... I'm starting you at point again.

Monica: But, uh... I thought Sidra's ankle was OK for next game.

Coach Davis: You want the job, or not?

Monica: Yeah.

[keeps staring at Coach Davis]

Coach Davis: What?

Monica: It just... it just seems like you're always riding me.

Coach Davis: You think I'd go hoarse for a player with no potential? When I ignore you... then you worry.

...

Sidra O'Neal: That's what you get for trying to show out... freshman.

Monica: I was just trying to play ball.

Sidra O'Neal: You were trying to make me look bad.

Monica: Didn't have to try very hard.

Sidra O'Neal: The ONLY reason you here, is 'cause Tanya Randall got pregnant, and decided not to come. They were DONE recruiting.

Zvette: That's cold, Sid.

Sidra O'Neal: Just thought the girl should know.

[stalks off to the showers]

Shayla: She's just mad because she's bow-legged.

Monica: It's a trip, you know? When you're a kid, you see the life you want, and it never crosses your mind that it's not gonna turn out that way...

...

Monica: I'll play you.

Quincy: For what?

Monica: Your heart.

*(From "Love & Basketball", 2000)*

***Exercise 13. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

### **Talk About Chinese Medicine**

Fei: Hi Jerry, what's wrong? You look a bit under the weather.

Jerry: I'm not feeling very well. I seem to be coming down with another cold.

Fei: Not again! You had a cold last month, and the month before that, too.

Jerry: Well, there's not much I can do about it. I'm not sick on purpose. All I can do is take some medicine and take it easy.

Fei: Would you mind if I made a suggestion?

Jerry: No, I don't mind. Go ahead.

Fei: Maybe you should try some traditional Chinese medicine.

Jerry: If it can help me get rid of this cold, I'd be willing to give it a shot.

Fei: Actually, it might not make a difference with this cold, but it can make your whole body stronger so you won't catch so many colds.

Jerry: What's so special about traditional Chinese medicine?

Fei: One special point is that it's all natural. Chinese medicine is made from plants, not chemicals, which means there are few side-effects.

Jerry: That's a big advantage. Some people can't stand the thought of taking medicine because of all the chemicals.

Fei: Another advantage is that Chinese medicine works slowly, so it keeps your body healthy in the long run.

Jerry: That sounds like just what I need! But, how does traditional Chinese medicine work?

Fei: Basically, it helps balance two opposing forces in your body. In Chinese, we call these forces “Yin”, which is cold, dark and quiet, and “Yang”, which is hot, bright and active. If you have either too much “Yin” or too much “Yang”, your body is out of balance, and you are more likely to get sick. The purpose of traditional Chinese medicine is to put “Yin” and “Yang” back in balance.

Jerry: I see. So how can I get my hands on some Chinese medicine. Can I buy it in any pharmacy?

Fei: First, you should be examined by a traditional doctor. I know a good doctor just around the corner.

Jerry: I'm a bit afraid, Fei. Will he give me any shots or anything like that?

Fei: Don't be afraid, Jerry. The doctor will just feel your pulse and check the color of your tongue. It's very simple and painless!

Jerry: Great! I have some free time at the end of next week. How's your schedule on Thursday or Friday?

Fei: I'm free both days. I'll call the doctor to set up an appointment, then let you know what has been decided.

Jerry: That's wonderful Fei. It should be a very interesting experience for me.

***Exercise 14. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

– Good morning, Miss Swan. I am here to inquire about my request. Probably you know that I applied for a salary increase last month.

– Yes, Mr. Jackson. I've seen your request and forwarded it to our Human Resources manager.

– I hope you will consider the matter. I have been here long enough and my last 2 annual performance reviews were perfect, so I suppose my salary no longer reflects my contribution to the company development. And I haven't had a salary hike for 2 years.

– I am aware of that, but the salary issues are handled entirely by Human Resources Department.

– I must admit it's really disappointing. I am sure it's high time to ask for a raise.

– The manager responded that it's not our policy to increase salary by 30 %. We cannot provide you such a hike.

– I see. Can I expect a 25 % increase on my base then?

– Well, I wish you could. I will talk to the manager again about it but unfortunately 10 % is a standard in our company. We cannot pay you more than your colleagues, Mr. Jackson.

– Thank you, Miss Swan. I really want to keep working for the company but I should also be able to afford it. And if I don't get any positive responses from my boss there is probably some way that you can look at my bonus system? Some non-financial benefits like a longer vacation time or paid education, for instance?

***Exercise 15. Work in the groups of 3. 2 students are to dramatize the dialogue, and the third is to make a consequent translation (interpretation) of it.***

– Доброе утро, мисс Свон. Я пришел, чтобы узнать о моей просьбе. Возможно, вы знаете, что я обратился за повышением зарплаты в прошлом месяце.

– Да, м-р Джэксон. Я видела ваше заявление и направила его к нашему начальнику отдела кадров.

– Надеюсь, вы рассмотрите мое дело. Я работаю здесь довольно долго, и мои последние два ежегодных отчета были отличными, поэтому я считаю, что моя зарплата больше не соответствует моему вкладу в развитие компании. И у меня не было повышения зарплаты в течение 2 лет.

– Я знаю об этом, но вопросами зарплаты занимается только Отдел кадров.

– Должен признать, это очень печально. Я уверен, что пора просить о повышении.

– Начальник отдела ответил, что наши нормативы не поддерживают повышение зарплаты на 30 %. Мы не можем предоставить вам такой подъем.

– Понятно. Могу я тогда надеяться на 25 %-ное повышение моего оклада?

– Мне бы хотелось, чтобы это было так. Я поговорю с начальником еще раз, но, к сожалению, 10 % – это стандарты нашей компании. Мы не можем платить вам больше, чем вашим коллегам, м-р Джэксон.

– Благодарю вас, мисс Свон. Я очень хочу продолжать работу в этой компании, но мне также нужно быть в состоянии позволить себе это. И если я не получу никакого положительного решения от босса, возможно, существует какой-либо способ пересмотреть премиальную систему? Какие-либо нематериальные льготы, к примеру, более длительный отпуск или оплачиваемое обучение?

## Contents

Part 1. Business Correspondence.....	3
Foreword.....	3
Exercises.....	9
Part II. Mass Media Texts.....	17
Foreword.....	17
Exercises.....	18
Part III. Special Texts .....	33
Foreword.....	33
Exercises.....	33
Part IV. Learning to Translate Fiction.....	49
Foreword.....	49
Exercises.....	49
Part V. Texts for Oral Translation.....	93
Exercises.....	93
Contents.....	111

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# **LEARN TO TRANSLATE**

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