

А.С. Большакова, Н.Ю. Одиноква

TRANSLATION PRACTICE

Учебно-методическое пособие

для студентов получающих дополнительную квалификацию

«Переводчик в сфере профессиональной коммуникации»

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Большакова А.С., Одинокова Н.Ю.

Tranlsation practice: учебно-методическое пособие для студентов, получающих дополнительную квалификацию «Переводчик в сфере профессиональной коммуникации». – 50 с.

Рецензенты:

к.ф.н. Харламова Т.В.

к.ф.н. Земскова Е.В.

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Кто не знает чужих языков, не знает ничего о своем. (Иоганн Вольфганг Гёте)

У римлян ни за что не хватило бы времени на завоевание мира, если бы им пришлось сперва изучать латынь. (Генрих Гейне)

Англия и Америка - две нации, разделенные общим языком. (Оскар Уайльд)

Переводить – огромное счастье. Искусство перевода я бы сравнила только с музыкальным исполнением. Это интерпретация. (Лилианна Зиновьевна Лунгина)

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

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САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Вступительное слово

Уважаемые читатели!

Данное методическое учебное пособие ориентировано на студентов всех направлений и специальностей, получающих дополнительную квалификацию «Переводчик в сфере профессиональной коммуникации» в Национальном исследовательском Саратовском государственном университете имени Н.Г. Чернышевского, и направлено на то, чтобы помочь обучающимся в процессе подготовки к государственному экзамену по дополнительной квалификации. В данном методическом пособии представлены глоссарии и упражнения для подготовки к экзамену по переводу на тему: «Социальные проблемы». Авторы пособия надеются на то, что студенты найдут данные материалы полезными и желают всем успешной сдачи экзамена!



Нормативная база

В соответствии с Государственным образовательным стандартом высшего профессионального образования к минимуму содержания и уровню профессиональной подготовки выпускника для получения дополнительной квалификации "переводчик в сфере профессиональной коммуникации" (третий уровень высшего профессионального образования) [электронный ресурс: <http://www.sgu.ru/education/dopolnitelnoe-professionalnoe-obrazovanie/perevodchik-v-sfere-professionalnoy-kommunikacii>] предъявляются следующие общие требования к профессиональной компетенции переводчика в профессиональной сфере:

в области теории общего и частного языкознания

- знать цели и задачи науки о языке, иметь представление о месте языка в ряду культурно значимых средств коммуникации и особых чертах вербальной коммуникации;
- иметь представление о языке как системе знаков, уровнях языковой системы и их единицах;
- быть знакомым с основными понятиями теории текста;
- владеть методами коммуникативного анализа единиц языковой системы, интерпретации текста;
- иметь представление о специфике устной и письменной речи;
- владеть основными способами номинации в языке, иметь представление о значении и смысловой структуре слова, полисемии слова, значении и употреблении слова, омонимии и ее источниках;
- понимать национально-культурную специфику смысловой структуры соотносительных слов в смежных языках;
- знать специфику словообразования, морфологическое и деривационное строение слова, способы словообразования в языке, понимать специфику сочетаемости лексических единиц, знать

- понятие свободных и устойчивых словосочетаний, иметь представление о фразеологических единицах;
- иметь представление об основных разделах грамматики - морфологии и синтаксисе;
 - знать основные единицы морфологического уровня, а также части речи, грамматические категории частей речи;
 - знать основные единицы синтаксического уровня - "словосочетание, предложение, текст, их основные категории;
 - иметь представление о тексте, его единицах, семантической, структурной и коммуникативной целостности текста;
 - иметь представление о понятии стиля, стилистической классификации словарного состава языка, функциональных стилях современного изучаемого языка;
 - иметь представление о стиле научной прозы, стиле документов;
 - владеть орфографической, орфоэпической, лексической и грамматической нормами изучаемого языка в пределах программных требований;
 - знать нормы русского литературного языка, владеть навыками нормативного и стилистически целесообразного использования языковых средств.

в области теории перевода;

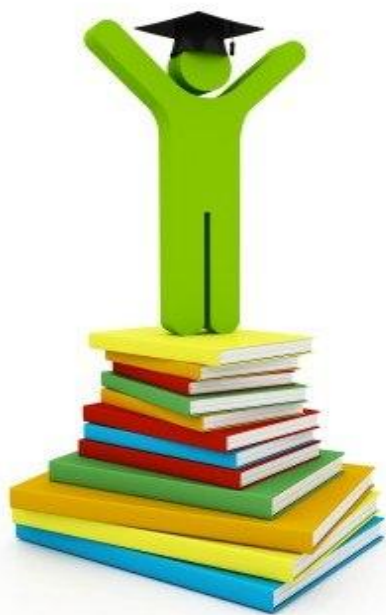
- иметь представление о классификации переводов, понятиях межъязыковой и межкультурной коммуникации, адекватности и эквивалентности перевода;
- иметь представление о прагматических аспектах перевода;
- знать основные модели перевода и переводческие трансформации и уметь использовать их при анализе процесса перевода и его результатов;

- знать основные виды переводческих соответствий и уметь использовать их при выборе варианта перевода;
- иметь представление об основных принципах перевода связного текста, а также свободных и фразеологических словосочетаний в его составе;
- иметь представление о грамматических и стилистических аспектах перевода.

в области практического курса перевода;

- уметь осуществлять предпереводческий анализ текста, определять цель перевода, характер его рецепторов и тип переводимого текста;
- уметь выбирать общую стратегию перевода с учетом его цели и типа оригинала, уметь осуществлять письменный / в ограниченном объеме – устный / перевод текстов, относящихся к сфере основной профессиональной деятельности;
- уметь использовать основные способы и приемы достижения смысловой, стилистической адекватности;
- уметь правильно оформлять текст перевода в соответствии с нормами и узусом, типологией текстов на языке перевода;
- уметь профессионально пользоваться словарями, справочниками, базами данных и другими источниками дополнительной информации;
- уметь пользоваться при переводе пишущей машинкой, диктофоном и компьютером.

Процедура экзамена



Государственный экзамен по переводу состоит из двух частей: теоретической и практической. В рамках теоретической части экзамена студенты должны ответить на два вопроса из заранее утвержденного списка. См. Приложение 1 «Примерный список теоретических вопросов к государственному экзамену по переводу». Во время практической части государственного экзамена по переводу студентам предоставляется аутентичный текст для осуществления перевода с листа.

Что такое перевод с листа?

Термином «перевод с листа» обозначается устный перевод написанного текста, который переводчик не видел или получил непосредственно перед переводом. В. Н. Комиссаров описывает деятельность переводчика при переводе с листа следующим образом: «читая оригинал одними глазами, он произносит перевод так, как будто текст, который он ранее не видел или видел лишь непосредственно перед переводом, написан на языке перевода [1, с. 304]». Р. К. Миньяр-Белоручев

определяет перевод с листа как «устный перевод письменного текста в процессе его восприятия и без предварительного чтения [2, с. 105]». Перевод с листа можно рассматривать и как эффективное упражнение для подготовки устных переводчиков. Тем не менее, данный вид перевода нельзя недооценивать, так как профессиональным переводчикам часто приходится встречаться с ситуациями, когда они должны переводить именно с листа. Таким образом во время официальных мероприятий могут переводиться письма, выдержки из официальных документов (законодательств, контрактов и т.д.), поэтому подготовка к данному виду перевода необходима.

В связи со сложностью задачи стоящей перед человеком, осуществляющим перевод с листа, В.Н. Комиссаровым был выделен ряд факторов, на которые необходимо обратить внимание: 1. необходимость сохранять равномерный темп речи говорения, избегая лишних пауз, повторений или исправлений; 2. необходимость обеспечить повышенную скорость чтения (около 200 слов в минуту при средней скорости говорения – 100 слов в минуту); 3. Необходимость одновременно читать, переводить и проговаривать свой перевод; 4. Необходимость членить текст при чтении на такие отрезки, которые могут быть успешно переведены. Однако, по мнению В.Н. Комиссарова, существует ряд факторов, которые облегчают задачу переводящего с листа. Среди них: 1. наличие зрительной опоры, позволяющей воспринимать следующий отрезок оригинала, самостоятельно, определяя его величину; 2. зрительное восприятие прецизионных слов, значительно облегчающее их перевод; 3. возможность самостоятельно определять темп перевода. По мнению В.Н. Комиссарова, переводчик, должен обладать набором особых навыков, которые необходимы для того, чтобы успешно справиться с поставленной задачей: 1. умение быстро переключаться на язык перевода при широком использовании полуавтоматической подстановки готовых соответствий; 2. умение совмещать проговаривание перевода с чтением следующего отрезка оригинала; 3. умение быстро читать про себя.

Для оценки перевода с листа, выполненного студентами, экзаменаторами часто

используется таблица, предложенную Е.В. Аликиной для оценки последовательного устного перевода [3, с. 58]. Данная таблица была адаптирована для оценки перевода с листа Ю.В. Пакуловой, так ею были видоизменены некоторые критерии оценки, исходя из требований перевода с листа [4, с. 304]. Е.В. Аликина разделила все переводческие ошибки по трём параметрам: понимание, выражение и поведение. К ошибкам понимания относятся следующие конкретные погрешности: пропуск фактов, искажение логики и фактов, добавления, переспросы (данный аспект не возможен при переводе с листа). К ошибкам выражения относятся: лексико-грамматические ошибки, стилистические ошибки, самоисправления и повторы, незаконченные фразы, сорная лексика и фонологические отклонения. К ошибкам поведения относятся: излишне тихий/громкий голос, паузы и медленный темп речи, отсутствие обращённости, несоответствующая поза, чрезмерная жестикуляция. Таблица оценки перевода с листа может выглядеть следующим образом:

| Параметры Кол-во студентов | | 1 | 2 | 4 | 5 | 6 |
|----------------------------|---------------------------------------|---|---|---|---|---|
| Понимание | Пропуск фактов | | | | | |
| | Ошибки в передаче смысловой структуры | | | | | |
| | Добавления | | | | | |

| | | | | | | |
|-----------|-----------------------------|--|--|--|--|--|
| Выражение | Лексические ошибки | | | | | |
| | Грамматические ошибки | | | | | |
| | Стилистические ошибки | | | | | |
| | Самоисправления и повторы | | | | | |
| | Незаконченные фразы | | | | | |
| Поведение | Излишне громкий/тихий голос | | | | | |
| | Паузы и медленный темп | | | | | |
| | Манера говорения | | | | | |

Качество перевода оценивается с точки зрения человека, слушающего перевод (реципиента). Во время подготовки к экзамену студентам рекомендуется записывать свой перевод с листа на аудионосители и затем, прослушивая

перевод, оценивать его в соответствии с представленными выше критериями. Для того, чтобы студенты смогли повысить качество перевода с листа, необходимо регулярно выполнять целый комплекс упражнений, направленных на формирование и совершенствование специфических навыков необходимых для осуществления данного вида перевода.

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Практические задания по переводу

Topic: Social Issues

1. Glossary. Read and learn the following glossary of social terms.

Glossary of Social Terms

A-clinic наркологическая клиника для алкоголиков

abatement: noise abatement уменьшение шума

ability to work трудоспособность; способность выполнять работу

abuse: child abuse, sexual abuse половые извращения с детьми; растление несовершеннолетних

drug abuse злоупотребление наркотиками и лекарственными препаратами

sexual abuse of children развратные действия в отношении детей; сексуальная эксплуатация детей

abuser: intoxicant abuser злоупотребляющий приемом вредных для здоровья веществ

(в т. ч. алкоголя)

social reintegration of drug abusers социальная реинтеграция наркоманов

access: access to education доступ к образованию

car access автомобильный подъезд

right of access право доступа

vehicle access автомобильный подъезд

accident: commuting accident несчастный случай (произошедший при поездке с работы домой или из дома на работу)

occupational accident несчастный случай на производстве

acclivity откос

accomodation: alternative accomodation альтернативное место для проживания (обычно

временного: кемпинги, юношеские общежития, турбазы и т. д.)

dormitory accomodation размещение на ночлег

group accomodation групповое расселение

rehabilitation residential accomodation стационарное реабилитационное учреждение

(обеспечивающее проживание и пансион пациентов)

supportive residential accomodation субсидируемое жилье для проживания инвалидов

acknowledgement of paternity признание отцовства (материнства)

acoustics акустика

acquisition: compulsory acquisition отчуждение

land acquisition приобретение земли

act: act of soil excavation закон о добыче грунтового материала

act on solid waste management закон об удалении и переработке отходов

building act закон о строительстве

action: community action совместное действие; общественное действие

institution of an action учреждение активной терапии

plan of action план действий

actions: industrial actions действия в защиту трудовых интересов; протесты, пикеты, забастовки

activites: club activites кружковая работа

activities: central activities центральные функции

commercial and industrial activities торгово-производственная деятельность

activity: recreational activity деятельность по организации отдыха (работе домов отдыха, санаториев, турбаз, молодежных лагерей и т. д.)

standard-setting activities деятельность по разработке норм

actor: social actors социальные партнеры

adaptability приспособляемость, способность приспособиться

adaptation: job adaptation адаптация рабочих мест для работы инвалидов

social adaptation социальная адаптация

added: value added добавленная стоимость

addict наркоман (с наркотической зависимостью от к.-л. препарата)

drug addict наркоман; токсикоман

addiction: drug addiction наркомания

addition: basic amount addition увеличение базовой суммы; сложение основных сумм

(при вычислении верхней границы выплат и т. п.)

adjustment регулирование, приспособление, корректировка

benefit adjustment пересмотр размера пособия

vocational adjustment профессиональное приспособление, профессиональная адаптация,

адаптация к работе (часто новой)

administration: city administration городское управление

financial administration управление финансами, финансовое управление

fiscal administration налоговое управление

labour administration администрация труда, управление вопросами труда

municipal administration коммунальное самоуправление

pay administration управление зарплаты

personel administration кадровое управление

public administration общественное управление

salary administration управление оплатой труда

social administration социальная администрация

social administration управление социальными делами

social work administration управление социальной работой

wage administration управление вопросами заработной платы

admission: compulsory admission обязательный допуск (например государственного

инспектора на предприятие)

conditions for admission to employment условия допуска к трудоустройству

(законодательные положения о минимальном возрасте, гражданстве, квалификации, состоянии здоровья, о трудовых книжках и т. п.)

contested admission оспоренное решение; оспоренный прием (в к.-л. клуб и т. п.)

emergency admission чрезвычайный допуск, чрезвычайный прием

adopter усыновитель, удочеритель

adoption усыновление, удочерение

adult взрослый человек, совершеннолетний

adult literacy rate процент грамотности взрослых (умеющих читать и писать, в возрастной группе старше 15-ти лет)

adult study grant стипендия на обучение для взрослых

advisor: social advisor социальный советник; консультант по социальным вопросам

aerodrome аэродром

affiliation прием в полноправные члены (к.-л. клуба, общества); полноправное членство

after-care: probation and after-care испытательный срок и забота об освобожденном из заключения

age: age of mending "период штопания" (непрерывные попытки исправить негативные последствия для трудящихся от внедрения новой техники и технологий)

pensionable age пенсионный возраст

retirement age возраст выхода на пенсию

age-sex differentials in the labour market возрастно-половые различия на рынке труда

aged: social work with (for) the aged социальная работа с престарелыми

agency: adoption agency агентство по усыновлению (удочерению), опекуновское учреждение

employment agency агентство по трудоустройству; бюро по трудоустройству

agreement: socio-economic agreements социально-экономические соглашения

agreement: adoption agreement договор об усыновлении (удочерении)

care agreement соглашение по уходу (за больным, инвалидом и т. п.)

collective agreement коллективный договор

collective agreement extension распространение положений коллективного договора на

смежные области

collective bargaining agreement коллективный договор

collective labour agreement коллективный трудовой договор

maintenace agreement договор о содержании, соглашение о содержании (ребенка, инвалида, пожилого человека)

tariff agreement тарифное соглашение

tax agreement соглашение о налогах

aid помощь, денежная помощь

financial aid финансовая помощь

financial aid to students финансовая помощь студентам

first aid первая помощь

food aid помощь продовольствием

health aid помощь на развитие здравоохранения

legal aid юридическая помощь

legal aid counsel совет по вопросам юридической помощи

legal aid office контора юридической помощи; юридическая консультация

mechanical aid механический протез

mobility aid средство восстановления способности двигаться (коляска, протез)

monetary aid денежная помощь

nursing aid помощь по уходу за ребенком

sensory aid сенсорный протез

teaching aids учебные пособия

training aids наглядные пособия

visual aid приспособление для исправления зрения, визуальное учебное пособие

air-cooling воздушное охлаждение

airfield аэродром

airport аэродром

alcoholic алкоголик, алкогольный

alcoholism алкоголизм

alienation отчуждение, отчуждение собственности

mental ~ умопомешательство

alimony алименты; питание, содержание

alley аллея

alley переулок

allocation: resource allocation распределение ресурсов

allotment садовый участок

allowance: accomodation allowance пособие на проживание

adjusted daily allowance for unemployment скорректированное ежедневное

пособие по

безработице

allowance for moving expences выплата на покрытие расходов по переезду

basic allowance основное, базовое пособие, довольствие, паек

basic daily allowance основное дневное содержание (ежедневные выплаты, на основе

которых начисляются надбавки и т. п.)

basic unemployment allowance основное пособие по безработице (сумма от которой начисляются надбавки)

care allowance пособие по уходу

cash allowance денежное пособие; карманные деньги

child allowance пособие на ребенка (в т. ч. продуктовый паек и т. п.)

child home care allowance пособие по уходу за ребенком дома

child tax allowance налоговая льгота родителям на детей

children's allowance пособие на детей

clothing allowance пособие или надбавка на приобретение одежды (в т.ч. форменной;

одежда может также выдаваться в готовом виде или в виде полуфабриката с оплатой пошива)

conscript's daily allowance ежедневное содержание (оклад, паек) призывника

constant attendance allowance пособие по постоянному уходу

daily allowance ежедневное пособие; суточные; паек; довольствие; карманные деньги

death allowance пособие на похороны

dependents allowance пособие на иждивенцев

disability allowance пособие по инвалидности (нетрудоспособности)

draftee's daily allowance суточное содержание призывника; ежедневные выплаты проходящему срочную службу

draftees' dependents (dependants) ~ пособие иждивенцам призывника (единовременно или в течение всего срока службы)

earnings adjusted daily allowance ежедневное пособие, исчисляемое с учетом заработка (на последнем месте работы)

earnings-related unemployment daily allowance пособие по безработице (сумма которого составляет определенный процент от заработка, как правило на последнем месте работы)

educational allowance денежное пособие на обучение, денежное пособие на переподготовку, стипендия

family allowance семейное пособие

father's allowance отцовское пособие; пособие на ребенка выплачиваемое отцу

financial allowance финансовая помощь, денежное содержание, пособие

front veteran's pension allowance пенсия ветерана-фронтовика

guardian's allowance пособие на попечительство

home care allowance пособие по уходу на дому

housing allowance пособие для жилья

housing allowance пособие на жилье

living allowance пособие на обеспечение средств к жизни

maintenace allowance пособие на содержание

maintenace allowance for children пособие на детей

maternity allowance пособие по материнству

minimum daily allowance минимальное дневное пособие
monetary allowance денежное пособие
national maternity allowance национальное пособие по материнству
parent's allowance родительская льгота, родительское пособие
parent's allowance period период выплаты пособия родителю
paternity allowance пособие отцу; льготы отцу
periodical allowance периодическая выплата
rehabilitation allowance пособие на реабилитацию (инвалида)
remigration allowance ремиграционное пособие (возвращающемуся в страну происхождения)
removal costs allowance пособие на переезд
retraining allowance пособие на переподготовку
sickness allowance пособие по болезни
sickness daily allowance ежедневное пособие по болезни
social allowance социальное пособие
special child-care allowance специальное пособие по уходу за ребенком
student housing allowance пособие студентам на жилье
training allowance пособие на профобучение
travelling allowance пособие на транспортные расходы
treatment and rehabilitation allowance пособие на лечение и реабилитацию
unemployment allowance пособие по безработице
alteration капитальный ремонт
alteration реконструкция
alteration of the plan изменение проекта планировки
alteration of use изменение назначения
alterations to flat перепланировка, перестройка квартиры
alterations to residence перепланировка, перестройка жилого дома
ambulance: emergency ambulance машина "скорой помощи", "скорая помощь"
amenities обслуживание
amenities услуги

rural amenities региональные услуги

urban amenities городские услуги

amount: basic amount основное количество, базовая сумма (при начислении пособия и т. п.)

earnings-related amount сумма рассчитанная с учетом заработка

supplementary amount дополнительная сумма

analysis: cost-benefit analysis сопоставление расходов и доходов

economic analysis экономический анализ (например, экономический анализ деревенской бедности в развивающихся странах)

job analysis анализ вида работы

network analysis сетевой анализ (частный случай системного анализа)

occupational analysis анализ профессии (описание выполняемых задач и операций)

skill analysis анализ квалификации

threshold analysis пороговый анализ

animation активизация (занятия)

annuity годовая рента

basic life annuity основная пожизненная рента, главная составляющая пожизненной ренты

2. Practice. Translate the following sentences, which contain underlined words and phrases from the glossary above, from English into Russian:

1. If you are unemployed, parenting alone or have a disability and are getting certain payments from the Department of Social Protection, you may attend a second-or third-level education course and get an educational allowance.

2. Emergency ambulance service corporation (name of company) was established in 2002, with the intent of providing the highest level of care to our patients and facilities. We are a young rapidly growing organization, with years of experience that prides itself on compassionate and reliable care.

3. An alcoholic is a man or a woman who suffers from alcoholism - they have a distinct physical desire to consume alcohol beyond their capacity to control it, regardless of all rules of common sense.

4. The economic analysis of a project helps select and design projects that contribute to the welfare of a country. Various tools of economic analysis help determine the economic and fiscal impact of the project, including the impact on society and the major stakeholders involved, as well as the project's risks and sustainability.

5. Over the last decade, alimony has become less popular with courts. The nationwide trend is to award support in fewer and fewer cases, and to keep the duration pretty short. In cases where the spouses are both employed and there isn't a large disparity in their incomes, it's unlikely any support would be awarded at all. The exception to the new rule is when the marriage lasted longer than ten years, in which case alimony is nearly automatic unless the spouses' earning capacities are the same.

6. Allotment is a small area of land, let out at a nominal yearly rent by local government or independent allotment associations, for individuals to grow their own food.

7. Monetary and technical assistance should be aimed exclusively at promoting the economic and social progress of developing countries and should not in any way be used by the developed countries to the detriment of the national sovereignty of recipient countries.

8. Legal aid services are available in-person or over the phone throughout the province. We accept applications for legal aid at offices across British Columbia. You can also apply by calling the province-wide Legal Services Society Call Center. Legal aid offices also provide public legal education and information materials.

9. A job analysis is the process used to collect information about the duties, responsibilities, necessary skills, outcomes, and work environment of a particular job.

10. On 7 July 2014 the Mayor published a schedule of 'suggested changes' to the draft Further Alterations to the London Plan (FALP) to help inform the examination in public (EiP). These have been prepared following a review of consultation responses, and consist of minor clarifications, corrections and factual updates to the draft FALP.

3. Translate the following texts, Practice sight translation.

1. Who can child abuse victims turn to if they are not believed?

(<http://www.bbc.co.uk/news/uk-28965216>)

A report into child sexual exploitation in Rotherham has highlighted examples of victims not being taken seriously by police and the council's child protection service. Although the abuse that took place between 1997 and 2013 may have been identified and investigated on occasions, its seriousness is said to have often been "underplayed" or even "disbelieved".

Some of the more than 1,400 victims of abuse by gangs of men of predominantly of Pakistani origin identified by the report are now speaking out about their experiences. But what can a child or young adult in a similar situation do if they feel they have exhausted all official lines of help?

Some victims are moved to contact their MP about their case or make an official complaint to the police force they have had contact with.

Victims can also complain about social services, in the first instance through the relevant local authority.

But charities working with victims say having an independent voice to speak on their behalf is important.

"Any children who feel they are not being listened to can turn to a charity which can speak up and lobby on their behalf to get the support they deserve," a spokesman for the Children's Society said.

In cases where victims have reported the matter to police only to be told the case is not being taken further, social services themselves may be a point of contact, the Children's Society spokesman suggested.

"Where a victim has been told there is 'no realistic prospect of a prosecution' it is important to recognise that they could be getting help from social services, which may still be in a position to put child protection measures in place," he said.

Victim Support says the situation highlighted by the Rotherham report is one its case

workers have heard all too often.

Karen Froggatt, who is in charge of the charity's specialist work with children and young people, said: "It can be utterly devastating, to have revealed intimate details of sexual abuse, to then find they do not believe you or you are treated with contempt."

She said: "If any crime victim feels they have not been believed by the authorities, then they can come to us for help and support. We will never pass judgement and anything we're told is always kept completely confidential.

"We make sure crime victims get the respect they deserve and the support they need, whether that help is practical or emotional."

She added: "Our case workers will follow up with social services and the police to check if everything is happening as we would expect."

2. Money Talk: Help with return to school costs

(<http://www.bbc.co.uk/news/mobile/business-14822737>)

School uniform, school shoes, sports kit, stationery, dictionaries, notebooks, transport - the necessities for the new school year put a strain on most parents' wallets.

But they can create more serious problems for those on low incomes.

Research from Family Action suggests the combined back-to-school costs per pupil in autumn 2011 are £113 for primary school pupils and £191 for those attending secondary school.

These figures obviously double, triple or more, depending upon how many children a family has.

The research claimed that for some families, back-to-school costs can represent 40% of their monthly income.

Cutbacks

As Family and Parenting Institute research has shown, even without the added financial hit of the new school year, many UK parents are struggling financially.

They have seen a painful package of cuts to entitlements which helped families live, work and get their children educated.

These included the end of universal Child Benefit, the scaling back of tax credits, the

scrapping of the Child Trust Fund, the Health in Pregnancy Grant and the Education Maintenance Allowance.

This is in addition to the increased threat of unemployment, and finances taking a battering from surging inflation on essentials such as food and fuel.

So where can struggling parents find help meeting back-to-school costs?

Firstly, low-income families should turn to their child's school for help.

Provisions on offer vary, and are usually arranged by parent-teacher associations (PTAs) and governors.

The School Admissions Code of 2010 states that "all schools which have a uniform policy should have arrangements in place to ensure that no family feels unable to apply for admission on account of high uniform costs".

Secondly, low-income parents can potentially apply to local charities and other trust funds for help.

3. City children suffering more

(http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2012/03/120301_witn_unicef.shtml)

Campaigns against poverty tend to focus on the rural poor, but UNICEF has found it's children living in slums and shantytowns who are becoming increasingly the most disadvantaged and vulnerable.

One reason is that so many -- about 300 million round the world -- go unregistered at birth. The lack of any official identity means they then miss out on basic services like secure housing, clean water, or education. And they can more easily be exploited or prey to traffickers.

The plight of these children is often overlooked because statistics show average urban families enjoy better amenities than rural ones but this data masks the growing pockets of extreme poverty in towns and cities.

Take Delhi, the capital of India's booming economy. Figures show 90 per cent of children city-wide attend primary school but in fact only half the slum children go to school.

UNICEF says policy-makers should consciously target help at these hard-to-reach children. It recommends a grass roots approach with more recognition of the efforts local communities make to tackle poverty.

4. Drug addicts to be given foil to encourage treatment

(<http://www.inciid.org/forum/showthread.php?58700-Drug-addicts-to-be-given-foil-to-encourage-treatment-BBC-News>)

Drug users are to be offered free foil, used as a surface to heat up drugs like heroin, to encourage them to get help for their addiction. New laws will allow drug treatment providers to offer the foil as part of efforts to get addicts into treatment, and to protect their health.

The Advisory Council on the Misuse of Drugs (ACMD) made the recommendation.

Home Secretary Theresa May said mechanisms will be put in place to monitor the provision of foil.

Aluminium foil is used as a cooking surface when heating up certain drugs so they can be injected, while heroin, marijuana, cocaine and crystal meth can be smoked from it.

Health risks

The ACMD, which advises the government, said the available evidence shows that providing drug paraphernalia such as foil at treatment centres "does increase the

number of individuals who engage with the services". "In turn, engagement with treatment services increases the likelihood of an individual's recovery," it said.

Mrs May announced [in a written ministerial statement](#) that she had accepted the ACMD's advice, "subject to the strict condition that it is part of structured efforts to get people into treatment and off drugs".

Mrs May said providing foil would also tackle the "significant health risks" associated with injecting drugs, such as the transmission of dangerous blood borne viruses.

The idea is that addicts can use the foil to inhale heroin, rather than injecting it.

Martin Barnes, the chief executive of charity DrugScope, has welcomed the news.

He said the move does not mean foil "must or will be provided" but can be offered as part of an overall package of advice, support and treatment.

"Support that enables heroin and other drug users to reduce the risks to themselves and others can be the catalyst for engaging with treatment and support for recovery," he said.

5. More support for adopting parents. (<http://www.bbc.com/news/education-20817595>)

Parents adopting children in England are to be given extra support and a "more active role" in the adoption process, says the government.

Ministers want more adoptive parents to come forward to increase the number and speed of adoptions.

The plan would let approved would-be parents see the register of children waiting to be adopted.

The British Association for Adoption and Fostering "warmly welcomed" the proposed changes.

The number of children approved for adoption rose from 3,000 in 2010 to more than 4,000 in 2012, government figures show.

But there are still about 4,000 in care waiting to be matched with prospective parents.

Children's minister Edward Timpson said up to 25,000 people asked about adopting each year, but thousands ended up being deterred by the process and the delays.

It could take years just to get approved as a prospective adopter while children remained in care, waiting for adoption, he said.

Labour's spokeswoman for children and young people, Lisa Nandy, said: "More does need to be done to enable adoptive families to get the right amount of support and advice, especially post-adoption.

"But the government must ensure it also provides sufficient support for foster families and children in residential care too."

6. Adoption register (<http://www.bbc.com/news/education-20817595>)

Ministers want to encourage more people to come forward and consider adoption, but say the assessment process for would-be adopters will remain rigorous.

The changes to the system will mean people approved as adopters will be able to consult a version of the adoption register for information on children and young people waiting for adoption.

A spokesman for the Department for Education said that this change would need primary legislation.

The plan will also give prospective adopters a legal right to take time off work to meet children they are due to adopt, while parents of two-year-old adopted children will be given 15 hours a week free nursery care.

Ministers also plan to pilot personal support budgets for adoptive parents. They say this would allow families to decide exactly what support they need - for example, parenting classes. A two-year trial will begin in some areas in April 2013.

There will also be financial support for "adoption activity days" - where prospective adoptive parents can meet children waiting for adoption.

7. Lib Dems to pledge longer paternity leave in manifesto (<http://www.bbc.com/news/uk-politics-28993990>)

The Liberal Democrats will pledge to give fathers an extra four weeks' paternity leave in their manifesto for the general election.

The allowance will be extended from two to six weeks, under the Lib Dem proposals.

Lib Dem Business and Equalities Minister Jo Swinson said the move was intended to "establish the important role for dads" early in a child's life.

Labour said the Lib Dems were making "empty promises".

The proposal would extend total parental leave to 58 weeks.

The Lib Dem plan goes further than the coalition's shared parental leave policy, which is set to benefit 285,000 working couples from April.

It could mean mothers and fathers are both entitled to six weeks, with additional time shared between them.

For same-sex couples, both parents would be entitled to six weeks' reserved leave, with the rest also available to share.

'Shared responsibility'

The party said the extra paternity leave, which would be paid at the same level as statutory maternity leave, would be part of a "fully-costed manifesto".

Ms Swinson said: "Extending paternity leave is an important next step to encouraging new dads to spend more time with their child in those vital early weeks and months after birth.

"When parents share caring responsibilities, more equality in the workplace will follow."

Ms Swinson said it was "nonsense" to believe mothers should be left to care for children alone.

She added: "Most dads want to spend more time with their new baby, but can sometimes be discouraged by outdated ideas and cultural barriers in the workplace.

"The 'use it or lose' it six weeks will establish the important role of dads early on, and encourage couples to use the full flexibility on offer."

Nodded through

According to the party, international evidence suggests fathers' use of parental leave is higher when they are given targeted or reserve leave, rather than simply making shared leave available.

Gloria de Piero, Labour's shadow minister for women and equalities, said there were 628 fewer Sure Start children's centres since the Lib Dems came to power in the coalition and "up to £15bn" in support for children and families had been cut.

She added: "Nick Clegg has weakly nodded through a policy agenda which means there are 35,000 fewer childcare places and a cost-of-living crisis which means families will be £974 a year worse off by the time of the next election."

Mike Cherry of the Federation of Small Businesses said the "very unwelcome" proposal would create "uncertainty and complexity" for employers.

He added: "It is far, far more difficult to find a replacement for a six-week period than it is for a two-week period."

8. Parents forced to cut back to pay university costs

(<http://www.bbc.com/news/education-29462103>)

Hundreds of thousands of parents are cutting down on their "basic outgoings" to pay for their children's university costs, says a financial data company.

Experian has published research claiming that about one in five parents of students have faced financial pressures to support their children.

This includes paying for accommodation, travel and utility bills.

"University can be an extremely expensive time for parents and students alike," said Experian's Julie Doleman.

The costs are particularly tough if a family has more than one child in higher education at the same time, said Ms Doleman.

Record numbers

There are about 1.6 million UK undergraduates, which would mean more than 300,000 families are cutting back on spending to support their student children.

About 10% of students' parents reported borrowing or using credit cards to cover the expense, according to Experian's analysis of a representative sample of more than a thousand UK families.

The data firm, which provides information for credit references, says too many parents underestimate how much their children's university costs will affect them.

Even though university students are adults who have left home, the amount they can borrow in student loans and receive in grants is still dependent on their parents' income.

The full student grant and loan, with a combined value of about £7,000 a year, is available to students from families with a combined household income of £25,000 or

less.

The more the parental joint income goes above this, the lower the grant and the amount that students can borrow, to a minimum of about £3,600 per year.

Parents are expected to cover the shortfall - and Experian suggests that this is putting many families under pressure.

About half of parents reported having to pay more than £5,000 towards their child's university costs.

This included anticipated items such as rent, food and books, but parents also reported having to lend children money at short notice, "bailing them out in an emergency".

Parents could also have to help with rising accommodation costs - universities in central London advise students that basic living expenses are more than £1,200 per month.

Experian's study claims that almost two in five parents "went without, to help fund their child's education" - and that about one in five faced even more hardship and were having to cut down on basic spending.

But a large majority of parents say they are willing to make the sacrifice to support their children.

"As young people start university, there are often unexpected costs that can be passed on to parents," said Ms Doleman.

These loans and parental support for living costs are separate from the £9,000 tuition fees, which are paid back by students when they start working and earn more than £21,000.

Record numbers of students are entering universities this autumn, and the removal of a limit on numbers next year is expected to lead to a 20% increase in undergraduate

numbers.

9. How to Write a Job Analysis and Description (<http://www.entrepreneur.com/article/56490>)

Make sure you know what you're looking for in an employee before you actually start looking. Use these guidelines to help.

The employees you hire can make or break your business. While you may be tempted to hire the first person who walks in the door--"just to get it over with"--doing so can be a fatal error. A small company cannot afford to carry deadwood on staff; so start smart by taking time to figure out your staffing needs before you even begin looking for job candidates.

Job Analysis

Begin by understanding the requirements of the job being filled. What kind of personality, experience and education are needed? To determine these attributes, sit down and do a job analysis covering the following areas:

- The mental/physical tasks involved (ranging from judging, planning and managing to cleaning, lifting and welding)
- How the job will be done (the methods and equipment to be used)
- The reason the job exists (including an explanation of job goals and how they relate to other positions in the company)
- The qualifications needed (training, knowledge, skills and personality traits)

If you're having trouble, one good way to get information for a job analysis is to talk to employees and supervisors at other companies that have similar positions.

Job Description & Specification

Use the job analysis to write a job description and a job specification. Drawing from these concepts, you can then create your recruitment materials, such as a classified ad.

The job description is basically an outline of how the job fits in to the company. It

should point out in broad terms the job's goals, responsibilities and duties. First, write down the job title and whom that person will report to. Next, develop a job statement or summary describing the position's major and minor duties. Finally, define how the job relates to other positions in the company. Which are subordinate and which are of equal responsibility and authority?

For a one-person business hiring its first employee, these steps may seem unnecessary, but remember, you are laying the foundations for your personnel policy, which will be essential as your company grows. Keeping detailed records from the time you hire your first employee will make things a lot easier when you hire your 50th.

The job specification describes the personal requirements you expect from the employee. Like the job description, it includes the job title, whom the person reports to, and a summary of the position. However, it also lists any educational requirements, desired experience and specialized skills or knowledge required. Include salary range and benefits. Finish by listing any physical or other special requirements associated with the job, as well as any occupational hazards.

Writing the job description and job specifications will also help you determine whether you need a part- or full-time employee, whether the person should be permanent or temporary, and whether you could use an independent contractor to fill the position.

10. Teenagers and drugs

(http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/teenagers_drugs.shtml)

Two separate **surveys** suggest that Britain's teenagers are amongst the heaviest drug-users and **drinkers** in Europe. The British government has introduced a number of **measures** to **tackle** the use and **supply** of drugs, particularly among young people.

The European School Survey Project on Alcohol and Other Drugs interviewed 15 and 16-year olds in 35 countries. 26% of boys and 29% of girls in the UK

had **indulged** in **binge drinking** at least three times in the previous month. For the purpose of the study, binge drinking **was classed as** having more than five alcoholic drinks in a row. In the same survey, 42% of boys and 35% of girls **admitted** they had tried illegal drugs at least once.

According to another survey, by the European Monitoring Centre for Drugs and Drug **Addiction**, two in five 15-year-olds in the UK have tried cannabis. This number is higher than anywhere else in Europe. The UK has also the **joint** highest number of young cocaine users, **alongside** Spain.

The British government has recently **unveiled** new plans to fight the problem of **drug abuse** in the United Kingdom, also among teenagers. According to the new proposals, young offenders will have to attend drug treatment as part of **community service**. British police will be able to give people blood tests for drugs when they arrest them, not just when they **charge them with** an offence. **Dealers** working near a school or using children to help sell drugs will face tougher penalties.

But schools also try to fight the problem of drug use themselves. At the beginning of 2005 a British **state school** has introduced for the first time **random** drug testing. Students from a school in Kent will have **mouth swabs** taken to **detect** drug use. Each week 20 names will be selected by computer and the swabs sent off to a drug testing laboratory. Results will be available three days later. The school's head teacher says that no child will be tested against his or her wishes. Children who test positive will not be **expelled** from the school, but those who sell drugs will.

3. Переведите следующие слова и фразы в быстром темпе:

Employment agency, коллективный договор, city administration, кадровое управление, industrial actions, групповое расселение, car access, уменьшение шума, intoxicant abuser, доступ к образованию, изменение проекта планировки, unemployment allowance, пособие на транспортные расходы, student housing allowance, денежное пособие, educational allowance, пособие на детей, allotment,

алименты, teaching aids, помощь по уходу за ребенком, legal aid office, финансовая помощь студентам, collective agreement extension, агентство по трудоустройству, age-sex differentials in the labour market, полноправное членство, adult study grant, условия допуска к трудоустройству, compulsory admission, пересмотр размера пособия.

4. Выполните письменный перевод текста:

| Исходный текст: | Перевод: |
|---|----------|
| <p>William Rees, an urban planner at the University of British Columbia, estimated that it requires four to six hectares of land to maintain the consumption level of the average person from a high-consumption country. The problem is that in 1990, worldwide there were only 1.7 hectares of ecologically productive land for each person. He concluded that the deficit is made up in core countries by drawing down the natural resources of their own countries and expropriating the resources, through trade, of peripheral countries. In other words, someone has to pay for our consumption levels. Our consumption of goods obviously is a function of our culture. Only by producing and selling things and services does capitalism in its present form work, and the more that is produced and the more that is purchased the more we have progress and prosperity. The single most important measure of economic growth is, after all, the gross national product (GNP), the sum total</p> | |

of goods and services produced by a given society in a given year. It is a measure of the success of a consumer society, obviously, to consume.

However, the production, processing, and consumption, of commodities requires the extraction and use of natural resources (wood, ore, fossil fuels, and water); it requires the creation of factories and factory complexes whose operation creates toxic byproducts, while the use of commodities themselves (e.g. automobiles) creates pollutants and waste. Yet of the three factors environmentalists often point to as responsible for environmental pollution — population, technology, and consumption — consumption seems to get the least attention. One reason, no doubt, is that it may be the most difficult to change; our consumption patterns are so much a part of our lives that to change them would require a massive cultural overhaul, not to mention severe economic dislocation. A drop in demand for products, as economists note, brings on economic recession or even depression, along with massive unemployment.

— Richard Robbins, *Global Problem and the Culture of Capitalism*, (Allyn and Bacon, 1999), pp. 209-210



Picture source: Anne Ward [Tiki Penguin](#)

5. Прочитайте, переведите и обсудите текст о работе синхронных переводчиков:

The amazing brains of the real-time interpreters

By Geoff Watts

Source: <http://www.bbc.com/future/story/20141117-the-ultimate-multi-taskers>

The world's most powerful computers can't perform accurate real-time interpreting of one language to another. Yet human interpreters do it with ease. Geoff Watts meets the neuroscientists who are starting to explain this remarkable ability.

One morning this summer I paid a visit to the sole United Nations agency in London. The headquarters of the [International Maritime Organization](#)(IMO) sits on the southern bank of the Thames, a short distance upstream from the Houses of Parliament. As I approached, I saw that a ship's prow, sculpted in metal, was grafted like a nose to the ground floor of this otherwise bland building. Inside I met a dozen or so mostly female IMO translators. They were cheerful and chatty and better dressed than you might imagine for people who are often heard but rarely seen.

I walked upstairs to a glass-fronted booth, where I prepared to witness something both absolutely remarkable and utterly routine. The booth was about the size of a garden shed, and well lit but stuffy. Below us were the gently curving desks of the delegate hall, which was about half-full, occupied mostly by men in suits. I sat down between two interpreters named Marisa Pinkney and Carmen Solino, and soon the first delegate started talking. Pinkney switched on her microphone. She paused briefly, and then began translating the delegate's English sentences into Spanish.

Let's unpick what she did that morning and itemise its components.

As the delegate spoke, Pinkney had to make sense of a message composed in one language while simultaneously constructing and articulating the same message in another tongue. The process required an extraordinary blend of sensory, motor and cognitive skills, all of which had to operate in unison. She did so continuously and in real time, without asking the speaker to slow down or clarify anything. She didn't stammer or pause. Executing it required versatility and nuance beyond the reach of the most powerful computers. It is a wonder that her brain, indeed any human brain, can do it at all.

Intriguing region

Neuroscientists have explored language for decades and produced scores of studies on multilingual speakers. Yet understanding this process – simultaneous interpretation – is a much bigger scientific challenge. So much goes on in an interpreter's brain that it's hard even to know where to start. Recently, however, a handful of enthusiasts have taken up the challenge, and one region of the brain – the caudate nucleus – has caught their attention.

The caudate isn't a specialist language area; neuroscientists know it for its role in processes like decision making and trust. It's like an orchestral conductor, coordinating activity across many brain regions to produce stunningly complex behaviours. Which means the results of the interpretation studies appear to tie into one of the biggest ideas

to emerge from neuroscience over the past decade or two. It's now clear that many of our most sophisticated abilities are made possible not by specialist brain areas dedicated to specific tasks, but by lightning-fast coordination between areas that control more general tasks, such as movement and hearing. Simultaneous interpretation, it seems, is yet another feat made possible by our networked brains.

Simultaneous interpretation often evokes a sense of drama. This may be because of its history: the creation of the League of Nations after World War I established the need for it on a large scale, and use of the technique during the trials of senior Nazis at Nuremberg showcased its power. Doubts about accuracy lingered nonetheless; the UN Security Council didn't fully adopt simultaneous interpretation until the early 1970s. "Until then they didn't trust the interpreters," says Barbara Moser-Mercer, an interpreter and researcher at the [University of Geneva](#). But now the two traditional capitals of the multilingual conference world – the UN offices in Geneva and New York – have been joined by Brussels, as the expanding European Union incorporates more and more languages. The current total is 24, and some meetings involve interpretation of every one.

Looking down over the delegates at the IMO, I was reminded of the view from a captain's bridge, or the gallery of a television studio. I had a feeling of control, a perverse reaction given that control is one thing interpreters lack. The words they utter and the speed at which they talk are determined by others. And even though Pinkney and Solino had copies of some of the speeches that had been prepared for that morning, they had to be alive to humorous asides. Puns, sarcasm, irony and culture-specific jokes are an interpreter's nightmare. As one interpreter has noted in an academic article, "Puns based on a single word with multiple meanings in the source language should generally not be attempted by interpreters, as the result will probably not be funny." Quite.

Humorous pitfalls

Many of the delegates spoke in English, so the pressure on Anne Miles in the into-English booth down the hall was sporadic. Miles speaks French, German, Italian and Russian, and has been interpreting for 30 years. In between translating she told me about word order, another challenge that interpreters face daily. “With German the ‘nicht’, the ‘not’, can come at the very end of the sentence. So you may be enthusing about something and then the speaker finally says ‘nicht’. But if you’re a German native you can hear the ‘nicht’ coming by the intonation.” Word order is a particular problem in fish meetings, which Miles said she dreads. In a long sentence about a particular variety of fish, and in a language where the noun – the name of the fish – comes towards the end, the interpreter is left guessing about the topic of the sentence until it’s completed.

There’s humour in these pitfalls, of course. Miles told me about an agricultural meeting at which delegates discussed frozen bull’s semen; a French interpreter translated this as “matelot congelés”, or ‘deep-frozen sailors’. And she shared an error of her own, produced when a delegate spoke of the need to settle something “avant Milan” – ‘before Milan’, the city being the venue for a forthcoming meeting. Miles didn’t know about the Milan summit, so said that the issue wasn’t going to be settled for “mille ans”, or ‘a thousand years’.

Some speakers talk too fast. “There are various strategies. Some interpreters think it’s best just to stop and just say the delegate is speaking too fast.” Miles herself doesn’t find that useful because people have a natural pace, and someone asked to slow down is likely to pick up speed again. The alternative is to *précis*. “You have to be quick on the uptake. It’s not just language skills in this job, it’s being quick-brained and learning fast.”

Challenges of this kind make simultaneous interpretation tiring, and explained why the two interpreters took it in turns to rest every half an hour. Watching by video is even worse. “We don’t like it at all,” Miles told me. Studies confirm that the process is more exhausting and stressful, probably because body language and facial expressions

provide part of the message, and are harder to decipher when working remotely. “You get fewer visual clues as to what’s going on, even with a video link,” said Miles.

Then there’s the tedium. Crisis talks in New York might be gripping, but the average politician, never mind the average technical expert on marine regulations, isn’t likely to induce rapt attention for hours on end. The audience may slumber, but the interpreter must remain vigilant. As the meeting sailed on into a polyglot fog of procedural niceties and resolutions, each with sections and subsections, I realised how tiring this vigilance must be. Having nodded off in many a science conference – even once when chairing – I was in awe of the interpreters’ fortitude.

Mental networks

Moser-Mercer trained as an interpreter – she is fluent in German, English and French – before being sidetracked by neuroscience. “I got very intrigued with what was going on in my brain while I was interpreting,” she says. “I thought there has to be a way to find out.” When she arrived at the University of Geneva in 1987 there wasn’t a way – the interpretation department was concerned with training, not research. So she set out to create one by collaborating with colleagues in the brain sciences.

“Language is one of the more complex human cognitive functions,” Narly Golestani, the group leader of the university’s Brain and Language Lab, tells me during a recent visit. “There’s been a lot of work on bilingualism. Interpretation goes one step beyond that because the two languages are active simultaneously. And not just in one modality, because you have perception and production at the same time. So the brain regions involved go to an extremely high level, beyond language.”

In Geneva, as in many other neuroscience labs, the tool of choice is functional magnetic resonance imaging (fMRI). Using fMRI, researchers can watch the brain as it performs a specific task; applied to interpretation, it has already revealed the network of brain areas that make the process possible. One of these is Broca’s area, known for its role in language production and working memory, the function that allows us to

maintain a grasp on what we're thinking and doing. The area is also linked with neighbouring regions that help control language production and comprehension. "In interpretation, when a person hears something and has to translate and speak at the same time, there's very strong functional interplay between these regions," says Golestani.

Many other regions also seem to be involved, and there are myriad connections between them. The complexity of this network deterred Moser-Mercer from tackling them all at once; unravelling the workings of each component would have been overwhelming. Instead the Geneva researchers treat each element as a black box, and focus on understanding how the boxes are linked and coordinated. "Our research is about trying to understand the mechanisms that enable the interpreter to control these systems simultaneously," says team member Alexis Hervais-Adelman.

Two regions in the striatum, the evolutionarily ancient core of the brain, have emerged as key to this executive management task: the caudate nucleus and the putamen. Neuroscientists already know that these structures play a role in other complex tasks, including learning and the planning and execution of movement. This means that there is no single brain centre devoted exclusively to the control of interpretation, say Hervais-Adelman and his colleagues. As with many other human behaviours studied using fMRI, it turns out that the feat is accomplished by multiple areas pitching in. And the brain areas that control the process are generalists, not specialists.

One of the triggers of this piece was a trivial conversation. Someone told me of a simultaneous interpreter so proficient that he could do a crossword while working. No name or date or place was mentioned, so I was sceptical. But just to check I contacted a few professional interpreters. One thought he might have heard a rumour; the others were dismissive. An urban myth, they said.

I ask Moser-Mercer if interpreters ever do anything else while interpreting. In a job dominated by women, she tells me, some knit – or used to when it was a more popular pastime. And you can see how a regular manual action might complement the cerebral

activity of interpreting speech. But a crossword puzzle? Moser-Mercer hasn't tried it, but she tells me that under exceptional circumstances – a familiar topic, lucid speakers, etc. – she thinks she could.

That such a feat might be possible suggests that interesting things are indeed happening in the brains of simultaneous interpreters. And there are other reasons for thinking that interpreters' brains have been shaped by their profession. They're good at ignoring themselves, for example. Under normal circumstances listening to your voice is essential to monitoring your speech. But interpreters have to concentrate on the word they're translating, so they learn to pay less attention to their own voice.

Predicting speech

This was first demonstrated 20 years ago in a simple experiment devised by Franco Fabbro and his colleagues at the University of Trieste in Italy. Fabbro asked 24 students to recite the days of the week and the months of the year in reverse order while listening to themselves through headphones. First they heard themselves with no delay. They then repeated the exercise with delayed feedback of 150, 200 and 250 milliseconds. Even a slight delay subverts speech, forcing listeners to slow down, stutter, slur and even come to a halt. Sure enough, many of the students made errors. But half of the group were in their third or fourth year at the university's School of Translators and Interpreters, and these students suffered no significant disruption.

Some habits acquired in the workplace may carry over to the home. One way that experienced interpreters acquire speed is by learning to predict what speakers are about to say. "I will always anticipate the end of a sentence, no matter who I'm talking to and whether or not I'm wearing a headset," says Moser-Mercer. "I will never wait for you to finish your sentence. Many of us interpreters know this from our spouses and kids. 'You never let me finish...' And it's true. We're always trying to jump in."

Interpreters also have to be able to cope with stress and exercise self-control when working with difficult speakers. I read one article, based on questionnaires given to

interpreters, which suggested that members of the profession are, as a consequence, highly strung, temperamental, touchy and prima donna-ish. Maybe. But I couldn't see it in Marisa, Carmen or Anne.

A few years ago, the Geneva researchers asked 50 multilingual students to lie in a brain scanner and carry out a series of language exercises. In one, subjects merely listened to a sentence and said nothing. Another involved the students repeating the sentence in the same language. The third was the most onerous: subjects were asked to repeat what they were hearing, this time translating it into another language.

Changing brains

In cognitive terms this seems like a big step up. Initially the students just had to listen, and then to repeat. Task three required them to think about meaning and how to translate it: to interpret simultaneously. But the scans didn't reveal any neural fireworks. "There wasn't a huge amount of additional engagement," says Hervais-Adelman. No extra activity in regions that handle comprehension or articulation, for example. "It was just a handful of specific regions that were handling the extra load of the interpreting." These included areas that control movement, such as the premotor cortex and the caudate. Interpretation, in other words, may be about managing specialised resources rather than adding substantially to them.

This idea remains unconfirmed, but the Geneva team added weight to it when they invited some of the same students back into the fMRI scanner a little over a year later. During that period, 19 of the returnees had undergone a year of conference interpretation training, while the others had studied unrelated subjects. The brains of the trainee interpreters had changed, particularly parts of the right caudate, but not in the way you might expect – activity there lessened during the interpretation task. It is possible that the caudate had become a more efficient coordinator, or had learned how to farm out more of the task to other structures.

"It could be that as people become more experienced in simultaneous interpretation

there's less need for the kind of controlled response provided by the caudate," says David Green, a neuroscientist at University College London who was not involved in the Geneva work. "The caudate plays a role in the control of all sorts of skilled actions. And there's other work showing that as people get more skilled at a task you get less activation of it."

The story that is emerging from the Geneva work – that interpretation is about coordinating more specialised brain areas – seems to gel with interpreters' descriptions of how they work. To be really effective, for example, a simultaneous interpreter needs a repertoire of approaches.

"The process has to adapt to varying circumstances," says Moser-Mercer, who still does 40 to 50 days of interpretation a year, mainly for UN agencies. "There could be poor sound quality, or a speaker with an accent, or it might be a topic I don't know much about. For instance, I wouldn't interpret a fast speaker in the same way I would a slow one. It's a different set of strategies. If there isn't time to focus on each and every word that comes in you have to do a kind of intelligent sampling." It may be that the flexible operation of the brain networks underpinning interpretation allows interpreters to optimise strategies for dealing with different types of speech. And different interpreters listening to the same material may use different strategies.

The results from the Geneva group also fit with a wider theme in neuroscience. When fMRI became widely available in 1990s, researchers rushed to identify the brain areas involved in almost every conceivable behaviour (including, yes, sex: several researchers have scanned the [brains of subjects experiencing an orgasm](#)). But on their own those data didn't prove terribly useful, partly because complex behaviours don't tend to be controlled by individual brain areas. Now the emphasis has shifted to understanding how different areas interact. Neuroscientists have learned that when we consider a potential purchase, for example, a network of areas that includes the prefrontal cortex and insula helps us decide whether the price is right. Interplay between another set of brain areas, including the entorhinal cortex and the

hippocampus, helps store our memories of routes between places.

Meaning and intent

This more sophisticated understanding has been made possible in part by improvements in scanning technology. In the case of the caudate, activity there can now be distinguished from that in other parts of the basal ganglia, the larger brain area within which it is located. The finer-grained scans have revealed that the caudate is often involved in networks that regulate cognition and action, a role that puts it at the heart of an extraordinarily diverse range of behaviours. As a team of British researchers noted in a 2008 review, studies have shown that the caudate helps control everything from “a rat’s decision to press a lever to a human’s decision about how much to trust a partner in a financial exchange”.

One of the review’s authors was John Parkinson of [Bangor University in Wales](#). I ask him if he would have predicted that the caudate would be involved in simultaneous interpretation. He says that at first he wouldn’t have. “The caudate is involved in the intentionality of an action, in its goal-directedness. Not so much in carrying it out but in why you’re doing it.” Then he thought about what interpreters do. Computers translate by rote, often with risible results. Humans have to think about meaning and intent. “The interpreter must actually try to identify what the message is and translate that,” says Parkinson. He agrees that the involvement of the caudate makes sense. Given that the Geneva research is based partly in a department tasked with training interpreters, it’s natural to wonder if their scientific findings might eventually find a direct practical application. Moser-Mercer and her colleagues are careful to avoid extravagant claims, and rule out suggestions that brain scanners might be used to assess progress or select candidates with an aptitude for interpreting. But even if studying simultaneous interpretation doesn’t lead to immediate applications, it has already extended our knowledge of the neural pathways that link thinking with doing, and in the future it may help neuroscientists gain an even deeper understanding of the networked brain.

The Geneva team wants next to explore the idea that some high-level aspects of cognition have evolved from evolutionarily older and simpler behaviours. The brain, they suggest, builds its complex cognitive repertoire upon on a lower level of what they call “essential” processes, such as movement or feeding. “This would be a very efficient way to do things,” Moser-Mercer and her colleagues tell me in an email. “It makes sense for the brain to evolve by reusing or by adapting its processors for multiple tasks, and it makes sense to wire the cognitive components of control directly into the system that will be responsible for effecting the behaviour.” Simultaneous interpreting, with its close back-and-forth relationship between cognition and action, may be an ideal test bed for such thinking.



Приложение 1

«Примерный список теоретических вопросов к государственному экзамену по переводу»

1. Понятие перевода.
2. Виды перевода.
3. Профессиональная этика переводчика. Профессиональная пригодность и профессиональные требования.
4. Основные этапы в истории перевода и переводоведения.
5. Проблема переводческой эквивалентности.
6. Понятие единицы перевода и способы ее вычленения.
7. Теория соответствий и трансформаций.
8. Специфика перевода в зависимости от типа текста.
9. Переводческие стратегии.
10. Фонетические проблемы перевода.
11. Лексико-семантические проблемы перевода.
12. Грамматические проблемы перевода.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО