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«Казанский государственный технологический университет»

**РАЗВИТИЕ ЯЗЫКОВОЙ ЛИЧНОСТИ  
В КУРСЕ ПОДГОТОВКИ  
ПЕРЕВОДЧИКА**

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## Отработка устной речи по образцам

1. Agree or disagree with the statements Use the following:

*Yes, it is (they are/ he will, etc.) (I'm afraid) I don't agree (with you)*  
*No, it isn't (they aren't/ he won't, etc) (Yes,) I think so.*  
*I (quite agree (with you) (No,) I don't think so*

1. It's hard to convince others if you are not convinced yourself. 2. One should judge by the words, not by the actions. 3. When addressing the audience you should stop before the listeners want you to. 4. Life is full of compromises. 5. One should learn to win arguments without making enemies. 6. It'll be a waste of time and effort. 7. It isn't true to the fact. 8. It's never late to study. 8. I think women should be kept out of politics. 9. One shouldn't offer one's opinion unless one is asked to. 10. Circumstances may force one to do things one wouldn't like to do.

2. What would you say, using the expressions in Sections A and B

A Must I  
Do I have to  
Have I got to

B Yes, you must. / No, you needn't.  
Yes, you do. / No, you don't.  
Yes, you have (to). / No, you haven't.  
Yes. / No.

A (I think)  
I should  
I ought to

B Yes, (I think) you should/ you ought to/ (you'd better).  
No, I don't think you should/you ought to/ (you'd better).  
No, you shouldn't/you oughtn't/ (you'd better not).

Peter has failed his exams. His father is telling him what he must do.

- A. Well, Peter, you'll *have to* do better than that next time, won't you?
- B. Have I really *got to* do those exams again, Dad?
- A. Of course, you *have*. You *must* try harder this time.
- B. And *must* I go back to school?
- A. No, you *needn't* do that. *You'd better* get a part-time job somewhere and go to evening classes.
- B. But Dad, *should* I be working full time at my age. I'm only seventeen.
- A. You *ought to* have worked harder, then you wouldn't have failed your exams. You'll *have to* take a job and study.
- B. What else *have I got to* do? Join the Army?
- A. Who knows? That might *have to* come later.

#### Отработка грамматических норм по образцам

Exercise. Read the list of phrasal verbs below, with definitions and examples, and then use them in the sentences which follow, with the words given in brackets as objects

**help sb on/off with sth** - help sb to put on/take off;

eg – Let me help off with the jacket.

**let sb for sth** (colloq.) - cause sb to bear some burden;

eg – You let me in for an extra work when you suggested I should organize the chess competition.

**let sb in on sth** (colloq.) – allow sb to know about or take part in sth that previously hidden

from him;

eg – We decided to let George in on our plan, because he would be able to help us.

**put sth down to sth** – consider as the cause, explanation;

eg – Brenda hardly spoke that evening, but everyone put down to tiredness.

**put sth in for** – recommend, propose sb as being suitable; (sport) enter sb's name

for a competition;

eg – The director has put in for rise.

**put sb up to sth** (colloq.) – encourage sb to behave mischievously or unlawfully;

eg – I'm sure it wasn't his own idea to ring an alarm bell. One of the older boys

put him up to it.

**take sth out on sb** – make sb else suffer because of sth unpleasant which has happened

to oneself;

eg – I know you've a frustrating day at work, but you shouldn't take it out on me.

**throw sth/oneself away on sth/sb** – waste sth or oneself on foolish ventures, or undeserving

people, etc.;

eg – Raymond was always throwing money away on mad schemes that came to nothing.

**try sth out on sb** – test the effectiveness of sth on sb;

eg – It's usually better to try out new dishes on the family before making them for visitors.

**write sth/sb off as** – regard sth/sb as unimportant, not worth listening to, etc;

eg – You can't just write Jim off as an eccentric. Some of his ideas are quite reasonable.

1. The teacher ... (the exercises, her students) before putting them in her new textbook.
2. The newspapers ... (the shortage, bad planning).
3. The boys didn't ... (their sister, the scheme), because they thought she would tell their parents about it.
4. Stephen played the piano so well that they decided to ... (him, an international competition).
5. Bill ... (the guests, their coats) and asked them to go into the dining room.
6. Jill's parents thought that she had ... (herself, Philip) and always treated him very condescendingly.
7. – If you that old car you'll ... (yourself, a lot of trouble).
8. Although she knew it was unfair, she couldn't help ... (her disappointment, the customers).
9. Some people ... (all abstract art, ridiculous).
10. His elder brother ... (Tom, spying on the other boys).

**Еженедельный журнал регистрации прочитанной литературы**  
**Form 1: Weekly Extensive Reading Log**  
*Books (or pages) per week*

Name:

Week:

Target:                    books/pages

<b>Date</b>	<b>Name of Book</b>	<b>Number of pages read</b>	<b>Comments</b>

Total read this week                    books/pages

**Form 2: Weekly Extensive reading Log**  
*Hours per week*

Name:

Week:

Target:                    books/pages

<b>Date</b>	<b>Name of Book</b>	<b>Number of pages read</b>	<b>Comments</b>

**Summary of /Responses to each book**

<b>Name of Book</b>	<b>Comments</b>

## Рабочая тетрадь для метакогнитивного чтения

### Worksheet for Metacognitive Reading (293)

#### Worksheet 1

- Pair 1 *if* The goal is to adopt an appropriate strategy and I know that the research article is a special genre  
*Then* The sub-goal is to read selectively from different sections
- Pair 2 *if* The goal is to read selectively from the different sections  
*Then* The sub-goal is either:  
To skim the text quickly, read more carefully once an interesting piece of information is spotted  
To read the first few lines of every paragraph  
To pay careful attention to both text and non-text  
To follow a personalized combination of some of the previous procedures

#### Worksheet 2

- Pair 1 *if* The goal is to adopt an appropriate strategy and I know that the research article is a special genre  
*Then* The sub-goal is to read the abstract
- Pair 2 *If* The sub-goal is to read the abstract carefully and I know that the informative abstract gives me an idea about the different sections in the research articles  
*Then* The sub-goal is to read every sentence in the abstract carefully and glean the information from it

#### Worksheet 3

- Pair 1 *if* The goal is to adopt an appropriate strategy and I know that the research article is a special genre  
*Then* The sub-goal is to read the introduction and the conclusion and have a quick look at figures, tables and their captions
- Pair 2 *If* The sub-goal is to read the introduction and I know that introductions in the research articles follow certain generic patterns  
*Then* The sub-goal is to read and identify the purpose of each sentence
- Pair 3 *If* The sub-goal is to read the conclusion  
*Then* The sub-goal is to collect information on the results found and to check whether the objectives of the study were fulfilled or not



## Развитие навыков критического чтения

### Developing Critical Reading Skills

#### *General questions for the analysis of the text*

1. Where and when the text was written?
2. Why was it written?
3. What is the text about?
4. Who is the text addressed to? Who are its probable readers?
5. What genre is the text?
6. Does the author establish an interactive, friendly relationship with the readers or is he/she distant, formal, and impersonal?

#### *Lexical choice*

1. What kind of vocabulary predominates in the text? (Are there formal, technical words or informal and colloquial expressions?)
2. Does the vocabulary appeal to emotions, or is it logical and argumentative?
3. Are there words that are ideologically significant?

#### *Grammar*

1. What verb tenses are used and why?
2. Which subjects are described using the passive or active voice and why?
3. Are the agents of the actions explicit or implicit?

#### *Sociocultural aspects*

1. What context are sociocultural aspects given in?
2. What identifying elements of the indigenous life are found?
3. What symbols of culture appeal to you and what do not?

## **Развитие навыков самоуправления**

### **Managing your study time**

I was in a student coffee bar during my first week at university soaking in the atmosphere when a lad from Oldham, announced calmly that he intended to a first in classics. He would work 25 hours a week, study 5 hours a day weekdays and leave the weekends free. That would be sufficient.

I was committed to endless hours of work. I would imagine that at some point I would spend weeks of intensive study. The vice-chancellor had told us in his address to freshers to look at the person on either side and note that in all probability any of us would not be around the following year. The message struck me. I would turn myself into a paragon of academic virtue. I could see the classist in the coffee bar had all wrong, or was bluffing.

Three years later he got his first whilst other friends struggled to very modest achievements. As I discovered when sharing a flat with him, he worked more or less to the plan he had outlined. He slept late in the mornings, only stirring himself if there was a lecture to attend. He played cards with the rest of us after lunch. Then he moved to his desk and stayed there till around seven. The evenings he spent more wildly than most – because of late mornings. Nevertheless when I came to look back I realized that he had studied more than anyone else I knew. Through sticking strictly to a modest but well defined, realistic plan, he had achieved a great deal. He had enjoyed work much more, too. He argued that it was not possible to work productively at intensive intellectual tasks for more than a few hours at a time. I aimed to do much more. But I was easily distracted. By the time it was apparent that stretches of a day had slipped away, I felt so guilty that I blotted studies out of my mind, comforting myself with the thought of all the days which lay ahead.

I was too inexperienced at looking after my own affairs to realize I was really failing one of the major tests of my studenthood, the organization of time. I thought that success in studying was to do with how brilliantly clever and original you were, I had yet to discover that one of the central challenges of adult life is time management.

At school the work timetable was defined for us and teachers made sure we fitted all that was required the school year. At University I was

at sea. Time came in great undifferentiated swathes. What to do with it all? With 168 hours in a week – or 105, allowing nine a day for sleeping and eating – how many was it reasonable to spend on study? Individuals vary and different subjects make different demands. Nevertheless with a target you can your studies, not just waste your time. The sketch of weekly time tables, setting aside 40 hours to cover all study, is an invaluable aid in defining time. Then you can divide it into segments and use it strategically, rather than let it dribble away.

Defining what to do is harder. Take the booklists. How many pages are students expected to read? How long should a book take? It took me so long just to read a few lines that I felt defeated when I looked ahead. Should I take notes? How many? What would I need them for?

I would sit in the library for a whole day, dipping into one book after another. What was my purpose? How would I know when I had achieved it? By comparison I went to lectures gratefully – at least I knew when they started and finished. Although my lectures weren't up too much, I could tell myself I had accomplished something, which would bring down my anxiety level.

Much later I discovered I could learn a great deal from a close reading of selected sections, that taking notes could sometimes be very satisfying and at other time was not necessary. The trick was to take control; to decide what I wanted to find out – something specific – and then work at it until I had taken in enough to think about for the time being.

Dividing big jobs into smaller subtasks helps to bring work under control allows you to set targets and check your progress. There is so much pressure to be ambitious – to for a long dissertations, to read the huge tomes. Yet achievement arises from quite a modest activities undertaken on a small scale. The trouble with big tasks is that you keep putting them off. Their scope and shape is unclear and we all flee from uncertainty. The more you can define your work as small, discreet, concrete tasks, the more control you have over it.

Organising tasks into time available can itself be divided into strategy and application. It is useful to think of yourself as “investing” time. Some tasks require intensive concentration and need to be done at a prime time when you are at your best and have time to spare. Others can be fitted in when you are tired, or as “warm-up” activity at the start of the session. Some, such as essay writing, may be best spread over several days. Some need to be done straight away.

There are few reliable guidelines. Essentially you have to keep circling round a self-monitoring loop: plan an approach to a task, try it out, reflect afterwards on your success in achieving what you intended and then revise your strategy.

Once you start to think strategically, you begin to take control of your studies rather than letting them swamp you.

Andrew Northedge (author of *The Good Study Guide – Open University*)

### **Образец организации ролевых игр**

#### **Who is a good interpreter?**

Guidelines on the role play

- a) *Act out a 30 minute interpreter's debate devoted to the problem of interpretation practices. (The language notes below will help you to discuss the problem)*
- b) *What do you consider to be more important for an interpreter:  
1) good interpreting skills, 2) a good command of English or 3) a psychological background? (This is a question to be answered as a result of the debate)*
- c) *Put this question to vote before the debate and form four groups*

Group 1 emphasises the priority of good interpreting skill;

Group 2 considers a good command of English to be much more important

Group 3 thinks of the psychological aspects to be of great importance

Group 4 has a different opinion altogether

#### **Activation exercises**

Think of the arguments in favour of your opinion, think of the possible argument against your opponents.

1. *Remember this is a formal meeting, you may not know the all the participants very well. So the language will be formal and you will be very polite if you disagree.*
2. *The meeting is hosted by a TV reporter, who knows his viewers enjoy programmes most when there is a plenty of arguments and conflict; he often asks provocative questions. He has to make sure everyone get a chance to speak, and avoid the*

*discussion being dominated by one or two strong characters. He will try to sum it up at the end.*

3. *(optional) The programme can receive questions or comments telephoned in by viewers (other members of the group can participate in this way)*

### **Who is a Good Interpreter?**

Should interpreters whose command of English is rather poor interpret? There would be a great deal less interpreting in the world if the answer to the question were clear 'NO'. And one hesitates to give such an unqualified answer. It is not even obvious that the best interpreter is one who has acquired an almost effortless command, perhaps as a result of 'inheriting' the language as a mother tongue. The matter is more complicated. It is hard for a thoughtlessly competent speaker to simplify, it is hard for him to see what professionals' difficulties are.

Furthermore, command of a language is not necessarily accompanied by skill in interpreting it. The unskilled interpreter with a good command, and perhaps an analytical awareness of the language too, is common. On the other hand, the skilled interpreter who is still struggling with the language himself and who has some considerable distance to go, but who can know the subject to be interpreted and transfer to his Principal a good measure of his own expertise, is far from rare.

One may ask the following questions:

Is the relatively effective interpreter, interested in the craft of interpreting, unlikely to seek improvement of his command of the language?

Is the relatively proficient user of the language, having himself ineffective as a interpreter, as likely to seek improvement in his interpreting skill?

This is no doubt a simplification of the problem, indicating extremes only.

The following words and word-combinations may help you to discuss the problem:

*to acquire/to develop/practice interpreter's skills; to train interpreters; to graduate from interpretation practices department of a university or an institution; to have conference room competence, to get to know new interpretation techniques; to have a theoretical background; to be on*

*interpreting practice; to have background information about interpretation techniques; to enter the interpreters' profession.*

### **Formulas**

#### **a) For the chairperson**

#### **Explaining the purpose of the meeting**

*The purpose of today's meeting is (to reach a decision on \_\_\_; to make up our minds whether \_\_\_; to work out a plan for \_\_\_)*

*The subject for today's meeting is \_\_\_*

#### **Starting**

*Today we are going to talk about \_\_\_*

*Who'd like to begin/start the ball rolling*

#### **Eliciting opinions**

*Would you like to give us your opinion/comment/point of view?*

*What's your opinion on that?*

*Well, What do you think?*

*I wonder if you'd like to comment*

#### **Provoking arguments**

*Would you agree with that attitude?*

*That's interesting but I think \_\_\_ may have a different point of view/*

*There seems to be some conflict/congratulation between your point of view. Does that mean you think \_\_\_?*

*Before we go any further, I'd like to be sure that \_\_\_*

#### **Coming to conclusion/summing up the discussion**

*Can I go over the main points raised? First, many of you think \_\_\_*

*Finally, I'd like to \_\_\_/In conclusion, I would say that \_\_\_*

*To sum it up then, most of you consider that \_\_\_*

*We're all agreed to \_\_\_*

*Then we agree \_\_\_ (I think) we'd better agree to differ.*

#### **Asking for details/clarification**

*Could you be more specific about \_\_\_?*

*Do you mean \_\_\_? / I don't follow your \_\_\_ What do you mean by \_\_\_?*

*If I understand you right \_\_\_*

*I'm not clear about \_\_\_*

*Can you prove that \_\_\_?*

*Could you give us some more facts (figures) to back that up, please?*

*Before we go any further, I'd like to be quite clear about \_\_\_*

#### **Bringing the discussion back to the point**

*Perhaps we could go back to the main point.*

*That's very interesting, but I don't think it's really to the point.  
That's completely irrelevant/off the point. We're talking about \_\_\_\_,  
not \_\_\_\_*

**b) for the participants of the debate**

**Introducing opinions/attitudes**

*Well, I'd like to say that \_\_\_\_ First of all, I want to say that \_\_\_\_  
My feelings about \_\_\_\_ Well \_\_\_\_ My attitude has always been that \_\_\_\_  
I'd like to raise the problem/the subject of \_\_\_\_  
May I make a point about \_\_\_\_? What I think is \_\_\_\_  
I think it's absolutely wrong/right to \_\_\_\_  
Anybody can see that \_\_\_\_ / You can't deny that \_\_\_\_  
I'm absolutely certain that \_\_\_\_ Without any doubt, the best way to \_\_\_\_  
I'm going to concentrate on the main points. First, \_\_\_\_, then \_\_\_\_, and  
finally \_\_\_\_*

**Disagreeing politely**

*That's an interesting point of view but I'm not sure if \_\_\_\_  
I agree with you on the whole but it could be said that \_\_\_\_  
I am not sure I go along with you on that.*

**Putting forward defensive arguments**

*Let's look at the whole question from a realistic point of view/  
Let's be realistic about this \_\_\_\_  
That's very well, but you've got to take \_\_\_\_ into account/consideration.  
Let's face facts \_\_\_\_*

**Supporting what someone else has said**

*I agree whole-heartedly with what \_\_\_\_ just said.  
That's just what I think. I'll go along with that point of view.  
I think \_\_\_\_ has made a very interesting point here.  
I believe there's a lot of truth in that argument/ there's a lot to be said  
for \_\_\_\_  
I found that a very convincing argument/interesting suggestion.  
I'd like to support \_\_\_\_ point of view about \_\_\_\_*

**Delaying an answer**

*Well, let me see \_\_\_\_  
Well now \_\_\_\_  
That's a good question \_\_\_\_  
I'm glad you asked that question \_\_\_\_  
Oh, let me think (about that) for a moment \_\_\_\_  
It's difficult to give you an exact answer \_\_\_\_, but \_\_\_\_*

*I'm not too sure, but \_\_\_ / I'm not sure, I'll just have to find out \_\_\_*

**Trying to avoid answering altogether**

*That's a very good question \_\_\_*

*I'd rather not answer that, if you don't mind.*

*I'm terribly sorry, I really don't know.*

*I've no idea, I'm afraid.*

**Follow-up questions (for self-assessment and discussion)**

1. What difficulties did you have in expressing yourself?
2. Where do you feel your English let you down most and what gaps in your knowledge did you discover?
3. Did you get involved in what you were doing or was it just a language exercise?

**Примерный перечень тем письменных работ (эссе)  
на английском языке**

1. Punctuality is the thief of time (Oscar Wilde).
2. We're drowning in information and starving for knowledge (Rutherford D. Rogers).
3. If a man empties his purse into his head, no one can take it from him (Benjamin Franklin)
4. The art of creation is older than the art of killing (Andrei Voznesensky).
5. The public is wonderfully tolerant. It forgives everything except genius (Oscar Wilde)
6. What is research, but a blind date with knowledge? (Will Henry).
7. They know enough who know to learn (Henry Adams).
8. Basic research is when I don't know what I am doing (Werhner von Braun).
9. Learning makes a man fit company for himself (Thomas Fuller).
10. As we acquire more knowledge, things do not become more comprehensive, but more mysterious (Albert Schweitzer).
11. The new electronic interdependence recreates the world in the image of a global village (Marshal McLuban).
12. To the good listener half a word is enough (Spanish proverb).



13. Knowledge is of two kinds; we know the subject ourselves, or we know where we can find information upon it (Samuel Johnson).
14. The foolish and dead never change their opinion (James Russell Lowell).
15. Let thy speech be short, comprehending much in few words (Ecclesiasticus).
16. Letter writing is the only device for combining solitude with good company (Lord Byron).
17. Soft words are hard arguments (Thomas Fuller).
18. The art of translation lies less in knowing the other language than in knowing your own (Ned Rorem).
19. The thoughtless are rarely wordless (Howard W. Newton).
20. Words are the small change of thought (Jules Renard).
21. Words should be weighed not counted (Yiddish proverb).
22. Who does not another language, does not know his own (Goethe).
23. The limits of my language mean the limits of my world (Ludwig Wittgenstein).
24. To have another language is to possess another soul (Charlemagne).
25. When the idea is wanting, a word can always be found to take its place (Goethe).
26. Everyone hears what he understands (Goethe).
27. You can never plan the future by the past (Edmund Burke).
28. The future is not a gift – it is an achievement (Harry Lauder).
29. Light tomorrow with today (Elizabeth Barrett Browning).
30. Only person who has faith in himself is able to be faithful to others (Erich Fromm).

## **Деловая игра «Пуско-наладочные работы по вводу в эксплуатацию объекта нефтехимического производства»**

Разрабатывая деловую игру под названием «Пуско-наладочные работы по вводу в эксплуатацию объекта нефтехимического производства», авторы ставили перед собой следующие задачи:

- сформировать у будущих переводчиков представление об одной из важнейших аспектов в будущей профессиональной деятельности;
- развить уровень профессионального теоретического и практического мышления;
- обучить способам последовательного и синхронного перевода производственного совещания;
- сформировать качества профессиональной адаптации к иноязычной речевой деятельности;
- способствовать развитию профессиональной мотивации будущей переводческой деятельности.

Проведение деловой игры подготовлено всем предыдущим ходом учебно-познавательной деятельности обучающихся и явилось логическим продолжением пройденных тем и курсов обучения.

*Деловая игра содержит в себе следующие элементы*

- 1) учебные цели;
- 2) моделирование профессиональной (квазипрофессиональной) деятельности;
- 3) игровой конфликт и ролевое взаимодействие в совместной деятельности;
- 4) структура и сценарий игры;
- 5) правила игры и распределение ролей;
- 6) ТСО игровая среда;
- 7) система оценивания.

Деловая игра «Пуско-наладочные работы по вводу в эксплуатацию объекта нефтехимического производства» служит средством актуализации приобретенных студентами знаний, умений и навыков в переводческой деятельности, а также средством контроля языковых, речевых и коммуникативных навыков в VII семестре. Предметом игры явилась квазипрофессиональная деятельность будущих переводчиков на

объекте нефтехимического производства, связанная с пуско-наладочными работами установки окиси этилен в ОАО «Нижекамнефтехим».

Цели и задачи игры:

- совершенствование навыков переводческой деятельности в условиях производства;
- формирование навыков профессиональной и социальной адаптации в иноязычной среде, развитие коммуникативных явлений в иноязычной речевой деятельности;
- дальнейшее закрепление и совершенствование навыков ведения деловой переписки на иностранном языке, отбора и обработки деловой информации;
- формирование навыков перевода производственных совещаний;
- формирование индивидуального стиля поведения переводчика в составе производственной группы;
- развитие творческого коллективного мышления в условиях тесной кооперации с иностранными и российскими партнерами по бизнесу;
- расширение и углубление знаний по внешнеторговой деятельности;
- прогнозирование и анализ производственной ситуации на пуско-наладочном объекте.

*Моделирование профессиональной деятельности.*

При разработке деловой игры моделировалась следующая игровая ситуация:

- на одном из предприятий ОАО «Нижекамнефтехим» производятся пуско-наладочные работы по вводу в эксплуатацию установки по производству окиси этилена;
- в составе большого подразделения на нефтехимический объект направляется группа переводчиков, т.к. в пуско-наладочных работах занято около 50 иностранных специалистов из Великобритании и США;
- в группу переводчиков входит старший переводчик, а также рядовые кадровые переводчики и стажеры, общей численностью 8 человек;
- каждый из направляемых переводчиков и стажеров ведет свой участок работы;
- ежедневно утром старший переводчик проводит «летучку» с целью координации выполняемых на объекте работ;

- регулярно в установленном порядке проводятся совещания специалистов с участием ведущих переводчиков;
- раз в неделю проводится совещание руководителей пуско-наладочных работ с обеих сторон, а также время от времени проходят крупные совещания с участием главных лиц компаний;
- на производственной площадке обсуждаются технические вопросы, связанные с работой оборудования;
- время от времени старший переводчик проводит консультации с переводчиками по возникающим в ходе работ вопросам.

Игровой конфликт и ролевое взаимодействие.

В основе игрового конфликта лежат реальные противоречия между компетенцией переводчика, обладающего лингвистической подготовкой, и недостаточными знаниями и опытом работы в производственной сфере. В деловой игре «Пуско-наладочные работы по вводу в эксплуатации объекта нефтехимического производства» противоречия возникали из-за слабого владения терминологией нефтехимического производства, его технологических особенностей, различий в структуре западного и российского менеджмента, производственной дисциплины и норм поведения, а также неуверенного ведения деловой документации и проведения совещаний. Эти реальные противоречия были соответствующим образом переработаны и заложены с основу игровых конфликтов, выраженных в ошибках при переводе, недостаточно высоком уровне передачи содержания производственных бесед, неточной терминологии и т.п. Согласование различных позиций переговорного процесса, достижения консенсуса, уточнение окончательных формулировок при оставлении различного рода производственных документов и протоколов совещаний, межведомственных переговоров происходило за счет игрового взаимодействия. Обычно имело место два конфликта: один связан с профессиональной деятельностью, другой затрагивал сферу межличностных взаимоотношений. Оба конфликта проявлялись в ролевом взаимодействии в соответствии со сценарием игры, функциями игроков, правилами игры и т.п.

*Структура и сценарий игры*

*Структура игры предусматривала наличие нескольких этапов*

- 1) доигровой или подготовительный этап;
- 2) вводная беседа;

- 3) самостоятельная работа участников игры;
- 4) консультации (групповые или индивидуальные)
- 5) игра;
- 6) послеигровой этап (краткий брифинг, итоговое обсуждение).

Сценарий игры последовательно развивался при распределении участков работы для группы переводчиков, направленных на новый строящийся объект нефтехимического производства. При распределении сфер ответственности учитывалась специализация переводческого коллектива, опыт работы и знание производственной тематики. Перед началом пуско-наладочных работ на объекте проводится сбор материалов, перевод технической литературы, подготовка документов, необходимых для производственных нужд. Инструктирование переводческого корпуса происходит в управлении капитального строительства. Координация деятельности группы возлагалась на старшего переводчика, который должен обеспечивать перевод на ответственных встречах руководителей производства, а также осуществлять контроль за ведением деловой корреспонденции и качеством письменного перевода.

Во второй части игры действие происходит на объекте нефтехимического производства, а именно завода этилена. Директор завода с российской стороны (со знанием английского языка) осуществляет общее руководство пуско-наладочными работами. С американской стороны в переговорном процессе участвует руководитель пуско-наладочных работ на объекте строительства, представляющий компанию АББ. Оба руководителя в плановом порядке проводят еженедельные совещания с повесткой о прогрессе работ за истекший период. Совещания проводятся по пятницам в 16.00 в зале для переговоров. На совещания приглашаются ведущие специалисты в зависимости от проблем, возникающих на конкретный участках. Ведется протокол, который документируется одним из переводчиков.

В третьей части игры действие происходит на строительных площадках, где переводчики обеспечивают перевод рабочих встреч специалистов с той и другой стороны. За каждым участком закреплен отдельный переводчик, который несет ответственность

за качество перевода, а также организует рабочие встречи по просьбе специалистов. На отдельных участках с разрешения старшего переводчика могут находиться переводчики-стажеры.

Правила игры и распределение ролей происходит на доигровом этапе.

*Участники игры:*

- 1) общее количество – 12 человек;
- 2) директор завода;
- 3) руководитель пусконаладочных работ компании АББ;
- 4) старший переводчик;
- 5) переводчики.

На вводной беседе преподаватель в своей вступительной речи характеризует планируемую деловую игру, объясняет необходимость обращения к такому виду деятельности, дает психологическую установку участникам будущей игры, а также инструктирует о порядке проведения игры и взаимодействия участников в ней.

Преподаватель обосновывает необходимость обращения к деловой игре, подчеркивая сформированность определенных навыков для их использования в этом виде учебной деятельности в аудитории. Вся предыдущая учебная работа показывает, что студенты в достаточной степени получили практические навыки для того, чтобы принять участие в деловой игре «Пусконаладочные работы по вводу в эксплуатацию объекта нефтехимического производства». Учащиеся проявили активность и компетентность в выполнении заданий, направленных на самостоятельное решение переводческих проблем, поэтому естественным и правильным является переход к игровой имитации производственной деятельности в аудитории.

Далее преподаватель в общих чертах формулирует цели и задачи, аргументирует выбор темы, знакомит со структурой игры и кратко описывает ее сценарий, а также место действия и ее участников. На этом же этапе предварительно распределяются роли. По мере необходимости в ходе игры допускается смена тех или иных ролей, обмен ролями и исполнение одним и тем же участником несколько ролей, но не больше двух. Наибольшая нагрузка ложится на исполнителя роли старшего переводчика, поскольку он, по сути, координирует всю игровую ситуацию.

Следовательно, следует осмотрительно подходить к выбору исполнителя этой роли, учитывать его профессиональную подготовленность и лидерские качества. Психологически он должен быть готов к тому, чтобы взять на себя ответственность за проведение многих мероприятий согласно сценарию игры. Что касается остальных участников, то они безболезненно могут меняться ролями без особого ущерба качеству проводимой игры. Очень важна для проведения игры подготовительная работа. Следует подобрать соответствующие задания на предварительном этапе для того, чтобы отработать технику исполнения ролей и игровую ситуацию. Существенно подобрать необходимую документацию и предварительно ознакомиться с производственными материалами, образцами деловой корреспонденции и другими техническими материалами. Необходимо также обеспечить техническую поддержку предполагаемой игры, располагать достаточным количеством персональных ЭВМ, специализированными словарями и справочниками, включая электронные. Должно быть четко указано время проведения деловой игры, количество занятий, которые отводится на нее. Следует правильно распорядиться имеющимся ресурсом времени для того, чтобы учащиеся имели возможность разучить свои роли, отрепетировать постановочную часть и подготовить необходимые для ее проведения материалы. Преподаватель должен обеспечить общее руководство, а также удобную аудиторию, ТСО и другие реквизиты для проведения игры и быть готовым к неожиданным изменениям в ходе ее проведения.

В правилах игры четко регламентируется статус преподавателя в игре, его мера и область ответственности, которые он не должен нарушать. Желательно иметь ассистентов для лучшей координации действий участников игры. В случае возникновения заминки преподаватель должен быть готов произвести необходимые перестановки, которые обеспечат непрерывность ее протекания и не нанесут вред ходу действия. Если позволяет ситуация, то желательно иметь эксперта или экспертов для лучшей организации игры и проведения профессиональной экспертизы.

На доигровом этапе также должны отрабатываться отдельные сцены и некоторые другие вопросы, имеющие принципиальное значение для проведения игры, а именно, отрабатываться навыки

ведения деловой переписки, составления протоколов совещаний, ведения технической документации, заполнения технологических регламентов и т.п.

На этапе подготовке может оказаться полезной работа, связанная с проведением консультаций по самому широкому кругу вопросов, но не выходящих за рамки игры. На консультациях прорабатываются отдельные фрагменты игры, уточняются правила и условия ее проведения с учетом игрового опыта и психологической готовности каждого студента к игре. В ходе консультаций преподаватель знакомится с возможностями каждого исполнителя более внимательно, дает рекомендации, как репетировать роль, какие приемы следует освоить тому или иному участнику, изучает психологическую совместимость и сыгранность отдельных участников. При необходимости он дает рекомендацию отдельным студентам сменить роль или внести в нее дополнительные изменения, если какие-то эпизоды вызывают недоверие. Кое-кому из участников может понадобиться повторить пройденный материал, отдельные разделы грамматики и лексики и т.п.

Деловая игра может развиваться по непредвиденному сценарию вследствие каких-то чрезвычайных событий, которые могут диктовать внесение изменений по ходу игры. Не следует во всех случаях слепо придерживаться первоначального сценария, но и отходить далеко от него также не стоит, поскольку это может внести сумятицу в события и запутать игроков. Творческие решения должны приветствоваться, а инициатива поощряться и находить поддержку у организатора игры в том случае, если это оправданно и содействует успешному развитию действия.



*Алгоритм проведения деловой игры*

<b>№</b>	<b>Время</b>	<b>Задача</b>	<b>Действия</b>	<b>Прим.</b>
<b>1</b>	<b>3 ч.</b>	<b>Организация переговоров директора завода с руководителем компании АББ о проведении пуско-наладочных работ на заводе этилена</b>	<b>Проводятся переговоры с участием старшего переводчика о контрактных обязательствах, приемке устанавливаемого на заводе оборудования, способах оплаты работ</b>	
<b>2</b>	<b>5 ч.</b>	<b>Обсуждение технических параметров, стандартов и регламентов устанавливаемого оборудования</b>	<b>Обсуждается проект, эксплуатационные характеристики оборудования, технологический регламент</b>	
<b>3</b>	<b>4 ч.</b>	<b>Обеспечение технической документацией, перевод ее на русский язык</b>	<b>Обговаривается поставка технической документации, а также ее перевод до начала пуско-наладочных работ</b>	
<b>4</b>	<b>4 ч.</b>	<b>Поставка оборудования и материалов</b>	<b>Проводятся переговоры по графику поставки, проверяются сертификаты и наличие спецификаций на техобслуживание, ведется переписка с Поставщиком</b>	

5	14 ч.	<b>Взаимодействие персонала Заказчика со специалистами Поставщика, перевод производственных переговоров на площадке строительства</b>	<b>Производится установка технологического оборудования, обсуждаются технические параметры его эксплуатации, проводятся испытания</b>	
6	10 ч.	<b>Проведение производственных совещаний о ходе выполняемых работ</b>	<b>Проводятся производственные совещания по графику установки оборудования и ходу работ на площадке, устранения неисправностей и прочие текущие проблемы</b>	
7	7 ч.	<b>Организация переговоров о завершении пуско-наладочных работ</b>	<b>Рассматривается график завершения пуско-наладочных работ и пуска оборудования в эксплуатацию</b>	

*Система оценивания в деловой игре.*

Поскольку при проведении игры вмешательство преподавателя было затруднено, то система оценивания строилась на основе бесед преподавателя со студентами и экспертами, а также итоговой оценки преподавателя.

Главными критериями оценки явились следующие параметры:

- компетентность профессиональных действий участников игры;
- владение иностранным языком;
- владение техникой перевода;

- наличие профессиональной культуры и уровень профессионального мышления;
- владение технологией исполнения своих будущих профессиональных обязанностей;
- творческий подход к решению профессиональных задач;
- умение работать в команде.

Преподаватель подводит краткие итоги на каждом этапе деловой игры, делает анализ речевых ошибок, стиля игровых действий обучающихся, активности игроков, а также о слаженности действий всей команды, стимулирует учащихся к дальнейшей совместной работе.

На заключительном этапе преподаватель проводит подробный анализ проделанной работе в ходе проведения деловой игры.

Разбор игры начинается с изложения мнений самих участников, их отношения к проведенной форме занятия, к исполняемым ими ролям и в целом к самой игре, степени ее организации, обеспеченности техническими средствами и ее итогами.

Далее преподаватель подвергает игру обстоятельному анализу, проводит содержательный разбор причин полученных результатов, допущенных лингвистических, переводческих, профессиональных, исполнительских и организационно-методических ошибок. В начале своего детального анализа он говорит о причинах, побудивших его обратиться к деловой игре как форме проведения занятия на заключительном этапе обучения. Затем он подробно останавливается на изложении целей и задач проведения деловой игры, обосновывает их необходимость и высказывает свое мнение о том, насколько эти цели и задачи были реализованы.

Важным моментом в завершающем анализе деловой игры является разбор конкретных эпизодов и самооценка студентами своих проявленных навыков и умений в ходе игры. Особое внимание уделяется совершенствованию игровой практики, она позволяет относительно безболезненно увидеть слабые стороны своей профессиональной и языковой подготовки и стремиться к их преодолению. Подобная игра не только выявляет потенциал для профессионального роста, но и раскрывает возможности личного участия в деятельности, которая подготавливает их к самостоятельным решениям и выводам. Немаловажное место в

этой оценке занимает также и деятельность преподавателя, его мастерство и умение зажечь коллектив учащихся своей энергией и энтузиазмом.

Разбирая конкретные эпизоды преподаватель, обращается к своим протокольным записям, наблюдениям и замечаниям. На основе собранных материалов он делает соответствующие выводы о компетентности учащихся и об их готовности к профессиональной работе в качестве переводчика, а также об их уровне владения языком, умении вести деловую корреспонденцию и иную документацию, необходимую для полноценной деятельности на производстве. Следует также отметить способность учащихся работать в коллективе единомышленников, взаимодействовать с представителями зарубежных компаний, вести переговоры и понимать особенности делового стиля зарубежного партнера по бизнесу.

В заключении преподаватель делает выводы об успешности проведения игры и достижении поставленных целей, а также о целесообразности использования полученного опыта в будущем. Очень важно определиться с формой оценивания проведенной деловой игры, дифференцировать вклад отдельных студентов в ее организацию и проведение, поскольку это может стимулировать их к дальнейшей активности, творческим исканиям и находкам, самостоятельным решениям и интересу в дальнейшей работе.

## **Развитие навыков самоорганизации**

### **Good or Bad Procrastination**

The most impressive people I know are all terrible procrastinators. So could it be that procrastination isn't always bad?

Most people who write about procrastination write about how to cure it. But this is, strictly speaking, is impossible. There are an indefinite number of things you could be doing. No matter what you work on, you aren't working on everything else. So the question is not how to avoid procrastination, but how to procrastinate well.

There are three variants of procrastination, depending what you do instead of working on something: you could work on (a) nothing, (b)

something less important, or (c) something more important. That last type, I'd argue, is good procrastination.

That's the "absent-minded professor", who forgets to shave, or eat, or even perhaps look where he's going while thinking about some interesting question. His mind is absent from the everyday world because it's hard at work in another.

That's the sense in which the most impressive people I know are all procrastinators. They're type C procrastinators: they put off working on small stuff to work on big stuff.

What's "small stuff"? Roughly, work that has zero chance of being mentioned in your obituary. It's hard to say at the time what will turn out to be your best work (will it be your magnum opus on Sumerian temple architecture, or the detective thriller you wrote under pseudonym?), but there's a whole class of tasks you can safely rule out: shaving, doing your laundry, cleaning the house, writing thank-you notes – anything that might be called an errand.

Good procrastination is avoiding errands to do real work.

Good in a sense, at least. The people who want you to do the errands won't think it's good. But you probably have to annoy them if you want to get anything done. The mildest seeming people, if they want to do the real work, all have a certain degree of ruthlessness when it comes to avoiding errands.

Some errands, like replying to letter, go away if you ignore them (perhaps taking friends with them). Others, like mowing the lawn, or filing tax returns, only get worse if you put them off. In principle it shouldn't work to put off the second kind of errand. You're going to have to do whatever it is eventually. Why not (as past-due notices are always saying) do it now?

The reason it pays to put off even those errands is that real work needs two things errands don't: big chunks of time, and the right mood. If you get inspired by some project, it can be a net win to blow off everything you were supposed to do for the next few days to work on it. Yes, those errands may cost you more time when you finally get around to them. But if you get a lot done during those few days, you will be net more productive.

In fact, it may not be a difference in degree, but a difference in kind. There may be types of work that can only be done in long, uninterrupted stretches, when inspiration hits, rather than dutifully in scheduled little slices. Empirically it seems to be so. When I think of

the people I know who've done great things, I don't imagine them dutifully crossing items off to-do lists. I imagine them sneaking off to work on some new idea.

Conversely, forcing someone to perform errands synchronously is bound to limit their productivity. The cost of an interruption is not just the time it takes, but that it breaks the time on either side in half. You probably only have to interrupt someone a couple times a day before they're unable to work on hard problems at all.

I've wondered a lot about why startups are more productive at the very beginning, when they're just a couple of guys in an apartment. The main reason may be that there's no one to interrupt them yet. In theory it's good when the founders finally get enough money to hire people to do some of the work for them. But it may be better to be overworked than interrupted. Once you dilute a startup with ordinary office workers – with type B procrastinators – the whole company starts to resonate at their frequency. They're interrupt-driven, and soon you are too.

Errands are so effective at killing great projects that a lot of people use them for that purpose. Someone who has decided to write a novel, for example, will suddenly find that the house needs cleaning. People who fail to write novels don't do it by sitting in front of a blank page for days without writing anything. They do it by feeding the cat, going out to buy something they need for their apartment, meeting a friend for coffee, checking email. "I don't have time to work," they say. And they don't; they've made sure of that.

(There's also a variant where one has no place to work. The cure is to visit the places where famous people worked, and see how unsuitable they were.)

I've used both these excuses at one time or another. I've learnt a lot of tricks for making myself work over the last 20 years, but even now I don't win consequently. Some days I get real work done. Other days are eaten up by errands. And I know it's usually my fault: I let errands eat up the day, to avoid facing some hard problem.

The most dangerous form of procrastination is unacknowledged type-B procrastination, because it doesn't feel like procrastination. You're "getting things done." Just the wrong things.

Any advice about procrastination that concentrates on crossing things off your to-do list is not only incomplete, but positively misleading, if it doesn't consider the possibility that the to-do list is itself a form of type-B procrastination. In fact, possibility is too weak a word. Nearly

everyone's is. Unless you're working on the biggest things you could be working on, you're type-B procrastinating, no matter how much you're getting done.

**Перечень тем курсовых работ по  
«Теории и практике перевода»**

1. Психологические проблемы устного перевода и способы их преодоления.
2. Автоматизации языковых средств перевода: проблема или преимущество.
3. Вдохновение и перевод, насколько эти понятия совместимы?
4. Значение и техника использования письменных материалов в переводе.
5. Роль этических и нравственных норм профессионального переводчика в переводческой деятельности.
6. Насколько возросла роль технических средств перевода в переводческой деятельности?
7. Проблема вероятностного прогнозирования при устном переводе.
8. Как достичь адекватности перевода и избавиться от буквализмов.
9. Речевая компрессия, опущения и добавления материала при устном переводе: причины и последствия.
10. Значение метонимии и синекдохи в переводе как средств для конкретизации общего понятия и обобщения специфического или конкретного явления.
11. Проблема перевода культур: как ее преодолеть?
12. Ложные друзья переводчика, или как избежать ловушек при переводе.
13. Перевод языковых клише в материалах по общественно-политической тематике.
14. Каковы терминологические особенности экономической литературы и как правильно ее переводить?
15. Проблема перевода технической литературы: находки и переводческие решения.
16. Перевод материалов по производственной тематике: в чем их особенности?

17. Трудности перевода английского глагола на русский язык.
18. Как правильно переводить обстоятельства времени с английского языка на русский?
19. Особенности перевода отрицательных выражений и конструкций с русского языка на английский.
20. Трудности перевода союзов, предлогов и частиц с русского языка на английский.
21. Нерешенные проблемы идиоматического перевода.
22. Каковы особенности техники перевода числительных?
23. Пути преодоления трудностей перевода имен собственных.
24. Синтаксический лабиринт в переводе: проблемы и решения.
25. В чем особенность русско-синтаксических трансформаций в переводе?
26. Что означает учет стилистических особенностей устной речи при переводе?
27. Владение стилем – «высший пилотаж» для переводчика.
28. Как важно учитывать высокий и низкий стиль при переводе.
29. Пословицы и поговорки – бич для переводчиков.
30. Как научиться учитывать интонации при переводе?
31. Особенности и «подводные камни» в переводе интернациональной лексики.
32. Трудности перевода сленга с английского языка на русский.
33. Способы перевода фразеологических единиц.
34. Неологизмы, их семантические особенности и перевод.
35. Место в переводе безэквивалентной лексики.



## **Театр на занятии**

### **Story Theatre**

One day a hungry beggar went to the house of a rich man. He asked for something to eat. The rich man invited the beggar in and gave him some soup. The beggar drank the soup very quickly. When he finished the rich man asked, "Do you want more to eat?"

"No, thanks," the beggar answered. "That was enough. I am full."

But the rich man gave the beggar a large plate of meat.

The beggar finished that very quickly also.

"Do you want more to eat?" the rich man asked again.

"No, thanks," the beggar answered. "That was enough. I'm full."

But the rich man didn't stop. He gave the beggar some delicious chocolate cake. The beggar quickly finished the food again. "Why do you lie to me?" the rich man asked. "Every time I ask you if you want more to eat, you say no; but every time I give you more, you eat it quickly."

The beggar looked around. Outside the kitchen there was a box. He filled the box with stones and asked the rich man, "Is this box full?"

"Of course it's full," the rich man answered.

Then the beggar put some sand in the box that was full of stones. "Is the box full?" he asked again.

"Of course it's full," the rich man answered,

Then the beggar got a pail of water. He poured the water into the box that was full of stones and sand. "You see," he said to the rich man. "Every time I ask you if the box is full, you say yes; but every time you say yes, I fill the box again. It's the same thing with the food you gave me. There's always room for more."

## **Радио программы на занятии**

### **Using Radio Programs in the EFL classroom**

The selection below gives a sample of links on the Voice of America website. The site [www.voanews.com](http://www.voanews.com) is a helpful source of teaching materials because it provides access to listening passages (news, programs, interviews, and such), and the written version of the most of the passages. VOA teaching materials are most popular and widely in

classrooms by teachers. The fact that they feature English spoken by native speakers to an international audience has proven to be highly motivating for the students. Among the programs they especially enjoyed are those dealing with international politics, such as *Press Conference USA*, *Issues in the News*, and *News Review*. Thus for example, one can refer to the civil rights movement in the United States taken from the program *Special English*, which is delivered at a slow pace. This could yield considerable participation by the students, even the weak ones. Cultural programs also captivate many students.

*Talk to America* is another valuable source of English. In this live program, public figures from a wide range of sectors are invited to talk and answer questions on the air from VOA journalists and listeners. The guests on this program include sports figures, politicians, and artists, among others.

As indicated earlier, *Special English* is a program in which English is delivered at a slow pace. It is aimed at low-beginner students of English and features documentaries having to do with such things as life in the United States, American culture and society, science, and technology.

A schedule of all the programs and when they are broadcast, along with details about radio frequencies and how to tune in to them, are available on the VOA website given above. To receive a catalog containing programs and frequencies by “snail” mail, write to VOA at the following address:

Voice of America  
Washington, DC 20237  
USA

### **Как правильно использовать Интернет для саморазвития**

#### **Use the WEB to Connect with “Ideas in Motion”**

Two years ago, I began to notice that my students had stopped writing and had begun pointing. And clicking. They were downloading information the World Wide Web and pasting it together, effortlessly in a document on the computer screen. That what the modern term paper had become.

I wrote an essay about the change for *The Chronicle* and to my surprise, I soon found my words reprinted all over the world and my

cast as a voice of dissent enemy of technology. That was when I learned that the right few words written at the right time in the right place can have more influence than those big books that I had written over for many years, for the edification of the few and the dedicated.

Ours is an age of instant data and sudden polarity. We are supposed to be for or against things and if we waver, protest, or point out the complexities, supposed to be for and against things, and if we waver, protect, or point out the complexities we are dismissed as academic wafflers who have forgotten the value of clarity.

I resented being called antitechnology. When we examine something seriously, we almost always find that it has both good and bad points. So it was with my examination of the Web. Improving dramatically each season, the Web offers instant access to information that previously we would have needed days or weeks to collect. That is truly remarkable.

We take knowledge all the more for granted if we confuse it with information. They are by no means the same thing. Information is the details, all those data that are now so easy to locate. Knowledge is being able to put the details together and make a clear conclusion. That is what students are not being trained to do. They trust the data they download a lot more their own ideas.

But I don't want to complain any more about students' honest efforts to save themselves some time. I teach engineers Philosophy, Literature, and the Meaning of Communication. I love Technology, so I use all the time – from clarinets and cars to processors and digital audio systems.

A teacher's duty is to inspire, and you can't inspire by complaining. I don't want to be remembered as that cranky professor who pointed out that the Web makes students forget how to think for themselves. The Web can have that effect, but it also can do much that is positive. I've changed my approach to the Web. I now insist that my students use it as much as possible. But I don't want them to simply download information, and I especially don't want them just to print out a number of Web pages and to hand them in to me with a satisfied grin "Sir, I've been working hard on research ." Instead, I want my students to use the Web for what it was designed to do - to allow an individual user to connect with other people, and with developing ideas.

Printed material is still the best place for well-formed and clearly articulated ideas. But on the Web, you can communicate far more easily

with the people who produced the printed material than was possible before we all went on line. If student writes a well-worded, careful and important question, then the mind at the other end might very well answer – not just direct the student to some published reference, but respond directly to the question. Some of us besieged by a lot of unwanted e-mail messages, but most of us still consider the genuine inquiries with gravity as we sort out the chaff.

In fact, communicating with people in an obvious way to use the Web, and students are already doing it all the time from making dates to buying stocks and auctioning cars. But when it comes to college, they still use the Web only to download data to add their own thinking with juicy-sounding facts and sound bites.

In another class I teach on technology and human values. My students have to find their own readings on the topic, and then they have to check each items legitimacy by finding out who is behind the material and what that person's biases are. I insist that they not simply look up information about the Web pages' makers, but ask those people pointed questions in e-mail messages. People are always behind information, sometimes they hide from the public, but most often they are accessible. We need to teach our students to use their computer, to have a dialogue with the people behind the ideas. The biggest difference between the computer and the television set should not be how close we're allowed to sit to the screen, but how much we are able to communicate with what is behind the images.

*By David Rothenberg*

*David Rothenberg is an assistant professor of philosophy at the New Jersey Institute of Technology. He is a co-editor, with Michael Tobias and, Patrick Fitzgerald of "A Parliament of Minds: Philosophy for a New Millennium", published by SUNY Press.*

## Роль НИРС в процессе обучения

### **Chief Executive Officers Remember their Schools BIO tech CEO Remembers Mentor C.R. Smyth**

If you ask George Rathmann 51, chairman, president and CEO of ICOS Inc., a start-up biotechnology firm, what he remembers most vividly about his scientific education at Princeton, he responds without hesitation, “Charles P. Smyth”.

“Professor Smyth was the chair of the Chemistry Department when I was there,” he says, “and a model for me and many others of the careful scientist. He taught us the veining of integrity”.

“The strongest message you receive as a student comes from your mentor – if you’re lucky enough to have one,” Rathmann continues. “Smyth has extraordinary high standards. He read every word of every paper he worked on, there were hundreds. He wrote well, too. He gave a level of guidance, care and attention that is rare. Did he delegate? Not very much. You have to remember that he was training generations of scientists. That is something that simply has to be done in a hands-on way if it is to be well done.”

After earning his M.A. and Ph.D. at Princeton in 1950 and 1951, respectively, Rathmann spent two decades in research and development at 3-M Co., before becoming president of Litton Medical Systems for three years. In 1975 he joined Abbot Labs, where he became vice president of research and development before joining his first start-up biotechnology firm, the spectacularly successful Amgen, as president, CEO and chair in 1980. He remained there almost a decade before beginning the process again at ICOS near Seattle, Wash., after a brief hiatus.

Rathmann enjoys a strong reputation in the business world for a rare combination of business and scientific skills. His insights into the issues surrounding the scientific education come from long experience and deep conviction.

“At Princeton,” says Rathmann, “we were able to get to know the professors well; we knew our fellow students well; and most of all, perhaps, we were able to benefit from the informal discussions about science with the world-class scientists who worked, visited or lectured at Princeton. The association with the Institute for Advanced Study was a big part of this. The strength at Princeton was not only in chemistry but also in physics, math and other areas. You could rub shoulders with

Einstein, Wigner and other people from whom you could benefit even in brief interactions. There is really no substitute for interacting one-on-one with outstanding scientists. I've tried to make that happen at 3-M and the two start-up companies by bringing top scientists into the labs for personal discussions.

"I believe that the application of technology represents a significant contribution to society," Rathmann continues. "Today the impossible is becoming possible – we're seeing miracles every day. Developments occurring in research labs around the country will eventually affect the health of everyone on the planet. Young people now have the opportunity to transform society in wonderful ways. We have a unique mix here in the United States that makes this possible. We encourage basic science, and the free enterprise system takes the science and puts it together with the marketplace to make progress."

*By Nicholas Morgan*

### **Типовой тест для проверки знаний по практическому курсу перевода**

**Время выполнения: 30 минут**

40 вопросов

Критерии оценки: 35-40 правильных ответов – отлично,

35-30 - хорошо

30-25 - удовлетворительно

#### *Указания*

Ниже приводится 4 варианта предложений/фраз на английском языке (A,B,C,D), выберите один из них, который соответствует данному в задании предложению/фразе на русском языке. На отдельном листе против каждого задания поставьте свой правильный ответ.

## Part I: Grammar

1. Мы поддерживаем и будем поддерживать прифронтовые государства Африки в их усилиях по достижению урегулирования этого вопроса.
  - A. We are continuing to support the front-line African states
  - B. We always support the front-line African states
  - C. We shall support the front-line African states
  - D. We support and will support the front-line African states
  
2. Россия не ослабляет и не ослабит усилий, направленных на то, чтобы отвести от человечества военную угрозу.
  - A. Russia does not slacken and will not slacken its efforts to protect mankind from the threat of war
  - B. Russia will continue its efforts to protect mankind from the threat of war
  - C. Russia does not slacken its efforts to protect mankind from the threat of war
  - D. Russia will not slacken its efforts to protect mankind from the threat of war
  
2. Мы никогда не искали и не ищем себе выгод – будь то экономические, политические или иные.
  - A. We never seek advantages for ourselves – be they economic, political, or any other kind.
  - B. We are never seeking advantages for ourselves – be they economic, political, or any other kind.
  - C. We have never sought advantages for ourselves – be they economic, political, or any other kind.
  - D. We never keep seeking advantages for ourselves – be they economic, political, or any other kind.

4. Мы предлагали и предлагаем договориться о полном запрещении ядерного оружия.

A. We are proposing agreement on a total nuclear weapons test ban.

B. We propose agreement on a total nuclear weapons test ban.

C. We keep proposing agreement on a total nuclear weapons test ban.

D. We are continuing to propose agreement on a total nuclear weapons test ban.

5. Мы выступали и будем выступать в их поддержку.

A. We shall continue to support them.

B. We have always supported them.

C. We shall be supporting them.

D. We shall support them.

6. Я иду-иду, уже сил нет, а все еще далеко до места.

A. I walk, but it is still far to that place

B. I keep on going, but it is still far to that place

C. I am walking, but it is still far to that place

D. I go, but it is still far to that place

7. Он смотрел-смотрел, никак не мог разглядеть.

A. He looked but he could not make it out

B. He had looked but he could not make it out

***C. He kept on looking but he could not make it out***



D. He has looked but he could not make it out

8. Мы будем и впредь совместно с другими странами действовать в интересах оздоровления международных отношений.

A. We shall act with other countries to improve international relations

B. We shall be acting with other countries to improve international relations

C. We continue to act with other countries to improve international relations

D. We shall continue to act with other countries to improve international relations

9. Приди я вовремя, ничего бы не случилось.

**A. *If I had come in time nothing would have happened***

B. If I came in time nothing would happen

C. If I come in time nothing will have happened

D. If I come in time nothing happens

10. Тебе хорошо с гостями чай распивать, а я дома сиди.

A. You're drinking tea with the guests while I've got to stay home.

B. You're having fun drinking tea with the guests while I've got to stay home.

C. You drink tea with the guests while I've got to stay home.

D. You're having tea with the guests while I've got to stay home.

## **Part II: Syntax**

11. Он не может прийти.

- A. He can't/is not able to come.
- B. He might not come
- C. He may come.
- D. He is not allowed to come.

12. В результате несчастных случаев на строительной площадке погибло восемь человек.

- A. Eight people have been killed by industrial accidents at this construction sites
- B. Industrial accidents at this construction sites have killed eight people.
- C. Eight people were killed by industrial accidents at this construction sites
- D. Eight people have been killed in industrial accidents at this construction sites

13. Нам внушали, что наша система лучше.

- A. They told us that our system is better.
- B. We said that our system is better.
- C. We have been told that our system is better.
- D. We told us that our system was better.

14. В этом году было построено тридцать школ.

- A. This year thirty schools were built.
- B. This year thirty schools have been built.
- C. Thirty schools were built this year.
- D. This year the town has built thirty schools.

15. Он к вам приходит когда?

**A. *When is it he's coming to see you?***

B. When is he coming to see you?

C. When will he come to see you?

D. When will he see you?

16. А говорит он ей что?

A. What is he telling her?

**B. *So what is he telling her?***

C. What does he tell her?

D. What is he saying?

17. В выступлении президента было подчеркнуто, что никакие ссылки на терроризм не дают американской администрации права выступать в роли международного судьи.

A. The president emphasized that no references to terrorism can give the American Administration the right to act as an international judge.

B. The president emphasized in his statement that no references to terrorism can give the American Administration the right to act as an international judge.

C. The president's statement emphasized that no references to terrorism can give the American Administration the right to act as an international judge.

D. It was emphasized by the president that no references to terrorism can give the American Administration the right to act as an international judge.

18. В принятой вчера резолюции...

- A. The resolution stated yesterday...
- B. The resolution passed stated yesterday...
- C. Yesterday the passed resolution stated...
- D. The resolution passed yesterday stated...

19. В результате войны погибло много людей.

- A. The war killed/claimed the lives of a lot of people.
- B. A lot of people were killed in the war.
- C. A lot of people were killed by the war.
- D. A lot of people were killed as a result of the war.

20. От пожара уцелело всего несколько домов

- A. From this remained only a few houses.
- B. Only a few houses escaped the fire.
- C. Only a few houses were spared by the fire.
- D. Only a few houses remained after the fire.

### **Part III: Stylistics**

21. Мы призываем все государства работать не покладая рук.

- A. We call on all states to work unceasingly/tirelessly
- B. We call on all states not to work putting down hands
- C. We call on all states to work without putting down hands
- D. We call on all states to work without hands put down.

22. Как известно, на одну доску ставятся террористы из Анголы и Мозамбика, Афганистана и Никарагуа, Лаоса и Камбоджи.

- A. Everyone is well aware that terrorists from... are on the same board.
- B. Everyone is well aware that no distinction is made between terrorists from...
- C. Everyone is well aware that terrorists from...are in the same team.
- D. Everyone is well aware that terrorists from... are equal.

23. Наш призыв не всем на Западе приходится по душе.

- A. Not everyone in the West agrees with our appeal
- B. Many in the West disagree with our appeal
- C. Not everyone in the West finds our appeal to his liking.
- D. Many in the West disapprove of our appeal.

24. Апрельская революция 1978 года в этой стране пришлась не по нутру империалистическим силам.

- A. The April 1978 revolution was not approved by the imperialist forces
- B. The imperialist forces did not accept the April 1978 revolution
- C. The imperialist forces did not approve of the April 1978 revolution
- D. The April 1978 revolution was not to the taste/liking of the imperialist forces

25. Это дело не сдвинется с мертвой точки.

- A. This (matter) will not even get started/moved from A to B.
- B. This (matter) will not even get started from the dead point.
- C. This (matter) will not even move from the dead point.
- D. This (matter) will not even leave the dead point.

26. Но ведь таких переговоров нет – и не по нашей вине, - и нельзя сидеть сложа руки.

A. But as long as there are no such negotiations – and for this we are not to blame – we cannot sit with hands folded.

B. But as long as there are no such negotiations – and for this we are not to blame – we cannot stand idly by.

C. But as long as there are no such negotiations – and for this we are not to blame – we cannot stand with hands folded.

D. But as long as there are no such negotiations – and for this we are not to blame – sitting with hands folded is not our aim.

27. Ни в грош не ставят эти права те, кто является приверженцем гонки вооружений.

A. They don't give a tinker's dam for

B. They don't give a brass farthing for

C. They care nothing for

D. They don't give a damn about

28. Развитие позитивных процессов было подорвано с легкой руки НАТО.

A. The development of positive processes was undermined with a light hand from NATO.

B. The development of positive processes was undermined with light assistance from NATO.

C. The development of positive processes was undermined with an easy hand from NATO.

D. The development of positive processes was undermined with some assistance from NATO.

29. Предпринимается откровенная попытка поставить все с ног на голову.

- A. An open attempt is being made to turn everything upside down.
- B. A sincere attempt is being made to turn everything upside down.
- C. There is a sincere policy to turn everything upside down.
- D. An frank attempt is being made to turn everything upside down.

30. Высокая нота тревоги по поводу обстановки в Центральной Америке прозвучала в декларации министров иностранных дел контадорской группы.

- A. A high note of alarm was heard concerning the situation in Central America in the declaration of the Ministers of Foreign Affairs of the Contadora group
- B. A resounding note of alarm was heard concerning the situation in Central America in the declaration of the Ministers of Foreign Affairs of the Contadora group
- C. A resounding note of alarm was voiced concerning the situation in Central America in the declaration of the Ministers of Foreign Affairs of the Contadora group
- D. A resounding note of alarm was played concerning the situation in Central America in the declaration of the Ministers of Foreign Affairs of the Contadora group

## **Part II: Vocabulary**

31. умереть с голоду

- A. to die of hunger
- B. to die with hunger
- C. to die from hunger
- D. to die because of hunger

32. наши филиалы функционируют круглый год

- A. Our affiliations work all year round

- B. Our affiliations are/stay open all year round
- C. Our affiliations function all year round
- D. Our affiliations operate all year round

33. вспоминать о долге

- A. to refer to his duty
- B. to remind someone of his duty
  
- C. to remember his duty
- D. to mention one's duty

34. сказать веское слово

- A. to say a weighty word
- B. to express an important word
- C. to say a heavy word
  
- D. to make one's voice heard

35. реализовать программу

- A. to implement one's program
- B. to realize one's program
- C. to put into use one's program
- D. to use one's program

36. в последнее время

- A. in recent times



- B. recently
- C. last time
- D. at the latest time

37. сесть в лужу

- A. to sit in a pool
- B. to find oneself in a puddle
- C. to get into a mess
- D. to slip up

38. китайская грамота

- A. it is a Chinese paper
- B. it is a Chinese script
- C. it is a Chinese secret
- D. It is Greek to me

39. на худой конец

- A. if the worst comes to worst
- B. if there is a hole in the end
- C. if there is no hope
- D. if there is no way out

40. не в своей тарелке

- A. in the wrong place
- B. ill at ease/out of place

C. at the bottom of the plate

D. in someone's place

**Комплексный тест для итоговой проверки знаний по  
английскому языку**

**Section 1  
Listening Comprehension**

Directions: For each question you will hear a short sentence. Each sentence will be spoken just one time. The sentences you hear will not be written out for you. Therefore, you must listen carefully to understand what the speaker says.

After you hear a sentence, read the four choices in your test book, marked (A), (B), (C), and (D), and decide which one is closest in meaning to the sentence you heard.

1. (A) Welcome back for a while.  
(B) After a short time they'll return.  
(C) They'll come back with a smile.  
(D) I'll while away the time until they return.
2. (A) You're better now, so be more careful from now on.  
(B) If you'd been more careful, you'd be better now.  
(C) From now on you should take more care.  
(D) You'd better be more careful about frowning.
3. (A) The car John likes is too expensive for him.  
(B) John is rarely offered the kind of car he likes.  
(C) John can't afford the rare car he likes.  
(D) The car John really likes is a Ford.
4. (A) The best in the class was too good for her.  
(B) She couldn't maintain the level of the class.  
(C) She was unable to do her best in that.  
(D) The rest of the class couldn't help her.
5. (A) We're used to having a test on Fridays.

- (B) We have a test on Friday usually.  
(C) We're used to testing on Fridays.  
(D) We once had a test every Friday.
6. (A) I want none of your encouragement.  
(B) Until now I've never been encouraged.  
(C) I didn't have any courage before now.  
(D) I've encouraged no one before.
7. (A) Why did you wait so long for an application.  
(B) You must wait now to send in your application.  
(C) It's too late now to mail your application.  
(D) You waited so long for an application and now it's too late.
8. (A) Jane said she would be working in the morning.  
(B) Tom was told what Jane would be wanting in the morning.  
(C) Jane told Tom she'd be walking in the morning.  
(D) Tom was told Jane won't be working in the morning.
9. (A) There's no need to wait if you've already telephoned.  
(B) It's not necessary to write a letter if you telephoned earlier.  
(C) If you are cold there's no need for to wait.  
(D) You don't have to write a letter if you've already sent a card.
10. (A) Go away and finish your work!  
(B) Go ahead and finish your walk – I'll follow.  
(C) Finish your work, don't stop now.  
(D) Use your head and finish your work first.
11. (A) Linda was unexpectedly turned away from the meeting.  
(B) I was surprised to see Linda at the meeting.  
(C) Linda didn't expect to see me at the meeting.  
(D) I didn't expect to see Linda at the meeting until ten.
12. (A) Recently, there've been two storms which have lasted three days.

- (B) We've had a few big storms in the last three days.
  - (C) In the past three days there've been two storms.
  - (D) Three days ago we had two big storms.
13. (A) To research his term paper, John was obliged to go to the library.
- (B) John went and searched the library for his term paper.
  - (C) John went to the library to do someone's research paper.
  - (D) John researched the library for his term paper.
14. (A) Tom was at the store when the man fitted the batteries.
- (B) The man at the store told Tom how to fit the batteries.
  - (C) Tom and the man at the store put the batteries.
  - (D) The man at the store put the batteries in for Tom.
15. (A) I ran out of ideas and had to give up some of my studies.
- (B) Someone ran away with my money so I had to give up my studies.
  - (C) Due to my lack of money I had to give up some of my studies.
  - (D) I had to give up some of my money to continue my studies.
16. (A) It was too far to walk.
- (B) He went further than necessary.
  - (C) Two of them went a long way.
  - (D) He walked too fast.
17. (A) Jerry never managed to meet Mike.
- (B) Both Mike and Jerry tried very hard.
  - (C) Jerry tried hard and beat Mike.
  - (D) Mike was always better than Jerry.
18. (A) She didn't go to the museum of Modern Art afterwards.
- (B) After all her friends had gone, she went to the museum of Modern Art.
  - (C) She intended to go to the Museum of Modern Art, but didn't.

- (D) She didn't visit the Museum of Modern Art in the afternoon.
19. (A) The groups were formed at the end of the meeting.  
(B) Three of the groups finished their meetings at four.  
(C) We split up into groups of three when the meeting ended.  
(D) Four of the groups contained three people.
20. (A) You are not allowed to jog in the dormitory rooms.  
(B) There's no room for dogs in the dormitory.  
(C) You cannot have drugs in dormitory rooms.  
(D) It's against regulations to have a dog in your dormitory room.

## **Section 2**

### **Vocabulary**

Directions: This section is designed to measure your comprehension of standard written English. Each sentence has an underlined word or phrase. You are to choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.

1. The radius of a typical atom is approximately five-billionths of an inch.  
(A) in general  
(B) more or less  
(C) not quite  
(D) not fully
4. The rise and fall of our working efficiency coincides with temperature variations in our body.  
(A) changes  
(B) differences  
(C) alterations  
(D) deviations
3. Many students lose credit on written assignments through lack of organization.  
(A) arrangement  
(B) planning  
(C) classification

- (D) computer-ordination
5. A star begins life as a large big ball of slowly rotating gas that contracts slowly under its own weight.
- (A) deflates
  - (B) weakens
  - (C) lessens
  - (D) shrinks
6. The most important factor determining atmospheric stability is the rate at which air temperature drops with increasing altitude.
- (A) durability
  - (B) balance
  - (C) permanence
  - (D) endurance
7. Iron is converted to steel by removing most of the impurities present in cast iron.
- (A) altered
  - (B) developed
  - (C) reduced
  - (D) formed
8. The Celsius scale, developed in 1742 by the Swedish scientist Anders Celsius, is the most widely used temperature scale in the world.
- (A) rule
  - (B) system
  - (C) measure
  - (D) division
9. In the 1870's Alexander Graham Bell developed the first practicable telephone.
- (A) feasible
  - (B) functional
  - (C) applicable
  - (D) rational
10. Among all groups of people, we find widely shared beliefs, norms, values and preferences.
- (A) conventions
  - (B) characteristics
  - (C) fashions
  - (D) routines

10. Beginning in the mid 1940's, plant breeders developed new strains of wheat that gave substantially higher yields per acre.

- (A) greatly
- (B) enormously
- (C) extensively
- (D) considerably

### **Section 3**

#### **Reading Comprehension**

Directions: Read the following passage and choose the one best answer (A), (B), (C) or (D) to each question.

One major problem facing the further development of non-chemical methods of pest control is their specificity. Because these methods usually are effective against only one kind of pest, crops still require chemical or other treatments to handle threats from other species of pests. The second important issue for non-chemical, and chemical control methods is the possibility that health or environmental hazards may be introduced which have effects at least as severe as those methods they are intended to replace. This is particularly true in the cases of hormonal control and chemical sterilization techniques.

A third major drawback in the use of non-chemical measures is the cost of developing and marketing them. Because of the specificity of these measures, a feature that many environmentalists consider desirable, any single product will have a limited market. So, even if a product could capture the entire market for the control of a particular species of pest, its limited demand might not justify the cost of development.

1. What is one of the biggest difficulties in controlling pests by non-chemical means?
  - (A) A particular non-chemical product may work only against one type of pest.
  - (B) All crops require non-specific chemical measures to remain healthy.
  - (C) Many species of pests can only be controlled by chemical sterilization.

- (D) Chemical or other treatments are always more effective than non-chemical methods.
2. According to the passage, a possible effect of non-chemical methods of control could be
- (A) the replacement of hormones in animals
  - (B) infertility in man and animals
  - (C) the introduction of health controls
  - (D) severe weather changes
3. Many non-chemical products are not fully developed because
- (A) they are dangerous to sell
  - (B) environmentalists object to them
  - (C) they are very expensive to produce
  - (D) they have a narrow market
4. Why is there a limited demand for non-chemical products?
- (A) Chemical products have much larger markets.
  - (B) Most species of pest don't respond to non-chemical products.
  - (C) They can never capture the entire market because of their specificity.
  - (D) It is impossible to control their development effectively.
5. The passage would most likely be assigned reading for courses in which one of the following subjects?
- (A) Business management
  - (B) Medicine
  - (C) Botany
  - (D) Biochemistry



## Примерный вариант итогового теста по грамматике

### 1. Tenses

- 1.1 Each July we ..... to Turkey for a holiday.  
A. are going B. go C. went D. were going
- 1.2 The growing number of visitors .... the footpaths.  
A. is damaging B. damages C. are damaging D. was damaging
- 1.3 Jane ....just a few minutes ago.  
A. left B. has left C. leaves D. had left
- 1.4 Timson .... 13 films and I think her latest is the best.  
A. made B. had made C. has made D. had left
- 1.5..... Robert lately?  
A. did you see B. have you seen C. do you see D. Are you seeing
- 1.6 When I was a child .... the violin.  
A. I was playing B. I'm playing C. I play D. I play
- 1.7 ..... until midnight last night.  
A. I have been reading B. I read C. I was reading D. I have read
- 1.8 He ..... for the national team 65 matches so far.  
A. has played B. has been playing C. played D. is playing
- 1.9 Sorry, we're late, we ..... the wrong turning.  
A. had taken B. were taking C. played D. are taking
- 1.10 She ..... from flu when she was interviewed.  
A. was suffering B. had been suffering C. had suffered D. suffered

### 2. The future

- 2.1 If you look carefully, you .... find writing scratched on the glass.  
A. can B. are going to C. shall D. will
- 2.2 I think it ..... soon.  
A. is going to rain B. rains C. will rain D. is raining
- 2.3 Wait here until I ..... call you.  
A. will call B. am calling C. am going to call D. call
- 2.4 I won't be able to meet you next week, I ..... in London for a few days.  
A. will be staying B. will stay C. stay D. am staying
- 2.5 Next month I .... Derek for 20 years.  
A. know B. will have known C. am knowing
- 2.6 I .... with the performance, but I got the flu the day before.  
A. was to have helped B. helped C. was to help D. had helped

### 3. Modals

- 3.1 You ... mad if you think I'm going to lend you any more money.  
A. should be B. are supposed to be C. must be D. ought to be
- 3.2 I .... happy to see him, but I didn't have time.  
A. will have been B. would be C. will be D. would have been
- 3.3 We .... Switzerland four times during the 1970s.  
A. used to visit B. would visit C. visited D. will visit
- 3.4 If I hadn't come along at that moment, Jim ..... the one arrested instead of the real thief.  
A. might have been B. may have been C. can have been D. could have been
- 3.5 Jenny .... leave the hospital only six hours after the baby was born.  
A. was able to B. could C. can D. is able to
- 3.6 The car broke down and we .... a taxi.  
A. must have got B. had got to get C. had to get D. must get
- 3.7 You ..... whisper. Nobody can hear us.  
A. needn't B. don't have to C. mustn't D. must get
- 3.8 Although he didn't have a ticket, Ken ..... come in.  
A. could B. can C. might D. was allowed to

### 4. Passives

- 4.1 ..... during the storm.  
A. They were collapsed the fence C. They collapsed the fence  
B. The fence was collapsed D. The fence collapsed
- 4.2 The new computer system .... next month.  
A. is being installed by people C. is being installed  
B. is being installed D. is been installed
- 4.3 The children .... to the zoo.  
A. were enjoyed C. were enjoyed being taken  
B. enjoyed being taken D. enjoyed taking
- 4.4 ..... chair the meeting.  
A. John was decided to C. It was decided that John should  
B. There was decided that John should D. John had been decided to

### 5. Questions

- 6.1 Who .... was coming to see me this morning?  
A. you said B. did you say C. did you say that D. you did say
- 6.2 Why .... return the money?  
A. did you not B. you did not C. you didn't D. didn't you





12.2 One of the people arrested was Mary Arundel, ..... a member of the local council.

A. is            B. that is            C. whom is            D. who is

12.3 The newspaper is owned by the Mearson Group, ..... is sir James Bex.

A. which chairman            B. whose chairman            C. who chairman  
D. chairman

12.4 She is one of the few people .....

A. who I look up to  
B. to whom I look up  
C. I look up to  
D. to who look up

12.5 There are a number of people .... be asked.

A. should    B. that should    C. whom should    D. who should

12.6 ..... at the party, we saw Ruth standing alone.

A. Arrived    B. We arrived    C. arriving    D. We were arriving

### ***11. Adverbs and conjunctions***

15.1 I ..... her birthday and I ..... how to make it up to her.

A. completely forgot ... don't just know  
B. forgot completely ... don't just know  
C. completely forgot ... just don't know  
D. forgot completely ... just don't know

15.3 It's .... disappointing.

A. normally get up ... I have sometimes  
B. normally get up ... sometimes I have  
C. get normally up ... sometimes I have  
D. get normally up ...I sometimes have

15.4 .... brought some food.

A. My mother has only            B. My mother only has  
C. My only mother has            D. Only my mother has

15.5 I'll look after the children while you ..... dinner.

A. will make  
B. are making  
C. will be making  
D. make

15.6 I still feel very tired ..... in the morning.

A. when I wake up  
B. as I was wake up

- C. when I will wake up  
 D. While I wake up
- 15.7 We were delayed ..... an accident.  
 A. because            B. because of there was            C. because there was  
 D. because of
- 15.8 I carried the knife carefully ..... cut myself.  
 A. so as not to  
 B. so not to  
 C. not to  
 D. in order not to
- 15.9 ....., they slept soundly.  
 A. Hot though was the night air  
 B. Hot though the night air was  
 C. Hot as the night air was  
 D. Hot although the night air was
- 15.10 If I ..... a more reliable car, I .... to Spain rather than fly.  
 A. would have ... would drive  
 B. had ... had driven  
 C. had ... would drive  
 D. would have had .... would drive
- 15.11 If he ..... a chance of success, he .... to move to London.  
 A. will have ... would need  
 B. will have ... will need  
 C. were to have ... will need  
 D. were to have ... would need
- 15.12 They couldn't decide ... it was worth re-sitting the exam.  
 A. if            B. whether or not            C. whether            D. if or not
- 15.13 John was the first person I saw ..... hospital.  
 A. by leaving            B. on leaving            C. in leaving            D. on to leave
- 15.14 Much of the power of the trade unions has been lost. ....., their political influence should not be underestimated.  
 A. Even so            B. although            C. Even            D. Even though

**12. Prepositions**

- 16.1 She lives .... Perth. She owns a house ..... the Swan River.  
 A. at...on            B. at...in            C. in...at            D. in...on
- 16.2 He suddenly saw Sue ....the room. He pushed his way ..... the crowd of people to get to her.  
 A. across ... through  
 B. over ..... through

C. across...across

D. over ....along

16.3 I first met Steve on a beach ..... Adelaide. I later found out that he had been a carpenter and a dustman, ..... other things.

A. by ... among

B. near...between

C. by.... between

D. near...among

16.4 'Its Ann's birthday some time ..... the middle of May, I think.'

'Yes, it's her birthday ..... the 21st.'

A. at ...on      B. in...on

C. in...at      D. at...in

16.5 About ten of us were taken ill ... a party we were at in York. I felt ill ... a couple of days, but was fine after that.

A. for ...during

B. for...for

C. during...during

D. during...for

16.6 ..... cricket, I enjoy watching football and basketball.

A. Apart from

B. Except

C. Except for

D. Besides

16.7 I told him that he couldn't hope to catch a big fish .... a small rod like that, but he insisted ....trying.

A. with ....on      B. by ....about

C. with ....about      D. by ....on

16.8 'What do you think .....my car? I've just bought it.' 'It's really good. actually, I'm thinking ...my motorbike and getting a car, too.'

A. about ...to sell

B. about ... about selling

C. of ...to sell

D. of ... of selling

16.9 'When did you last hear ... Don?' 'He phoned me just this morning. He's coming to Bristol next week, so we agreed .... a time and place to meet.'

A. from...on

B. about...on

C. from....with

D. of...to

16.10 'John has looked tired recently, and I've started to wonder .... his health.' 'You're right. And he doesn't seem to care ... the effect smoking has on him.'

A. at...for      B. about...for      C. about....about      D. at ...about

16.11 She tried to ....

- A. talk me the plan out of
- B. talk out of me the plan
- C. talk me out of the plan
- D. talk out me of the plan

**17. Organising information**

17.1 .....people trying to get into the football stadium.

- A. There were too much
- B. There were too many
- C. It was too many
- D. There were too many

17.2 .... to celebrate his 75th birthday.

- A. It was decided      B. It was accepted      C. It was determined
- D. It was agreed

17.3 I .... you can swim so well and I can't.

- A. hate      B. hate is that      C. hate that      D. hate it

17.4 Dave lost his job and was short of money, so .... his flat and move in with his brother.

- A. that he did was to sell
- B. what he did was to sell
- C. what he did sold
- D. what he did was sell

17.5 ....resigned, we would have been forced to sack him.

- A. Had he not      B. Hadn't he      C. He had not      D. he had not

17.6 ..... that Marie was able to retire at the stage of 50.

- A. So successful her business was,
- B. So successful was her business
- C. Her business was so successful
- D. So was her successful business



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## **РАЗВИТИЕ ЯЗЫКОВОЙ ЛИЧНОСТИ В КУРСЕ ПОДГОТОВКИ ПЕРЕВОДЧИКА**

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