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ПРОФЕССИОНАЛЬНАЯ МОБИЛЬНОСТЬ ПЕРЕВОДЧИКОВ

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С.П. Королева» в качестве учебного пособия для студентов, обучающихся по дополнительной образовательной программе «Переводчик в сфере профессиональной коммуникации»

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Обосновывается необходимость формирования мобильности, раскрывается сущность данного понятия и предлагается структура, интегрирующая когнитивные, аксиологические, рефлексивные, коммуникативные и адаптивно-регулятивные компоненты. Практическая часть содержит комплекс заданий развивающе-коммуникативного плана и моделирует ситуации реальной переводческой деятельности, способствуя формированию основ профессиональной саморегуляции и адаптации.

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ВВЕДЕНИЕ

Переводчики традиционно позволяют осуществлять опосредованную коммуникацию при невозможности непосредственной ввиду отсутствия знакомой заинтересованным сторонам общей системы кодов. Гармоничное развитие современного общества объективно невозможно без переводческой деятельности, поскольку увеличивается количество международных контактов широкого тематического спектра и постоянно появляется большое количество информации, необходимой для поддержания должного конкурентоспособного уровня осведомленности в различных областях как гуманитарного, так и производственно-технического цикла. При этом социальный заказ, выражающийся в требованиях работодателей к современным специалистам, предполагает не только необходимость формирования у будущего специалиста концептуально-прикладной базы в рамках языковой области знания, но и в выработке таких навыков и умений, которые позволят эти знания в перспективе успешно применить в условиях непрерывного становления и постоянной модификации, связанной с социальными тенденциями, выражающимися в активной динамике, быстром развитии и устаревании технологий, а вместе с ними и сфер, их обслуживающих. Современные государственные образовательные стандарты учитывают новые потребности и детерминируют необходимый перечень компетенций, формирование которых позволяет реализовывать модификацию парадигмы образования путем смещения акцента с трансляции знаний на развитие личности обучающихся, что в перспективе позволит им самостоятельно осваивать новые области и адаптироваться в перманентно меняющихся условиях. Однако осуществление установки на достижение актуальных результатов невозможно без формирования инструментария, что предполагает необходимость создания новых учебных пособий. Данное пособие подготовлено с учетом современных требований на основе государственных стандартов: 45.03.02 Лингвистика (Приказ Минобрнауки от 07.08.2014 № 940), 03.57.01 Перевод и переводоведение (Приказ Минобрнауки РФ от 24.12.2010 № 2048; ред. от 31.05.2011), 45.05.01 Перевод и переводоведение (проект приказа Минобрнауки России по состоянию на 10.04.2015).

В теоретической части пособия раскрывается сущность понятия «профессиональная мобильность» и в рамках структуры мобильности анализируется специфика профессиональной подготовки переводчиков в свете современных требований к будущему специалисту. Практическая часть пособия содержит основанный на видеоматериалах комплекс заданий, который ориентирован на развитие актуальных в свете современных тенденций профессиональных навыков и умений будущих переводчиков. Проектные задания, включенные в финальный блок каждого юнита, построены с учетом необходимости активировать на этапе подготовки познавательные, поисковые и аналитико-интерпретативные механизмы и ориентированы на моделирование реального контекста переводческой деятельности на этапе презентации.

СУЩНОСТЬ И СТРУКТУРА ПРОФЕССИОНАЛЬНОЙ МОБИЛЬНОСТИ ПЕРЕВОДЧИКОВ

Понятие «профессиональная мобильность» последнее время достаточно часто фигурирует в исследованиях различного рода. Тенденция, которая на первый взгляд может показаться научной модой, на самом деле возникла как стремление решить новые задачи, возникающие в системе образования в ответ на меняющиеся потребности работодателей. Естественная эволюция рынка труда привела к потере ригидности структурных элементов профессиональной системы и вызвала необходимость создания новой системы отношений, основанной на активной пространственной динамике, адаптивности и постоянном развитии, что потребовало от специалистов высокого уровня мобильности.

Сам термин «мобильность» обладает классическим недостатком терминологической популярности: количество его трактовок неуклонно растет по мере увеличения количества исследований в области мобильности. Новые авторы, встраиваясь в систему научного анализа, следуют необходимости соблюдения критерия новизны и создают собственные определения и собственную структуру явления в своем индивидуальном видении. Однако ключевая семантика у всех определений одна. Она связана с исконным значением слова: мобильность – это движение, динамика. Далее, в зависимости от области исследования, возникает уточнение типологического статуса и характера движения. В свою очередь, «профессиональная мобильность» – это движение в профессиональном пространстве. Если движение понимать как физическое перемещение или изменение статуса, то возникают такие устоявшиеся типы мобильности, как горизонтальная и вертикальная. Перемещаясь на горизонтальном уровне, человек меняет место работы, например, переезжает в другой город, в другую страну. Вертикальное движение – это карьерный рост. Такое понимание профессиональной мобильности распространено в исследованиях социологической направленности. В психологии и педагогике мобильность чаще трактуется как качество, свойство или характеристика личности. Естественно, в данном случае принципиальна связь с ключевой семантикой слова, т.е. с динамикой. Типология и характер данной связи вариативны, но, содержательно, это всегда качество, которое позволяет реализовать

динамику в профессиональном пространстве, т.е. менять место работы, занимать более высокие должности, или, как это ни парадоксально, сохранять желаемую позицию. В последнем случае динамика превращается в профессиональное саморазвитие.

Одна из особенностей современного рынка труда в том, что часто невозможно сохранить действительно хорошую профессиональную позицию, не осуществляя постоянную личностную модификацию (внутреннюю динамику). Современное общество существует в перманентном движении, любая остановка дает преимущество конкурентам и может привести к краху компании. В свою очередь конкуренты смогут занять выгодную позицию ровно настолько, насколько смогут ее удержать. Рынок переводческих услуг также основан на конкуренции, перманентном движении и личностной модификации, и для того, чтобы начинающий специалист смог в эту структуру встроиться, ему необходимо не только хорошее знание иностранного языка. Г. Мирам и А. Гон справедливо отмечают, что «профессиональный перевод – это товар, который имеет свой рынок и определенную цену на рынке, определенный стандарт качества и методы его оценки и контроля, продавцов (переводчиков), посредников (бюро переводов) и покупателей (пользователей перевода)»¹. По этой причине профессиональный перевод отличается от учебного и любительского заданностью и жесткостью условий выполнения и требований. Готовность переводчика к профессиональной деятельности предполагает не только знание языка на достаточном уровне и не только сформированность определенных навыков и умений в области перевода, но и способность переводчика осуществлять работу в условиях развивающихся рыночных отношений, обеспечивая при этом создание товара, отвечающего стандартам качества.

Профессиональная мобильность переводчика – свойство личности, интегрирующее когнитивные, аксиологические, коммуникативные, рефлексивные и адаптивно-регулятивные компоненты, релевантные для мобильности как динамики в профессиональном пространстве. Когнитивный блок – знание-операционный блок, в который входят языковые навыки и умения,

¹ Мирам Г., Гон А. Профессиональный перевод. Киев: Эльга, Ника-Центр, 2003. С.5.

знание актуальных общетеоретических дисциплин, общенаучной терминологии, актуальной узкоспециальной терминологии, знания, навыки и умения в области техники перевода, знание социокультурных норм, а также навыки и умения в области информационных технологий. Фактически это прописано в терминах компетенций в образовательных стандартах и составляет основу профессиональной компетентности переводчиков. Стоит отметить, что профессиональная мобильность – это не знания, навыки и умения как таковые, это способность ими эффективно оперировать, а также способность постоянно усваивать новые знания, формировать новые навыки и умения. Если человек выбирает переводческую сферу деятельности, ему нужно принять как факт необходимость постоянного учения и поддержания «переводческой формы». В данном случае хороший переводчик напоминает хорошего спортсмена: результативность деятельности является высокой, если специалист осуществляет ежедневные тренировки и совершенствует свои результаты, как только занятия прекращаются, форма теряется и выгодную позицию занимает кто-то другой.

Когнитивную основу профессиональной мобильности составляют генетические психофизиологические параметры, такие как уровень интеллекта (в особенности важен уровень вербального интеллекта, то есть сама природная способность оперировать словами), память и внимание. К сожалению, человек с плохой памятью вряд ли сможет стать профессиональным переводчиком. Хорошая память особенно актуальна для устных переводчиков, которым приходится в процессе последовательного перевода удерживать в сознании не только основную идею произнесенного оратором фрагмента речи, но и часто череду цифр, совокупность наименований каких-либо объектов и т.д. Естественно, существуют различные мнемотехники, позволяющие развить память, но их возможности при отсутствии природных данных ограничены. Способность сознательно управлять вниманием важна, поскольку переводчику часто требуется концентрировать внимание на чем-то, не замечая отвлекающих факторов, например, переводить с листа, не обращая внимания на разговор, который кто-то ведет рядом.

Переводчик работает не в герметичной атмосфере, где созданы идеальные акустические условия, его окружают постоянные шумы и другие отвлекающие факторы.

Аксиологический (ценностный) компонент является принципиальной составляющей профессиональной мобильности. В структуре компетентности этот блок связан с необходимостью уважительного отношения к родной и иноязычной культуре. Знание социокультурных норм и уважительное следование им позволит в перспективе осуществлять продуктивную коммуникацию в межкультурном контексте. Переводчик часто оказывается лицом, наделенным дипломатическими полномочиями, и обязан поддерживать коммуникацию сторон на продуктивном уровне, что возможно только с соблюдением принятых правил поведения и коммуникативных формул вежливости. В контексте мобильности данный аспект, естественно, важен, равно как и уважительное отношение к заказчикам, соблюдение профессиональной этики и т.д., но более важной является составляющая, которую можно обозначить как «признание самой переводческой деятельности ценностью», иными словами, настоящий переводчик должен получать удовольствие от процесса перевода. Множество исследований посвящено проблеме мотивации и тому, как ее поддержать, но, к сожалению, преподаватель часто бессилен в ситуации, когда сама деятельность не соотносится с эмоционально-психологическими предрасположенностями студента. Удовольствие от переводческой деятельности является достаточно специфичным, поскольку это удовольствие рутинное. Оно возникает в процессе изнурительного поиска нужного слова, терпеливого доведения своего перевода до нужного качества, в случае устного перевода – при длительном опосредовании общения на конференциях, требующего значительного напряжения не только в интеллектуальном и физическом отношении, но и в эмоциональном плане (не стоит забывать о том, что к такому опосредованию еще необходимо предварительно готовиться, изучая новый материал и усваивая лексику). «В каком-то смысле не будет преувеличением сказать, что самый важный навык переводчика заключается в способности находить удовольствие во всех аспектах своей работы

<...> Скука и отвращение заставят даже высококвалифицированного переводчика работать небрежно и ненадежно»², – пишет Дуглас Робинсон.

Положительные эмоции в отношении деятельности естественным образом стимулируют качественное запоминание информации. Ученые различают два пути запоминания, которые используются нервной системой: через гиппокамп идет регистрация фактов, а через мозжечковую миндалину производится запись нашего отношения к этим фактам³. Пробуждение мозжечковой миндалины – «эмоциональная память» – способствует обучению. По этой причине легче вспомнить то, что нас волнует, а то, что нам нравится (или даже не нравится), всегда лучше задерживается в памяти, чем то, к чему мы равнодушны: «Чем больше вам нравится учиться, тем лучше вы учитесь. Чем больше удовольствия вы получаете от перевода, редактирования, расшифровки непонятных слов и оборотов, тем скорее вы освоите эти навыки <...> Именно умение получать удовольствие от процесса перевода обеспечит готовность к восприятию нового, которая в значительной мере поможет вам стать – и остаться – переводчиком»⁴.

«Любовь к переводу как процессу» является эмоциональной основой мобильности, а интеллект, память, внимание и знание-операционное звено профессиональной компетентности – когнитивной основой. Существует третья основа, которую можно обозначить как прагматическую. Фактически она отвечает непосредственно за эффективную реализацию потенциальных возможностей эмоционально-когнитивного плана. Лучшее всего концептуальное содержание данной основы передается через новый в области психолого-педагогических исследований английский термин “grit”. Данный термин характеризует целеустремленность, усердие, выдержку, выносливость, упорство, трудолюбие. Существуют исследования (см., например, работы Анжелы Дакворт (Angela Duckworth)), которые убедительно доказывают (на репрезентативной выборке) тот факт, что именно это качество способствует успешному обучению, а затем качественной

² Робинсон Д. Как стать переводчиком: введение в теорию и практику перевода / пер. с англ. М.: КУДИЗ-ОБРАЗ, 2005. С. 40.

³ Там же. С. 55.

⁴ Там же. С. 55.

профессиональной реализации индивидов, и именно это качество во многом определяет мобильность специалиста. Высокий уровень интеллекта, талант и даже отличный уровень профессиональной подготовки не являются гарантиями эффективности специалиста, они лишь составляют основу, успешная реализация которой зависит от целеустремленности, выносливости, «трудоголизма». На самом деле, “grit” – самый важный индикатор мобильности. Проблема в том, что данное качество в основе своей врожденное и закрепляется по мере развития человека в значительной мере в кругу семьи, в меньшей мере – в школе и университете. В рамках университетского образования возможно формирование данного качества с помощью установки на развитие (growth mindset). Автор концепции, профессор Стэнфордского университета Кэрл Дуэк (Carol Dweck), экспериментально доказала, что способность учиться не является фиксированной, уровень способности увеличивается по мере увеличения степени усилия⁵. Когда обучающихся знакомят с работой сознания, показывая как мозг развивается в процессе решения проблемных задач, они начинают более адекватно реагировать на сложности и неудачи. Осознание того факта, что сложная проблема – естественный стимул личностного развития, а неудача при нахождении решения – не свидетельство «бездарности и никчемности» человека, а объективная демонстрация необходимости приложения больших усилий и формирования новых навыков и умений, позволяет людям продолжать длительно прилагать усилия для достижения своей цели и в итоге достигать желаемого. Таким образом, любому желающему стать переводчиком стоит прежде всего ответить на два вопроса:

1. «А действительно ли мне нравится переводить?»
2. «Готов ли я прилагать усилия и напряженно работать для того, чтобы стать настоящим переводчиком?»

Данные аспекты не являются составляющими профессиональной компетентности, но они входят в структуру профессиональной мобильности, непосредственно определяя ее перспективы. Если человеку не нравится перевод как процесс, перспектива стать настоящим переводчиком минимальна. Если человек физиологически не способен длительно напряженно

⁵ См. об этом: Дуэк К. Гибкое сознание: новый взгляд на психологию развития взрослых и детей / пер. с англ. Светланы Кировой. М.: Манн, Иванов и Фербер, 2013.

работать или не готов принять как факт необходимость установки на развитие, он не сможет создать должного уровня переводческого профессионализма.

Рефлексивный компонент профессиональной мобильности связан с необходимостью адекватной оценки своих достоинств и недостатков, а также с оценкой текстового продукта в плане его качественной завершенности. Рефлексия проявляется как способность к анализу и интерпретации. Обозначенная способность является врожденной, но ее можно действительно хорошо развить при соответствующей тренировке. В теории перевода в данном контексте актуален термин «инференция». Фактически инференция является частным случаем аналитико-интерпретативных умений: переводчику необходимо уметь правильно распознавать интенции создателя высказывания и передавать содержание с сохранением исходной прагматики, что является непростой задачей. В данном случае речь идет не только об умении в содержательном отношении правильно воспринять информацию, которой делятся участники переговоров, и соответствующим образом воспринятое передать, и не только об эквивалентном переводе лексико-грамматических единиц художественного или публицистического текста, которые могут быть нагружены подтекстом и культурными ассоциациями, импликации характерны и для технических текстов, причем появляются они достаточно часто и техническим переводчикам без аналитико-интерпретативных умений справиться с такими текстами не представляется возможным. В процессе перевода текстов практически всех типологий возникает необходимость постоянного анализа и интерпретации слов и словосочетаний в контексте, при этом словарных соответствий бывает недостаточно и переводчик должен быть способен создать функциональную замену для лексического явления. Семантическая вариативность характерна не только для лексических, но и для грамматических единиц, и переводчик, как минимум, должен быть знаком с методами компенсации грамматических эмфаз и семантикой артиклей.

Коммуникативный компонент можно включить в когнитивный блок профессиональной мобильности, но в этом случае мы будем трактовать его как навыки и умения говорения, то есть как один из ключевых аспектов языковой компетенции. Переводческая «коммуникативность» заключается в способности связывать коммуникантов, устраняя при этом причины дискommunikации, это

не способность говорить/высказываться как таковая, поэтому логична сепарация данного компонента и констатация его неразрывной связи со способностью урегулировать конфликтные ситуации, что возможно при сформированности психологической устойчивости и обеспечивается соответствующими адаптивно-регулятивными навыками и умениями. Сепарация в данном случае, естественно, не ведет к элиминированию коммуникативного звена в рамках когнитивного блока.

Таким образом, получается, что адаптивно-регулятивный блок важен в контексте мобильности не только потому, что в случае профессиональной динамики данные качества обеспечивают успешное встраивание в изменившуюся рабочую реальность, они также незаменимы в статичной переводческой рутине. Физическая и психическая выносливость специалиста (регулятивный компонент) позволяют ему с достоинством справляться со стандартными нагрузками. Стрессовая атмосфера – нормальный переводческий контекст. Переводчик обязан научиться преодолевать волнение и страх, связанные с работой на публике. В учебном процессе формированию самоконтроля способствует регулярное моделирование ситуаций, связанных с выступлением перед аудиторией. Необходимо периодически выходить за рамки привычного круга, участвовать во встречах, конференциях и обсуждениях, на которых присутствуют не только члены одной группы, но и сторонние студенты, преподаватели, приглашенные лица.

Не стоит забывать, что переводчик нужен лишь постольку, поскольку помогает общению других людей и должен действовать в рамках нормативно-этического кодекса, проявляя дипломатичность, толерантность и эмоциональную сдержанность. Переводчик часто чувствует ответственность за то, что он сообщает, при этом возможен внутренний конфликт при обнаружении того факта, что автор текста (или оратор) ошибается или действует недобросовестно. В данном случае важно умение создать дистанцию между ним и переводимым им текстом. В качестве простого и действенного способа при устном переводе часто предлагается переводить все сказанное в третье лицо. Например: «Господин председатель говорит / предлагает».

Адаптивность проникает даже в сферу вербальной переводческой техники. Постоянное саморазвитие, усваивание новой информации, активное расширение лексического запаса не

могут гарантировать, что однажды в процессе устного перевода не возникнет незнакомое слово. Искреннее признание переводчика в том, что он этого термина не знает, к сожалению, не поможет участникам переговоров, и такая честность, определенно, не повысит авторитет переводчика в глазах коммуникантов. Крайне важным умением профессионального переводчика является умение «выкручиваться». Переводчик должен уметь описательно передавать значение незнакомых терминов или создавать окказиональные термины, значение которых было бы понятно окружающим.

ОБУЧАЮЩИЙ ПОТЕНЦИАЛ ВИДЕОМАТЕРИАЛОВ В РАМКАХ СТРУКТУРЫ ПРОФЕССИОНАЛЬНОЙ МОБИЛЬНОСТИ

Когда речь заходит об обучающем потенциале видеоматериалов, как правило, указывается на совмещение систем восприятия, визуальной и слуховой. Наличие визуальной опоры позволяет упростить процесс восприятия, помогает лучше запомнить информацию и т.д. Стоит признать, что видео как визуальная опора актуально на стартовом этапе изучения языка, когда требуется качественная семантизация понятия, которую можно обеспечить путем соотнесения визуального представления с акустическим образом. Видеоресурсы, ориентированные на будущих переводчиков, крайне редко дают опору, у них совсем другие функции.

В качестве первой функции хотелось бы обозначить формирование навыка восприятия неадаптированной речи. Одна из распространенных проблем, возникающих у будущих специалистов – неспособность воспринимать естественную аутентичную речь. Парадокс в том, что, увидев текст прозвучавшей речи, студент часто обнаруживает, что все слова ему знакомы. Он также справился бы с восприятием, если бы аудио прозвучало в размеренной дикторской манере, характерной для задания на аудирование из аутентичных учебных пособий. Но переводить придется естественную речь, поэтому необходимо приучить перцептивную систему к ее восприятию. Развитие информационных технологий позволило получить свободный доступ к качественным аутентичным видеоматериалам, которые обладают колоссальным потенциалом в плане развития навыка восприятия естественной речи на слух. В свободном доступе находятся новостные сообщения, интервью, выступления, рекламные ролики, трейлеры фильмов и т.д., с которыми можно работать не только в аудиторном режиме, но и самостоятельно, точнее – обязательно нужно работать самостоятельно. На самом деле невозможно выучить язык на действительно хорошем уровне исключительно в рамках аудиторных занятий, даже если выполнять при этом внеаудиторно все задания преподавателя. Самостоятельная работа с видеоресурсами позволит приближать владение языком к уровню носителей. Естественно, сходную функцию могут выполнять радиопрограммы и аудиокниги, но, как показывает практика,

визуальный ряд обладает мотивирующим эффектом, он стимулирует интерес к транслируемому, способствует большей степени концентрации внимания по сравнению с аудиоресурсами.

Аутентичные видеоресурсы являются источником, позволяющим формировать качественный запас слов, а самое главное – они содержат большое количество сложностей переводческого плана. Мы постарались включить в пособие разные жанры с их специфическими особенностями и переводческими сложностями и построить задания так, чтобы будущие переводчики, столкнувшись на практике с реальными переводческими проблемами, самостоятельно предложили пути их решения и обсудили достоинства и недостатки разных вариантов.

Поскольку в наши задачи входило развитие коммуникативных и рефлексивных навыков и умений, видеофрагменты подбирались с учетом перспективы инициирования дискуссии. Секрет продуктивности видео для данных целей в свойствах материала, в специфике пространства, в котором располагаются знакомые нам «видимые вещи», превращенные в «смысловые вещи» с определенной (точнее неопределенной) «семантической прибавкой» при стилистической обработке через ракурс, освещение, перспективу и композицию кадра, – пространства с движущимися образами, которое всегда увлекало человека и ввергало в бесконечные споры в силу своей природной неоднозначности. Рассуждения возможны либо в контексте реальности, либо в контексте модели реальности: обсуждать можно поднятые во фрагменте проблемы или способы их моделирования и имплицитные смыслы. Тематика фрагментов подбиралась намеренно проблемно-ориентированной, и основной целью являлось не столько развитие коммуникативных навыков и умений, сколько развитие мышления, умений анализировать и интерпретировать, а также осознание актуальных проблем и способов их решения через коммуникативное развитие своих мировоззренческих позиций. Морис Мерло-Понти пишет: «Если бы речь предполагала мышление, если бы «говорить» означало, прежде всего, примыкать к объекту интенцией познания или представления, было бы непонятно, почему мысль стремится к выражению как к своему завершению, почему самый обыкновенный объект кажется нам неопределенным, пока мы не отыщем ему имя, почему сам мыслящий субъект пребывает в неведении своих мыслей, пока их не

сформулирует или не выскажет и не запишет для себя <...> Мысль в самом деле развивается в одно мгновение и словно вспышками, но затем мы еще должны ее присвоить, и именно благодаря выражению она становится нашей»⁶. Говорение – это не просто обмен информацией, не просто выражение своих мыслей, сами мысли часто формируются в высказывании, в процессе говорения происходит осмысление явлений, а вместе с ними и понятий, сущности предметов. Обсуждение материала, инициированное видеоресурсами, формирует навыки и умения развития мысли, стимулирует рефлексивные механизмы сознания студентов и меняет мировоззренческие позиции (аксиологический компонент).

В том, что касается рассуждений в контексте модели реальности, самым продуктивным жанром для будущих переводчиков является реклама. Рекламный ролик – тип высказывания, ориентированный на воздействие, убеждение, призыв к действию, поскольку основной целью является продажа рекламируемого товара или услуги, часто ничем не примечательных или фактически бесполезных, и этот тип высказывания предполагает специфическую организацию и особые средства выражения, интересную корреляцию визуального ряда и аудиоряда и использование различных техник, влияющих на подсознание. Обозначенная специфика предоставляет множество возможностей для самого разного типа анализа и интерпретации рекламного сообщения, способствует ментальному развитию и развитию навыков и умений иноязычного говорения. Реклама является очень перспективным средством для создания собственно переводческих навыков и умений, поскольку прагматику используемых средств выражения требуется сохранить, что часто является непростой интеллектуальной задачей для переводчика ввиду того, что среди обозначенных средств появляются многозначные и омонимичные сообщения (как правило, в этих случаях рекламисты придерживаются одного понимания сообщения, а потребители – другого), имплицатуры, а также традиционные стилистические средства в специфическом прагматическом контексте (использование тропов и средств экспрессивного синтаксиса, аллюзий, игры слов, устойчивых выражений, афоризмов и цитат).

⁶ Мерло-Понти М. Феноменология восприятия. СПб.: Наука, 1999. С. 232.

В практикуме данного пособия в качестве финального задания к каждому блоку предусмотрено создание студенческого проекта на актуальные темы. Проекты позволяют осуществить усвоение релевантной информации в процессе проблемно-ориентированного поиска и анализа. Ввиду того что проекты выполняются преимущественно в группах и, как следствие, требуют координированных командных действий для достижения ожидаемого результата, развиваются коммуникативные и адаптивно-регулятивные составляющие. Дипломатичность и самоконтроль, позволяющие на достойном уровне реагировать на вопросы и замечания коллег, развиваются на этапе презентации проекта. Спонтанный перевод проектов (в случае терминологической насыщенности предлагается подготовить список терминов и предварительно ознакомить с ним коллектив) позволяет создать имитацию реального контекста переводческой деятельности, осуществить предварительный этап адаптации к рабочей атмосфере. Развитию адаптивно важных качеств способствуют изменения в составе участников процесса обучения. Важно периодическое объединение групп, приглашение других преподавателей на презентацию проекта, обмен докладчиками. Периодическое остранение окружения является неотъемлемой составляющей процесса формирования профессиональной мобильности. Переводчик должен быть готов переводить речь незнакомых/малознакомых людей в кругу лиц ему также неизвестных/малоизвестных. Важна адаптация к дискомфорту новизны. Мобильность без этого невозможна.

В рамках мобильности важно формирование профессионально ориентированных мировоззренческих позиций и установок, среди которых самой важной является установка на развитие (установка на рост/ориентация на развитие). Для этого необязательно читать студентам курс лекций и проводить серию семинаров в целях формирования особых навыков и умений. Существуют видеоматериалы, в которых убедительно доказывается, что установки меняют смысл неудач и поражений, а усилия превращают способности в достижения. Полученное после просмотра знание о том, как реагирует мозг на возникающие проблемы, способствует осознанию того, что неуспех информативен, нужно извлечь урок из поражения и продолжать прилагать усилия, совершая необходимые модификации в процессе

формирования новых навыков и умений. В данное пособие включено выступление Анжелы Дакворт, посвящённое секретам успешности в реализации своего потенциала (в учебе и профессиональной деятельности), которое выводит студентов на концепцию Кэрл Дуэк. В рамках проектной работы предлагается анализ видеовыступления профессора Дуэк, в рамках альтернативного проекта – самостоятельное изучение и анализ релевантных сетевых ресурсов, посвященных работе мозга и его развитию. Мы также включили в пособие выступление Гая Уинча (Guy Winch), посвященное саморегуляции, сохранению эмоционального равновесия и борьбе со стрессовыми ситуациями, а также рекомендации профессора Роберта Чалдини (Robert Cialdini), направленные на развитие способности влиять на принятие решений окружающими с использованием простых, разумных, корректных с этической точки зрения техник – такого рода материалы позволяют студентам осознать, что их профессиональные перспективы не всегда зависят от качества интеллектуального продукта (перевода), который они создают. Многие зависят от продуктивности межличностного взаимодействия с заказчиками и в коллективе, от способности продемонстрировать свои сильные стороны, от желания поддерживать психологический комфорт в рабочем коллективе, добиваясь обоюдовыгодного взаимодействия. Процесс перевода, как правило, осуществляется индивидуально, но сама возможность переводить возникает при наличии заказчиков, а распределение заказов зависит от менеджеров переводческого агентства, решения которых детерминируются сложным комплексом объективных и аффективных факторов, среди которых – отношение к переводчику в коллективе. Отсюда возникает еще одна важная установка, которая, можно сказать, корнями уходит в кантианский императив («Поступай так, чтобы максима твоей воли могла в то же время иметь силу принципа всеобщего законодательства»⁷) или восходит к древнему этическому принципу, который в различных культурных вариациях содержательно гласит: относитесь к людям так, как хотели бы, чтобы относились к Вам. Гармония существования в профессиональном пространстве зависит от установки людей на поддержание этой гармонии. Успешная мобильность во многом определяется умениями людей располагать

⁷ Кант И. Сочинения. В 8 т. Т. 4. М.: Издательство «Чоро», 1994. С. 409.

к себе и представлять себя (или компанию) в выгодном свете (и это часто не врожденные умения, а усвоенные техники), однако важно при этом сохранить человеческое и профессиональное достоинство, в противном случае успех будет недолговечным и разделить его будет не с кем. Ценность видеоматериалов в плане формирования такого рода установок в том, что отсутствует репрессивная программа по коррекции мировоззренческих позиций, равно как и директивный психологический тренинг по личностному росту или межличностному взаимодействию. Студентам просто предлагается возможность поработать с выступлениями известных американских профессоров, которые содержат колоссальное количество полезных слов и выражений, представляющих интерес в переводческом отношении. Задания, предложенные в данном пособии, ориентированы на практику перевода, формирование переводческой техники и развитие рефлексии. Насколько ценными окажутся для студентов сами мысли этих людей, насколько убедительными окажутся результаты их многолетних экспериментов и выводы из этих экспериментов – судить самим студентам, и мы надеемся, что предусмотренная в рамках заданий студенческая критика будет конструктивной.

РЕКОМЕНДАЦИИ ПРЕПОДАВАТЕЛЮ

Данное пособие является дополнительным инструментом формирования профессионализма будущего переводчика и не может являться полноценной заменой всех методических компонентов курса. Задания, предложенные в пособии, ориентированы на углубление знаний студентов и развитие оперативности их применения. Материал каждого юнита рассчитан на 2-3 занятия. Первое занятие предполагает активную работу с видеофрагментом и релевантными ресурсами. Видеоматериалы и вспомогательные тексты подобраны в рамках актуальных для переводчика жанров и содержат различные сложности переводческого плана, решение которых позволит развить технику перевода. Спектр коммуникативно-рефлексивных заданий вариативен и ориентирован не только на анализ информации и выражение оценочных суждений, но и на формирование риторических навыков и умений, на развитие способности создания произведений речи в рамках заданной жанрово-стилистической разновидности текста. Каждый юнит содержит проектное задание, на выполнение которого требуется время, поэтому возникает объективная необходимость продолжения работы на следующем занятии. Практические занятия по переводу должны характеризоваться интенсивностью, виды деятельности и типология заданий должны меняться так, чтобы студенты не имели возможности переключения в пассивный режим. К сожалению, презентации проектов, даже если они выполнены на действительно хорошем уровне и докладчики владеют всеми необходимыми техниками для поддержания внимания аудитории, вносят рутинное однообразие в образовательный процесс, если ими чрезмерно увлекаться, поэтому степень эффективности будет выше, если презентации распределить на несколько последующих занятий, отводя на них не более половины аудиторного времени, а оставшееся время посвятить другим видам деятельности, актуальным в рамках программы курса. Важной задачей является реализация студенческой мобильности, под которой в данном случае понимается периодическое выступление докладчиков в других студенческих группах или периодическое объединение групп

(желательно в разных вариациях). Преподаватель также должен следить за тем, чтобы состав участников при подготовке проектов менялся. Это спровоцирует произвольное формирование регулятивных и адаптивных навыков и умений. В пособии часто предлагается несколько вариантов проектов, что позволяет студентам выбрать более интересную для них тему или тему, которую они смогут раскрыть. При этом важно, чтобы не все студенческие объединения выбрали одну тему, поскольку это, скорее всего, снизит уровень заинтересованности на этапе презентации. Распределение тематик можно доверить студентам, оговорив при этом нежелательность совпадений. Однако роль преподавателя должна быть строго директивной в том, что касается перевода презентаций. Преподаватель сам должен назначать ответственных за перевод фрагмента, меняя переводящих, намеренно избегая при этом последовательной очередности, что позволит повысить студенческую концентрацию. Также важно следить за качеством выполнения проектов, причем активными критиками должны выступать сами студенты. Формы критики можно варьировать, скажем, сочетать устные замечания и предложения с заполнением оценочных форм по релевантным параметрам.

РЕКОМЕНДАЦИИ СТУДЕНТАМ

Переводчик – престижная и увлекательная профессия, а в случае высокого уровня профессионализма она еще и приносит соответствующий этому уровню высокий материальный доход. Получение диплома не гарантирует высокооплачиваемое рабочее место в приятном коллективе, где вас будут ценить и уважать просто за то, что вы есть. Ценят и уважают настоящих профессионалов, которые способны эффективно справляться с возлагаемыми на них непростыми задачами. Профессионализм – это постоянная работа над собой с длительным приложением усилий. Наличие таланта и способностей – это только основа, которая закладывает перспективы, а реализация перспектив, скорее всего, будет происходить не без сложностей и неудач. Если что-то не получается, объективно это означает, что вы приложили недостаточно усилий, что вы не готовы. Не готовы пока (!). Если преподаватель ставит «два» или «три», это не означает, что он вас «недолюбливает» или «недооценивает». Это констатация того факта, что вам еще многое нужно сделать, чтобы достичь измеряемого на соответствующем этапе уровня. Оценка преподавателя чаще всего является стимулом либо к поддержанию уровня (если оценка положительная), либо к приложению усилий. Не записывайте себя в неудачники, если вам что-то не удастся. Не нужно сетовать на то, что ваши способности хуже, чем у кого-то в группе, и делать вывод типологии «мне не повезло». Не повезло тем, кто от рождения или после перенесенной травмы не может двигаться, говорить или слышать. Когда здоровый молодой человек или девушка начинают верить в то, что им не везет, жалеть себя и переживать по поводу того, что их недостаточно ценят – это непродуктивно. Неудачи в учебе превратятся в неудачи на работе, и вся жизнь превратится в существование в рамках вселенской несправедливости. Ключ к успеху – правильная установка и терпеливая кропотливая работа над собой в процессе следования к намеченной цели. Мы надеемся на то, что счастливое стечение обстоятельств (везение) будет вам всегда сопутствовать, но в реальности так редко бывает. Научитесь относиться к проблемам и сложностям как к источнику личностного развития, тогда процесс обучения и впоследствии работа превратятся в удовольствие.

ПРАКТИКУМ

UNIT 1. A Game of Squash

1. **Brainstorm as many sports and games as you can. Think of the equipment that you need in order to do/play them.**
2. **Which of the sports/games do you enjoy? Why?**
3. **The following adjectives/phrases describe sports. Decide whether these characteristics are positive or negative. Justify your choice:**
 - 1) challenging;
 - 2) energy-consuming;
 - 3) competitive;
 - 4) popular;
 - 5) spectacular;
 - 6) tough;
 - 7) physically demanding.
4. **Add to the list some more adjectives/phrases which may characterize sports/games.**
5. **These are the words and phrases from the episode which you are going to watch. Clarify their meaning:**
 - 1) that was jolly good;
 - 2) I couldn't quite grasp the scoring mechanism;
 - 3) game – love;
 - 4) matey;
 - 5) captain the A-team;
 - 6) area finals;
 - 7) vastly overweight;
 - 8) you have thrashed me, you have pounded me into the ground, you pulverized me;
 - 9) it's a fluke;
 - 10) I've got to go up to a place called Lords tomorrow.
6. **Watch the episode.**

7. **How will you estimate the level of humour? Do you feel there are any differences among national types of humour (Russian, American, British, etc.)?**
8. **This episode has some evident problems for translators. What are they? How do you plan to cope?**
9. **Translate the episode.**
10. **Project work.** Choose an episode from any Russian comedy. Translate it from Russian into English, present it and tell other students about translation problems which you faced while doing it.

UNIT 2. House of Cards

1. **What is a trailer? Why do people make them? What are the features of a successful trailer?**
2. **Watch episode one. Is it a good trailer? Why/why not?**
3. **These words start the episode: *"You want to know what takes real courage? Holding it all together when the stakes are this high"*. Think of an alternative start. If you had to make the trailer for this series, how would you start? Why?**
4. **Watch the second episode.** It is based on a different principle. How is it different? Is it more or less exciting? Is it better or worse? Why?
5. **You'll have to translate both episodes**, but that is going to be a dubbed translation (you'll have to speak while the episode is going). Which difficulties do you expect to face? How do you plan to manage them? Get ready to present your variant.
6. **Project work (variant 1).** Do your own translation of a new trailer which hasn't been translated yet. Present it to the group.

7. **Project work (variant 2).** Find a good trailer which is already translated. Analyze this translation. Is it a good or a bad one? Is there anything you would like to change?
8. **Project work (variant 3).** Think of the chance to present a good film idea to a famous director. Make a short presentation of your idea for the director (describe the gist, possible visual features, possible cast). Your classmates are going to translate it.

UNIT 3. Dream Commuters

1. **How do you get to university? How long does it take? Is it usually a good or a bad journey? Why? What can be done to make your trip better?**
2. **Watch the episode. Answer the questions.**
 1. Why did Justin get fed up with his life?
 2. What did he do to transform his life?
 3. Was it a good decision? Why? Why not?
 4. Would you like to be a dream commuter?
 5. What are the benefits and the problems?
3. **The title of the episode is a challenge for translators. Why is that? What are the possible translation variants?**
4. **Fill in the gaps. There are some extra words.**
*available map packed screens shopping pinching heading
 breed budget queue channel canal straight*
 1. Are you fed up of travelling to work on _____commuter trains?
 2. It's cheap houses in Europe and _____flights that are changing the way we live.
 3. We are following some of the lucky people who've moved across the _____ but still earn their living there.
 4. It's the end of the working week and Justin Saunders is _____home.
 5. He runs an online_____company near Reading.

6. Justin's part of Britain's new _____ of Euro commuters.
7. Boarding starts at six o'clock and the gate number will be on the _____ in the Departures.
8. It's _____ off. No time for _____ with these guys.
9. We looked on the internet and we saw properties _____ much cheaper than in Britain.
10. We are still _____ ourselves.

5. Translate the video.

6. Project work (variant 1). Your group is planning to build a new business center with excellent facilities for the staff. Describe your plan to the representatives of successful international building companies. Your classmates will have to translate your speech from Russian into English.

7. Project work (variant 2). 10 top places to work. Your group will have to rank prestigious jobs (which really exist), analyzing their pros and cons. Classmates will translate the project from English into Russian.

8. Project work (variant 3). 10 top places to live. Your group will have to search for the information about real dwellings belonging to real people (these can be film stars, presidents, managers of successful companies, your neighbours, friends, relatives, etc.) and present 10 top ones to classmates, who will have to translate the information from English into Russian.

9. Project work (variant 4). Dream work. Present your individual project on the work you dream about.

10. Project work (variant 5). Dream house. Present your individual project on the place where you'd like to live.

UNIT 4. Airport

1. Answer the questions.

1. Do you like flying? Why? Why not?
2. Do you agree that the plane is the safest means of transport?
3. Have you ever had to wait a long time at an airport? If you have, why?
4. What can be done to pass the time at an airport?

2. Watch the video paying attention to the following phrases. Describe the context in which they appeared after viewing.

1. Improvisation at its best.
2. After five hours queuing, you really become really Zen, you know...and it's pretty calm.
3. With the chairs to relax in, some passengers are finding new ways to pass the time.

3. Why are the planes late at Heathrow airport? What do people do to pass the time? What would you do if you were there?

4. Translate the video.

5. Project work. Your group is a team of foreign architects competing for the opportunity to realize a well-paid project on a modern high-tech airport in Samara Region. Present your project. Your classmates will have to translate it into Russian.

UNIT 5. Intelligence Test

1. Answer the questions.

1. What do you know about IQ test?
2. Do you believe that you can change your IQ? Why? Why not?
3. Should children be divided (at school) into groups in accordance with IQ?
4. Should students be divided (at university) into groups in accordance with IQ?

2. Watch the video. Are the sentences true or false. Correct the false ones.

1. In 1932 all adults in Scotland did an intelligence test.
2. Many of the same people did the test again (nearly 70 years after).
3. People got a better score when they were adults.
4. The results show that people with high IQ live longer.

4. Fill in the gaps. There are some extra words.

*potential walked worked survival mental physical intriguing
extent stickier expectancy recipe basement*

1. IQ score might predict, to an _____ at least, your health and your life _____.
2. The results were rediscovered recently in an Edinburgh _____.
3. If you want to know how our intelligence changes as we get older, these results are a _____ goldmine.
4. It was a little _____ than I thought it would be.
5. I _____ through it quite happily, quite honestly.
6. There were some _____ results.
7. What can be the _____ for successful ageing?
8. The people who smoked have got slightly less _____ ability than you would expect.
9. So it seems high IQ in childhood is good for _____.

4. Translate the video.

5. Discuss.

1. What is the main idea of the video? How will you estimate it?
2. If you were the President and had the chance to ban any tests at school or university, would you do it? Why? If you wouldn't, may be, there are certain types of tests or any other means of measuring pupils' and students' knowledge which you consider to be ineffective. Would you ban them or replace with anything?
3. How would you reform the system of measuring knowledge and skills if you had the chance?

6. Project work.

Your group is doing a project on the most intelligent person ever. Present it in English to your classmates. They will have to translate it into Russian.

UNIT 6. Google

1. Answer the questions.

1. Which websites do you visit most regularly?
2. Which search engine do you prefer? Why?
3. What do you think of Google? Is it special in any way?

2. Watch the video and complete the sentences.

1. Google is the fastest growing company in history, used by _____ people a month.
2. When Google founders first met, Sergey was acting as a _____ for some _____ students, and Larry was in the group.
3. They developed a piece of _____ which they believed could revolutionize searching the internet.
4. Sergey himself created the Google logo, with its _____ colours.
5. In 2000, Larry and Sergey hit the _____ and turned the corner from successful search engine to successful business.
6. Companies which advertise on Google choose some keywords. When people type these words into the search engine, they _____ ads to appear.
7. Google started as a _____ student project but became one of the most _____ companies ever.

3. Translate the video.

4. Project work.

You need to do the project on any other successful internet or computer company. Present it in English. Your classmates will have to translate it into Russian.

UNIT 7. Stephen Krashen on Language Acquisition

Stephen Krashen (1941) is professor emeritus at the University of Southern California. Krashen has published more than 486 papers and books, contributing to the fields of second-language acquisition, bilingual education, and reading. He is credited with introducing various influential concepts and terms in the study of second-language acquisition, including the acquisition-learning hypothesis, the input hypothesis, the monitor hypothesis, the affective filter, and the natural order hypothesis.

(Taken from https://en.wikipedia.org/wiki/Stephen_Krashen)

1. **You are going to watch the speech of Stephen Krashen. The video is comparatively old and its quality is poor, but the ideas expressed are really worthy.** You won't have the chance to listen to the speech twice. Below you can see the list of words and phrases (some of them are scientific terms) which might cause difficulty. Look it through before watching. Consult the dictionary if you need:
 - 1) outrageous statement;
 - 2) “field dependent learners” vs. “field independent learners”;
 - 3) “left hemisphere thinkers”;
 - 4) “cognitive style”;
 - 5) occipital lobe;
 - 6) comprehensible input;
 - 7) a very important corollary of the input hypothesis;
 - 8) to keep the input light and lively;
 - 9) to be insomniac;
 - 10) to be in exile;
 - 11) to brag about something;
 - 12) initial consonants;
 - 13) to be pathological;
 - 14) affective filter hypothesis;
 - 15) side bar;

- 16) facilitative anxiety;
- 17) to torture;
- 18) to penetrate.

2. **Watch and translate the video.**
3. **What is your impression of the speaker? How will you estimate the manner of presentation? Can it be treated as a model one? Why/ why not?**
4. **Was there anything which surprised you?**
5. **Here is an extract from the speech: “How would it be if you had to study another language, but you went to a class where you didn't have to say anything? Doesn't that sound wonderful? You can talk all you want. You can raise your hand, you can volunteer. But no one's gonna call on you. No one's gonna put you on the spot. Also, in this perfect class, if the input is incomprehensible, it's the teacher's fault – not yours”.**

Would you like to study the language in such a class?

6. **What is the gist of *Affective Filter Hypothesis*? Have you experienced the work of such a filter? If you have, when was it? If you haven't, is it because the theory can be applied to a limited amount of people or anything else?**
7. **Project work: Effective Techniques for Language Acquisition.** There are many really good theories concerning effective language learning. Do a group research on what can be done to master the language.

UNIT 8. Volvo

1. **Is there anything special you need to know if you have to translate an advertisement?**
2. **Watch the advertisement.**
3. **Read the script, analyze it in the context of visual effects and soundtrack and translate the text taking into consideration all the possible images and metaphors created by textual, visual and sound means.**

“I’ve had my ups and downs. My fair share of bumpy roads and heavy winds. That’s what made me what I am today. Now I stand here before you. What you see is a body crafted to perfection. A pair of legs engineered to defy the laws of physics and a mindset to master the most epic of splits.”

4. **Project work.** Translate the soundtrack in groups. Present your variant to the classmates. Tell the class about the problems which you faced while translating and justify your solutions. Why was this song chosen as a soundtrack? Was it a good choice? Why?

Who can say where the road goes
Where the day flows, only time.
And who can say if your love grows
As your heart chose, only time.
Who can say why your heart sighs
As your love flies, only time.
And who can say why your heart cries
When your love lies, only time.
Who can say when the roads meet
That love might be in your heart.
And who can say when the day sleeps
If the night keeps all your heart.
Night keeps all your heart.
Who can say if your love grows
As your heart chose — only time.
And who can say where the road goes
Where the day flows, only time.
Who knows? Only time.

UNIT 9. 50 Places to See before You Die

1. Which places do you expect to see in the episode? Why?
2. Which adjectives can be used while characterizing such places?
3. Read and translate the following information. Should these places be included into the category “50 places to see before you die”? What can you add to the description of these places?

Samara, formerly (1935–91) Kuybyshev or Kuibyshev, city and administrative centre, west-central Samara oblast (region), western Russia. It lies along the Volga River at the latter’s confluence with the Samara River. Founded in 1586 as a fortress protecting the Volga trade route, it soon became a major focus of trade and later was made a regional seat. In 1935 the city was renamed after Valerian Vladimirovich Kuybyshev (1888–1935), a prominent Bolshevik.

(Abridged from <http://global.britannica.com/place/Samara-Russia>)

Volga River, Russian Volga, ancient (Greek) Ra or (Tatar) Itil or Etil, river of Europe, the continent’s longest, and the principal waterway of western Russia and the historic cradle of the Russian state. Its basin, sprawling across about two-fifths of the European part of Russia, contains almost half of the entire population of the Russian Republic. The Volga’s immense economic, cultural, and historic importance – along with the sheer size of the river and its basin – ranks it among the world’s great rivers.

(Abridged from <http://global.britannica.com/place/Volga-River>)

Grand Canyon, immense canyon cut by the Colorado River in the high plateau region of northwestern Arizona, U.S., noted for its fantastic shapes and coloration. The Grand Canyon lies in the southwestern portion of the Colorado Plateau, which occupies a large area of the southwestern United States and consists essentially of horizontal layered rocks and lava flows. The broad, intricately sculptured chasm of the canyon contains between its outer walls a multitude of imposing peaks,

buttes, gorges, and ravines. It ranges in width from about 175 yards (160 metres) to 18 miles (29 km).

(Abridged from <http://global.britannica.com/place/Grand-Canyon>)

Berlin, capital and chief urban centre of Germany. The city lies at the heart of the North German Plain, athwart an east-west commercial and geographic axis that helped make it the capital of the kingdom of Prussia and then, from 1871, of a unified Germany. Berlin's former glory ended in 1945, but the city survived the destruction of World War II. It was rebuilt and came to show amazing economic and cultural growth.

(Abridged from <http://global.britannica.com/place/Berlin>)

Moscow, Russian Moskva, city, capital of Russia, in the far western part of the country. Since it was first mentioned in the chronicles of 1147, Moscow has played a vital role in Russian history. It became the capital of Muscovy (the Grand Principality of Moscow) in the late 13th century; hence, the people of Moscow are known as Muscovites. Today Moscow is not only the political centre of Russia but also the country's most populous city and its industrial, cultural, scientific, and educational capital.

(Abridged from <http://global.britannica.com/place/Moscow>)

4. **Watch and translate the episode.**
5. **Which places out of these would you like to visit? Why?**
6. **Do the group project on the best places to see before you die.** Present it to the classmates. They will have to translate your presentation from English into Russian.

UNIT 10. Festivals

1. **Why do people go to festivals?**
2. **You are going to watch an episode about Bestival. Translate this information taken from the official site of the event.**

Bestival is a multi-award winning 4 day music festival set at Robin Hill near Newport in the heart of the Isle of Wight (UK).

The wonderful world of Bestival was born in 2004 after ten fun years of pioneering music events and record releases from Rob da Bank and his Sunday Best empire. The BBC Radio 1 DJ had a dream to one day create his vision of how the modern day festival should be. Along with Creative Director and wife Josie da Bank and co founders / partners John and Ziggy from Get Involved that dream is now fulfilled. On a mission to change the face of independent festival culture, the fearless foursome are bringing some magic to the shores of the Solent and spreading the love worldwide.

It's Josie and Rob da Bank's creative vision that sets Bestival apart. Whilst the massive musical brain of Rob ensures the Bestival line-up is the most eclectic you'll ever experience, it's Josie's creative wand that casts its magic over Bestival land. From the most original boutique campsite experience, to the Bollywood Cocktail Bar, a Wishing Tree Stage, fancy dress en-mass and even a Roller Disco, it's this uniqueness that makes Bestival a wondrous world of discovery and adventure that will inspire peace, love and dancing not only in September but all year round.

(Taken from <http://www.bestival.net>)

- 3. What do you expect to see in the video after reading the information above?**

- 4. Watch the episode and comment on the following opinions.**
 1. "It's like opening your back door, going down to the end of your garden, getting in your shed with your baby and wife, and then calling it a holiday."
 2. "I suppose it gives everybody a chance just to be themselves, and just ... be free ... and be away from their normal jobs."
 3. "People will respect each other and have, um, sort of some of those old-fashioned traditional values, but actually values that everyone really likes."

- 5. Translate the episode.**

- 6. Make the group report on any interesting festival.** Present it to your classmates. They will have to translate in from English into Russian.

UNIT 11. Shark Therapy

- 1. Everyone has something which scares. What are you afraid of? What can be done to overcome this fear?**

- 2. Read and translate the information about tiger sharks. How will you feel about them swimming around you in water?**

Tiger shark (*Galeocerdo cuvieri*), large, potentially dangerous shark of the family Carcharhinidae. It is noted for its voracity and inveterate scavenging, as well as its reputation as a man-eater. The tiger shark is found worldwide in warm oceans, from the shoreline to the open sea. A maximum of about 5.5 metres (18 feet) long, it is grayish and patterned, when young, with dark spots and vertical bars. It has a long, pointed upper tail lobe and large, saw-edged teeth that are deeply notched along one side.

(Abridged from <http://global.britannica.com/animal/tiger-shark-species>)

- 3. Watch and translate the episode.**
- 4. How will you estimate such a variant of therapy?**
- 5. Project work.** Make the report on top 10 human fears. Present it to your classmates.

UNIT 12. Carlos Acosta

- 1. Name as many famous dancers as you can. What do you know about them?**
- 2. Translate the information about the history of ballet taken from Encyclopaedia Britannica. In this authentic text you'll see many French words. How do you plan to cope with them while translating?**

Ballet developed out of the court spectacles of the Renaissance and the subsequent French ballet de cour, in which social dances performed by royalty and aristocracy were presented in harmony with music,

speech, verse, song, pageant, decor, and costume. After some years of decline in dance standards in the 17th century, Louis XIV of France (1638–1715), a great devotee of dancing himself, in his concern to “reestablish the dance in its true perfection,” established the Académie Royale de Danse in 1661—the same year that the first comédie-ballet (with text by Molière and music by Jean-Baptiste Lully), in which dances were separated by scenes of a play, was presented. In due course, this led to Lully's opéra-ballets and the establishment of a school to train professional dancers for them, attached to the Académie Royale de Musique (or the Opéra). The new professionals were trained in dance as a mirror of noble deportment and manners. With the guidance of Lully and the ballet master Pierre Beauchamps (1631–1719), ballet emerged as a theatrical form. The century that followed saw great advances in technical standards of ballet dancing and a new concern with ballet as a vehicle of drama.

Ballet of that time still reflected aristocratic attitudes, but the industrial, social, political, and artistic revolutions of the late 18th and early 19th centuries brought great alterations. Especially in France, which was the centre of style in ballet teaching, the ancien régime and its social dances ceased to be a model for dancers. The stage dancing of the early 19th century was given new artistic purpose in the Romantic ballet, particularly with the dancing of Marie Taglioni (1804–84) and Fanny Elssler (1810–84). With the introduction of pointework (position of balance on extreme tip of toe) to the dance vocabulary, the ballerina became a supreme or ideal stage figure. Scenarios for ballets began to be devised for the first time by professional writers or librettists, a method that became general in the 19th century. With the codification of ballet technique by such teachers as Carlo Blasis (1803–78), ballet dancing reached the basic form by which it may be recognized today – one essentially separate from social dance.

(Abridged from Encyclopaedia Britannica, CD-ROM Millenium Second Edition)

3. You are going to watch the episode about a ballet dancer. The speech of this dancer is a challenge for translators. Pay attention to it while watching. After viewing analyze the difficulties and offer solutions.

4. Translate the episode.

- 5. Project work.** Make the group report on any famous person dealing with entertainment sphere. Your classmates will have to translate it.

UNIT 13. Guy Winch

1. Read the following information.

In the talk you are going to see Guy Winch asks us to take our emotional health as seriously as we take our physical health — and explores how to heal from common heartaches. Guy Winch is a licensed psychologist who works with individuals, couples and families. His most recent book is Emotional First Aid: Healing Rejection, Guilt, Failure, and Other Everyday Hurts. For fellow psychologist and blogger Susan Heitler, “Reading Guy Winch's excellent new book Emotional First Aid proved to be a surprisingly powerful experience for me. ... I feel deeply appreciative for his astute observations on so many common causes of emotional distress and their cures, and especially for the chapter on loneliness.”

(Taken from ted.com)

- 2. Are you going to be interested in Guy Winch’s speech? Do you expect to hear useful advice on how to live better?**
- 3. What is your attitude to psychologists?** Some people believe that psychologists are not real doctors; they simply listen to people pouring out troubles and then give some trivial advice. Do you agree? Justify your position.
- 4. Translate the video.** Below you can see some words and phrases which might cause comprehension difficulty. Look them through before viewing. Consult the dictionary if you do not know the meaning:
 - 1) an expert in spotting favoritism;
 - 2) to scratch one’s leg;
 - 3) to sustain psychological injuries;
 - 4) to splurge;
 - 5) to kick the phone off the hook;
 - 6) to stumble out off bed;
 - 7) loneliness creates a deep psychological wound, one that distorts our perceptions and scrambles our thinking;

- 8) I was in the grips of real loneliness;
- 9) it suppresses the functioning of your immune system, making you vulnerable to all kinds of illnesses and diseases;
- 10) longevity;
- 11) a day care center;
- 12) to slide the red button;
- 13) we all have a default set of feelings and beliefs that gets triggered whenever we encounter frustrations and setbacks;
- 14) a moody friend;
- 15) upscale New York City Bar;
- 16) to revive one's self-esteem;
- 17) to join Fight Club and beat it into a pulp;
- 18) to treat with compassion;
- 19) rumination;
- 20) to ruminate means to chew over;
- 21) cardiovascular disease;
- 22) stage 3 non-Hodgkin's lymphoma;
- 23) tumours all over the body;
- 24) CAT scan;
- 25) to build emotional resilience;
- 26) to thrive.

5. **How will you estimate the speaker?** Was there anything which surprised you, impressed or puzzled? Were there any remarks with which you absolutely or partially disagree?
6. **Individual project.** Think of another vital psychological problem and analyze it. There should be short individual projects (2-3 minutes long), half of them being in English and the other half – in Russian. Present your projects to classmates. Classmates will have to translate English language projects into Russian and Russian language ones into English.

UNIT 14. Top Gear

1. **Render the following information into Russian.**

Top Gear is a British television series about motor vehicles, primarily cars, and the most widely watched factual television programme in the world. It began in 1977 as a conventional motoring magazine programme, but over time, and especially since a

relaunch in 2002, it has developed a quirky, humorous and sometimes controversial style.

The programme has received acclaim for its visual style and presentation as well as criticism for its content and often politically incorrect commentary made by its presenters Jeremy Clarkson, Richard Hammond, and James May. Columnist A. A. Gill, close friend of Clarkson and fellow Sunday Times columnist, described the programme as "a triumph of the craft of programme making, of the minute, obsessive, musical masonry of editing, the French polishing of colourwashing and grading".

(Abridged from <https://en.wikipedia.org>)

2. Watch the video. Fill in the gaps.

*toys surplus crowd sake averaged haul nicked room ginormous
sluggish current shopping matching development pretty tatty
catch camouflage*

1. As we can see, it's a very _____ car, but is it any good?
2. You have more space and more _____, but you have to part with more money.
3. I'm going to test this _____ city car.
4. And to spur me on a bit, I'm going to have a race and it's against the latest _____ in urban transport solutions.
5. Their journey, of course, is pretty much as the _____ flies.
6. 25 miles an hour. They will have difficulty _____ that.
7. And there is quite a bit more _____ in here than in the old one.
8. It still has to _____ itself around with the same engine as 206.
9. The car I'm in has the 1.6. Diesel, the best of the _____ range.
10. It's really _____ low down.
11. They look like they've _____ something.
12. I didn't _____ them for long.
13. Come on, we are not all _____.

14. I'm not going to be beaten by some pre-pubescent teenagers in _____trousers.
15. I must have _____10 or 12 miles an hour.
16. Fashionable clothes from army_____ shops.
17. Here I am in my_____jeans, my old biff about shoes with the broken laces.
18. Oh, for Pete's_____.

3. Translate the episode.

4. Project work. Your group project is aimed at comparing Lada Kalina and Volkswagen. Choose any types of these cars, think about criteria for comparison and make the analysis of pluses and minuses for Russian consumers. Present your project to classmates. They will have to translate your report into Russian. If you are going to use professional terminology, make the list of necessary terms and hand it out.

UNIT 15. Angela Duckworth

- 1. Group discussion. Which qualities are necessary for people to be successful in work and in life (in general)? Make the list, prioritize it and present it to classmates justifying your choice.**
- 2. You are going to get acquainted with the ideas of Angela Lee Duckworth, who studies intangible concepts such as self-control and grit to determine how they might predict both academic and professional success.** In her late 20s, Angela Lee Duckworth left a demanding job as a management consultant at McKinsey to teach math in public schools in San Francisco, Philadelphia and New York. After five years of teaching seventh graders, she went back to grad school to complete her Ph.D. in Psychology at the University of Pennsylvania, where she is now an assistant professor at Psychology Department. Her research subjects include students, West Point cadets, and corporate salespeople. She proves that "grit" is a better indicator of success than factors such as IQ or family income.

(Adapted from ted.com)

What do you think grit is? Why can it be a better predictor of success than IQ or family income?

3. Watch the episode and fill in the gaps.

spelling commitments decimals stamina research graders stratospheric cadets sprint rookie solid mindset inversely challenge challenging sticking perseverance

1. I went to teach seventh _____ math in the New York City public schools.
2. Some of my strongest performers did not have _____ IQ scores.
3. The kinds of things you need to learn in seventh grade math, sure, they're hard: ratios, _____, the area of a parallelogram.
4. I started studying kids and adults in all kinds of super _____ settings, and in every study my question was, who is successful here and why?
5. My _____ team and I went to West Point Military Academy.
6. We tried to predict which _____ would stay in military training and which would drop out.
7. We went to the National _____ Bee and tried to predict which children would advance farthest in competition.
8. We studied _____ teachers working in really tough neighborhoods.
9. Grit is passion and _____ for very long-term goals.
10. Grit is having _____.
11. Grit is _____ with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality.
12. Grit is living life like it's a marathon, not a _____.
13. What do I do to teach kids a _____ work ethic?
14. Our data show very clearly that there are many talented individuals who simply do not follow through on their _____.
15. In fact, in our data, grit is usually unrelated or even _____ related to measures of talent.
16. So far, the best idea I've heard about building grit in kids is something called "growth _____."
17. Dr. Dweck has shown that when kids read and learn about the brain and how it changes and grows in response to _____, they're much more likely to persevere when they fail, because they don't believe that failure is a permanent condition.

4. Translate the speech.

5. Group project (variant 1). Celebrities: the Road to Success.

You need to do the project on any famous person who achieved success in any sphere. Your classmates will have to translate it into Russian.

6. Group project (variant 2). In the episode Angela Duckworth mentioned the idea of Dr. Dweck. Watch the video of Professor Dweck “The Power of Believing that You Can Improve”, analyze some more of her studies, present her ideas to your classmates and evaluate them.

7. Group project (variant 3). Do the project on the topic “How our brain works and develops”. Find relevant information, analyze and present it to your classmates.

UNIT 16. Virtual Revolution

1. Make the speech (in English) on the topic “Virtual Revolution”. You may include any aspects which you consider to be relevant. The only restriction is the time limit (2-3 minutes). One of the classmates will have to render it into Russian in as much detail as possible. You have 3 minutes to think it over.

2. Finish the following sentences in a way it seems logical.

1. Africa has just been plugged into broadband, and as the worldwide web grows and spreads across the continent, it_____.
2. The web has created unimaginable wealth, yet_____.
3. It is an empowering tool that has more potential than_____.
4. He's a legendary and prolific contributor to Wikipedia, the online encyclopedia that's becoming_____.
5. More than 65 million people around the world use Wikipedia each month. And instead of just accessing knowledge, they can_____.

3. Fill in the gaps and translate the sentences.

Presumptuous beguiling upheaval innate premise wrapped hooked ignited frontier endeavour shrinking levelling misfits pillars

1. The small town of Abiriv in Ghana is just one of the latest to be_____ up to the globe.
2. It's 20 years since he made his breakthrough and now the divide between the digital haves and have-nots is_____ fast.
3. This community centre may not look like much, but it's the new _____ of this virtual revolution.
4. We wouldn't in the early days have been anything like as _____ as to say, "How can we make sure this gets to the furthest reaches of rural Africa?"
5. The people who've helped bring about this seemingly unstoppable _____ of power, culture and values that's having such an impact on all of our daily lives.
6. It's been more than two centuries since we last witnessed anything of the same scale and speed as the _____ now being ushered in by the web.
7. The pioneers who paved the way for the web thought of it as the ultimate empowering tool and so, it came _____ in an attitude, an online ideology that wants to give power to the people.
8. The people who originally created the internet were by and large social _____ who wanted to go on being social _____. [the same word for both gaps]
9. How it's challenging business models and how the equality promised by the web clashes with human nature, our _____ desire to profit and control.
10. It's about the meaning of this conflict and about how that has helped to create the web, this messy, _____ and hugely powerful phenomenon that we know today.
11. To find out how, I've come to one of the new _____ of the American educational establishment.
12. Einar is part of a remarkable _____ that uses the web to allow ordinary people to create something extraordinary.

13. That's kind of the basic _____, that anybody in the world who has access to a computer can get on and edit the information.
 14. But by challenging centuries of scholarship, this new form of people power has _____ a huge argument.
4. *Aleksandra Krystyna Theresa "Aleks" Krotoski (born 22 October 1974) is a Polish-American broadcaster and journalist, resident in the UK, who writes about technology and interactivity. The daughter of a Polish-American scientist she was raised in America, emigrated to Scotland to finish her degree in Psychology and then became a TV presenter/reporter. In February 2010, she presented The Virtual Revolution for BBC Two. This TV documentary series was described by the BBC as charting "two decades of profound change since the invention of the World Wide Web, weighing up the huge benefits and the unforeseen downsides."*

(Taken from https://en.wikipedia.org/wiki/Aleks_Krotoski)

What do you expect to see? Which benefits and downsides can be presented?

5. **Watch and translate the episode. These are the proper names which you'll encounter (they might cause comprehension difficulty). Verify their translation before viewing:**
- 1) Abiriw in Ghana;
 - 2) Swansea;
 - 3) Kirkwall in the Orkneys;
 - 4) Harrogate;
 - 5) Bromley;
 - 6) Dumfries;
 - 7) Dixon.
6. **Group project.** Think of any other invention which turned out to be revolutionary in any sphere and analyze its impact, both positive and negative.

UNIT 17. Great Melt

You are going to watch the documentary, narrated by Sir David Frederick Attenborough, an English broadcaster and naturalist. He is best known for writing and presenting Life series, in conjunction with the BBC Natural History Unit, which collectively form a comprehensive survey of animal and plant life on the planet. He is also a former senior manager at the BBC, having served as controller of BBC Two and director of programming for BBC Television in the 1960s and 1970s. He is the only person to have won BAFTAs for programmes in each of black and white, colour, HD, and 3D. Attenborough is widely considered a national treasure in Britain, although he himself does not like the term. In 2002 he was named among the 100 Greatest Britons following a UK-wide vote. By January 2013 Attenborough had collected 31 honorary degrees from British universities, more than any other person. In 1980 he was honoured by the Open University with whom he has had a close association throughout his career. He also has honorary Doctor of Science awards from the University of Cambridge (1984) and University of Oxford (1988).

(Abridged from https://en.wikipedia.org/wiki/David_Attenborough)

- 1. Watch the documentary. What do you think about the quality of the episode and about the manner of presentation? Do you think the honours mentioned above are justified?**
- 2. Translate the episode. These are the words and phrases which might cause difficulty. Clarify their meaning before viewing:**
 - 1) precipice;
 - 2) to plummet;
 - 3) an adolescent cub;
 - 4) a seal;
 - 5) vulnerable.
- 3. Group project (variant 1).** Do the project on famous Russian broadcasters, news presenters or hosts (in Russian). Your classmates will have to translate it into English.

4. **Group project (variant 2).** Do the project (in English) on global warming and its effects on arctic melt. Analyze different theories, including those which prove that human beings are not in charge of global warming. Present and evaluate the facts, draw your own conclusion.

UNIT 18. Sir Ken Robinson

1. Answer the following questions.

1. What are the main problems in Russian educational system?
2. Which problems do teenagers usually face at school and at university? Think about the ways of overcoming these difficulties.
3. Do you think these problems are practically the same in Britain and the USA?
4. Do you know anything about educational challenges in other countries?

2. You are going to translate the speech of Ken Robinson, a famous English professor, who gives advice on education.

You won't have the chance to listen to this speech several times. These are the extracts from his speech which might cause comprehension problems. **Translate them before viewing.**

1. But I knew that Americans get irony when I came across that legislation "No Child Left Behind". Because whoever thought of that title gets irony, don't they? Because it's leaving millions of children behind.
2. It actually costs an enormous amount to mop up the damage from the dropout crisis.
3. There are three principles on which human life flourishes, and they are contradicted by the culture of education under which most teachers have to labor and most students have to endure.
4. One estimate in America currently is that something like 10 percent of kids, getting on that way, are being diagnosed with various conditions under the broad title of attention deficit disorder. ADHD. I'm not saying there's no such thing. I just don't believe it's an epidemic like this.
5. If you sit kids down, hour after hour, doing low-grade clerical work, don't be surprised if they start to fidget, you know?

6. If you can light the spark of curiosity in a child, they will learn without any further assistance, very often.
7. So in place of curiosity, what we have is a culture of compliance. Our children and teachers are encouraged to follow routine algorithms rather than to excite that power of imagination and curiosity.
8. Investing in professional development is not a cost. It's an investment.
9. And the third is, they devolve responsibility to the school level for getting the job done.
10. The trouble is that education doesn't go on in the committee rooms of our legislative buildings. It happens in classrooms and schools, and the people who do it are the teachers and the students, and if you remove their discretion, it stops working.
11. It's like people are sailing into a headwind all the time.
12. I think, the back of the mind of some policy makers is this idea that if we fine-tune it well enough, if we just get it right, it will all hum along perfectly into the future. It won't, and it never did.
13. We have to recognize that it's a human system, and there are conditions under which people thrive, and conditions under which they don't. We are after all organic creatures, and the culture of the school is absolutely essential. Culture is an organic term, isn't it?
14. You cherish and value the relationships between teachers and learners, you offer people the discretion to be creative and to innovate in what they do, and schools that were once bereft spring to life.

3. Watch and translate the speech.

4. What do you agree with? What do you disagree with?

- 5. Project work.** Your group is a team of legislators reforming Russian educational system. The class is going to be divided into two parts, one group doing the project in Russian, the other one – in English. Both reports will have to be presented and translated into the other language during the presentation.

UNIT 19. Ebola

1. Brainstorming.

1. Name as many parts of the body as you can. Don't forget about internal ones!
2. What is their function?
3. Which health problems are associated with these parts? Name as many illnesses/ diseases as you can.

2. **Imagine that you are a doctor telling the group of young students about HIV (AIDS).** You have 3 minutes to express (in English) the basic ideas concerning this problem. One of your classmates will have to translate your speech after you finish.

3. **You are a Russian news reporter in the center of Ebola's outbreak.** Describe the events. Warn Russian people of potential dangers for tourists coming to holiday destinations. Try to convince them not to go. You have two minutes.

4. **Watch and translate the video.** These are the phrases which might cause comprehension problems. Clarify their meaning before viewing.

1. You lose touch with reality and become delirious.
2. It's customary in some African villages to prepare a body for burial through the extremely sanitary cleansing ritual that involves evacuating the body all food and excreta, often using just bare hands.
3. After escaping ground zero, the highly contagious, undetected virus was off to the races.
4. The second hardest-hit country, Sierra Leone, has resorted to an unprecedented, three-day, nationwide lockdown of its 6 million residents in an effort to halt the disease. But these countries are fighting an uphill battle.
5. He accidentally jabbed himself with a syringe containing the virus.

6. But the current incarnation of Ebola is threatening to overwhelm the much more economically-challenged West African region.
 7. The American-led international response may come just in time, as infection levels were spiking exponentially in the middle of September.
 8. If no help had come, some experts were fearing the disease could have overwhelmed the region and spread until it exhausted its host population, killing hundreds of thousands or even millions of Africans, all the time increasing the odds that it could make its way off the continent.
5. **Project work.** Think of some other human illnesses and do group projects describing the symptoms, ways of treatment, negative side effects, etc. Your classmates will have to translate the information.

UNIT 20. Science of Persuasion

Some people have it, but many more do not. They are the lucky few who possess the natural ability to convince potential employers to give them the job or to persuade their manager that the next promotion should be theirs. What can be especially frustrating, as we watch these individuals almost effortlessly charm their way to getting what they want, is the realisation that they are no more talented or any more experienced than us. The only apparent difference is that they seem to have mastered the art of persuading others to give them what they want.

Steve Martin

*(Taken from
<http://www.theguardian.com/money/2010/may/29/how-to-be-more-persuasive>)*

1. **Are you good at persuading people? If yes, how do you do that? If not, would you like to?**
2. **Do you agree with Steve Martin (the quote above) that more persuasive people rather than more talented and experienced ones get promoted faster and easier? Why? Why not?**
3. **Group work.** You are going to watch the animated video which describes six universal Principles of Persuasion that have been scientifically proven to make you most effective based on the research in Dr. Cialdini's groundbreaking book, *Influence*. This video is narrated by Dr. Robert Cialdini and Steve Martin. Dr. Robert Cialdini has spent his entire career researching the science of influence earning him an international reputation as an expert in the fields of persuasion, compliance, and negotiation. Because of the world-wide recognition of Dr. Cialdini's cutting edge scientific research and his ethical business and policy applications, he is frequently regarded as the "Godfather of influence". Dr. Cialdini's clients include such organizations as Google, Microsoft, Cisco Systems, Bayer, Coca Cola, KPMG, AstraZeneca, Ericsson, Kodak, Merrill Lynch, Nationwide Insurance, Pfizer, AAA, Northern Trust, IBM, Prudential, The Mayo Clinic, GlaxoSmithKline, Harvard University – Kennedy School, The Weather Channel, the United States Department of Justice, and NATO (information is taken from <http://www.influenceatwork.com/robert-cialdini-phd/biography>). These principles of persuasion are *reciprocity, scarcity, authority, consistency, liking, and consensus*. **Before watching the video try to infer how these principles can work.**
4. **Watch and translate the video.** These are the words and phrases which might cause difficulty. Clarify their meaning before viewing:
 - 1) shortcuts or rules of thumb;
 - 2) to quadruple;

- 3) the idea that people follow the lead of credible knowledge of experts;
- 4) property appraisal;
- 5) credential;
- 6) lettings;
- 7) consistency is activated by looking for and asking for small initial commitments that can be made;
- 8) an unsightly wooden board;
- 9) to harness this powerful principle;
- 10) compliance.

5. Think of some other means that can influence people's behaviour. How do they work?

6. Group project (variant 1). Science of Persuasion: Alternative Theories. Search for some other theories dealing with persuasion and influence. Present the results of your research to your classmates. They will have to translate the project.

7. Group project (variant 2). Great Persuaders. Do research on a person with the gift to convince people.

8. Group project (variant 3). Secrets of Charming. Think of the main features which help people fascinate others. Explain the reasons of such influence.

ЗАКЛЮЧЕНИЕ

Переводить гораздо сложнее, чем просто общаться с носителями языка. В процессе диалога мы выясняем нужную информацию и реагируем на сказанное, оперируя удобным для нас лексико-грамматическим ресурсом. Задача переводчика – передать информацию максимально точно с сохранением интенций отправителя сообщения. В данном случае нужно не просто воспринять, но и максимально подробно запомнить, а затем максимально близко передать. При этом сам факт восприятия и передачи сообщения зависит не только от качественного навыка аудирования и наличия лексико-грамматической базы для воспроизведения информации, необходима сама способность и готовность быстро оперировать когнитивными ресурсами, управлять вниманием, переключаться, осуществлять саморегуляцию, подавляя волнение, часто возникающее при выступлении на публике: не так просто передавать вверенную оратором информацию перед незнакомой аудиторией, осознавая ответственность за каждое произнесенное слово. Данное пособие содержит комплекс заданий, разработанный на основе видеофрагментов различной жанровой принадлежности. Задания ориентированы на формирование самих способностей оперировать когнитивными ресурсами и предполагают помимо развития языковых навыков и переводческой техники, формирование соответствующих психологических установок, развитие рефлексии и саморегуляции. Моделирование реальных ситуаций переводческой деятельности способствует формированию адаптации к возможным профессиональным условиям.

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ПРИЛОЖЕНИЕ

Тексты видеоматериалов

UNIT 1

A Game of Squash

B = Ronnie Barker

C = Ronnie Corbett

B: I say, that was, that was really jolly good that was. I must say I really enjoyed that. Thanks very much.

C: That's fine. Fine.

B: I say, it's a super game, isn't it? I can't understand why I've never tried it before. Absolutely lovely. I loved it. But thanks to you, old boy, of course, from now on, I shall be a dedicated squish player.

C: Squash.

B: Pardon?

C: The game is called squash.

B: Oh squash, yes, that's right. I'm sorry. Um ... who actually won? I mean, I couldn't quite grasp the scoring-mechanism. I mean, did I, did I win?

C: Yes, you ... yes, you won, you won.

B: Oh, that's good. How many goals did I get?

C: Goals?!

B: Well, you know, er ... thingies, er ... whatever ... runs

C: Points!

B: ... runs ... ah, points!

C: Points!

B: Points, yes.

C: Points.

B: How many points did I get?

C: Well, the score was, if you want to know, game-love, game-love, game-love, game-love. You see?

B: Yes.

C: You won ... four games to love!

B: Oh, I see. So, I got four and you got love.

C: Yes.

B: I see. How many is love?

C: Love is nothing.

B: Oh no, no. That's not right, I'm sure, because I'm sure you got a goal, earlier on, right at the beginning.

C: A point!

B: A point, I mean.

C: A point, yes, well of course I did. That was when you ...

B: Oh, I know, I was holding the thing by the wrong end. I must remember, hold the bat by the thin end.

C: The racket!

B: Racket, I mean.

C: The racket!

B: Yes.

C: This is ... this is a ball.

B: Yes.

C: The game is called squash.

B: Yes.

C: Let's start from basic principles.

B: Yes.

C: The whole thing is called squash.

B: Squash.

C: This is a ball.

B: Yes.

C: This is a ... racket when you do that. That's what that is, that is a racket.

B: I see. Will it work now you've done that?

C: Ah ... I don't much care, to be honest. I mean ... I'm not going to be playing squash anymore ever!

B: Oh, I say. That's a pity, because I was hoping we could have another game next week. I mean, I thought, well you know, I thought I might get a bit better.

C: A bit better? A bit better?! Look, matey, I'm the secretary of this squash club. You know. I mean, I captain the A-team. You know. I'm one of the best players round here, as a matter of fact. You know, I won the area finals last year, and all that sort of thing, you know. You know,

I'm good. You know, good. And you come along here, if I may say so, you've never played the game before, you're vastly overweight, if I may say so, you're very slow on the court, you've gone out on that court, and you've thrashed me, you've pounded me into the ground, you pulverised me, in front of my friends, four games to love! Well, how do you do it?

B: Beginner's luck?

C: It's a fluke. That's what it is, a fluke, mate. It won't happen again. I'll tell you what ... It won't happen the next time.

B: No, well there won't be a next time, will there? Because you've broken your racket.

C: My racket! I'll get a new one, I don't care, I'll get a new one. Look mate. I'll get a new one, and tomorrow morning, here, 10 o'clock, things will be different!

B: Oh no, no. Sorry, old boy. No, not tomorrow. No can do.

C: What do you mean, 'No can do'?

B: I've got to go up to a place called Lords tomorrow. I've got to play a game called cricket or something.

UNIT 2

House of Cards

Season 3

F=Francis Underwood

C=Claire Underwood

F: You want to know what takes real courage? Holding it all together when the stakes are this high.

C: We are murderers, Francis.

F: We are survivors!

Season 2

F=Francis Underwood

C=Claire Underwood

Z=Zoe Barnes

J=Janine Skorsky

R=Raymond Tusk

L=Lucas Goodwin

P=President

D=Doug Stamper

V=Voice over

F: There are two kinds of pain. The sort of pain that makes you strong, or useless pain. The sort of pain that's only suffering. I have no patience for useless things.

Moments like this require someone who will act. Who will do the unpleasant thing, the necessary thing.

J: You think he's dangerous?

Z: I know he is.

F: The road to power is paved with hypocrisy and casualties.

I need to prove what the Vice President is capable of.

C: I know you will do whatever you think is best.

Z: I need to know that I wasn't a part of someone's...

F: Finish your thought.

Z: A part of someone's murder.

L: You cannot run away from this!

C: But he's a dangerous man.

F: We can be dangerous too.

I did my part. Now put it to bed, Doug.

I won't submit myself to this sort of exposure again.

R: The tip of you iceberg is melting, Frank.

V: Mr. President you would be making a disastrous mistake.

This goes to the White House.

It might.

F: I told you to stop back-channeling!

I can turn this around, sir.

P: You are out of line, Frank!

F: I have no choice but to retaliate.

We need to invite a full-fronted attack.

D: I don't think that is a good idea, sir.

F: You have a better idea?

D: Remove hope from the equation.

R: And hit him now!

D: What else have you got on him?

T: The Underwoods are careful.

F: What are you up to?

J: I'm really scared this time.

C: I know how to handle him.

D: Watch yourself.

F: I want him obliterated.

C: Let's make him suffer.

L: He's gonna get away with this, isn't he?

F: For those of us climbing to the top of the foodchain, there can be no mercy.

And the butchery begins.

UNIT 3

Dream Commuters

P = Presenter

JS = Justin Saunders

RS = Rebecca Saunders

W1 = 1st woman

W2 = 2nd woman

P: Tonight on *The Money Programme*. Are you fed up of travelling to work on packed commuter trains? Are you tired of being sat in endless traffic queues? Well, now there's an alternative. More and more people are choosing to live abroad and commute to their jobs in Britain like this. It's cheap houses in Europe and budget flights that are changing the way we live. We're following some of the lucky people who've moved across the channel but still earn their living here. They're Britain's dream commuters.

It's the end of the working week and Justin Saunders is heading home.

JS: Bye everybody. See you next week then.

W1: See ya.

P: He runs an online map company near Reading.

JS: I get fed up with the traffic. There's just so many cars on the road. It's been a tiring, tiring week, ah ... but I'm glad to be going home.

P: But his home is a little further away than most. Justin's part of Britain's new breed of Euro commuters.

W2: Boarding starts at six o'clock and the gate number will be on the screens in Departures.

P: He flies from Gatwick to his house in south west France. And Justin's not alone. He's one of a group of commuters who take the same flight to Toulouse every week.

P: There's a hotel operator, an IT worker, a charity manager and a BT consultant. Only this week they've got one more: me. It's straight off. No time for shopping with these guys.

P: So why did you decide to make this move in the first place?

JS: We basically decided to move to France for the better quality of life. We thought ... we looked on the internet and we saw properties available much cheaper than in Britain. We were fed up with the commuting and the traffic.

P: But what's the cost of the commute?

JS: When I book the flights early enough, I'm paying something like 38 pounds return.

P: Justin's life is in a village in south west France, an hour's drive from Toulouse Airport and over 700 miles from his Hampshire office.

RS: Daddy's home.

JS: Where's Georgie?

RS: She's asleep.

JS: She's asleep.

- RS: So, how was the flight?
- JS: Oh, not too bad. Nice to be back home, though.
- P: It's morning in the French village of Albas, beside the River Lot, and Justin Saunders seems pretty happy.
- RS: That's the house down there. With the terrace.
- P: The one just here with the river view.
- RS: The river view, yeah.
- JS: We're still pinching ourselves. Is this really real? We've just transformed our lifestyle.
- P: Well, wouldn't you commute by plane for this?

UNIT 4

Airport

V = Voice-over

W = Woman

M = Man

V: Heathrow Airport is having a bad day. Hundreds of passengers can't fly because of a computer problem in air traffic control. In Terminal 1, things are getting worse. More and more passengers are arriving. Some aeroplanes are leaving, but many flights are cancelled.

Everyone is hoping to find a flight. Some of the waiting passengers are having a snack while others are spending their time outside. It's a hot summer day. Back inside the terminal, it's getting hotter and hotter. Some people came here five hours ago.

W: I'm here with my grandmother and my parents and it's, it's terrible for us to wait here for such a long time. You know, we have to sleep at the airport because no hotel is available. So, it's just terrible.

M: Have a look at this. Improvisation at its best. I'm glad they're sleeping now. I was hoping to get to Berlin soon.

V: People are still trying to find a flight.

W: I've had my son go on the internet, my daughter be in one queue, me be in the other queue and on the mobile, all at the same time, trying to get to Amsterdam for 9.30 tomorrow morning.

M: After five hours queuing, you really become really Zen, you know ... and here it's pretty calm.

V: The airport managers find an interesting solution to one of the problems ... garden chairs. With the chairs to relax in, some passengers are finding new ways to pass the time.

Inside Terminal 1, it's late at night, after midnight ... and many passengers are still here, waiting for their flight.

Around 300 flights left Heathrow that day, but 319 flights were cancelled, and over 500 people spent the night in the terminal.

UNIT 5

Intelligence Test

N = Narrator

I = Ian Deary

Woman 1 = 1st woman etc.

M1 = 1st man etc.

N: Recent research into the history of IQ tests in Scotland suggests your IQ score might predict, to an extent at least, your health and even your life expectancy.

W1: You have 45 minutes to do the test, OK?

M1: OK.

N: Bill and Davina are 79 years old. This is the second time they've done this test. The first time was in 1932, when every 11-year-old in Scotland was put through an intelligence test. It's the only time this kind of mass testing has ever been done in the UK. The results were rediscovered recently in an Edinburgh basement. If you want to know how our intelligence changes as we get older, these results are a potential goldmine.

I: We brought hundreds of people back and we got them to sit the exact same test that they had sat when they were aged 11. Now, these people are now 79 or 80 years old. We gave the same instructions. We gave the same test. And we gave the same time limit.

M2: It was a little stickier than I thought it would be.

M3: I walked through it quite happily, quite honestly.

W2: I felt I must have been very bright at 11 if I sat that exam and passed.

N: There were some intriguing results. Almost everyone had a better score at 80 than they did at 11. But some had gone from being just averagely intelligent to a much higher level.

I: Now, that's what really drives our research. We're interested in: Why have those people who've gone from IQ 100, at age 11, up to a 110 or 120? What have they done right? What can be the recipe for successful ageing? We're finding that the person with more education, even though they had the same IQ in childhood, is doing slightly better in old age, on average. The person who had a more professional job, in old age, is doing slightly better on average than the person who had a manual job, despite the fact that they started at the same level. The people who smoked have got slightly less good mental ability than you would expect.

N: What's even more remarkable is that the kids who had higher IQ scores at 11 are the very ones still alive today. So it seems high IQ in childhood is good for survival.

UNIT 6

Google

P = Presenter

SB = Sergey Brin

P: It's the fastest growing company in history, used by 400 million people a month. The internet search engine Google has turned its founders from students, to multibillionaires. Tonight, The Money Programme does its own research on this extraordinary money-making machine and finds out how it's changed the lives of countless millions of people who now inhabit the 'World According to Google'.

And these are the guys who made it all possible. Google's founders, Larry Page and Sergey Brin, still in their early thirties, and each worth an estimated six billion pounds. Theirs is a dramatic tale which began 10 years ago when Larry and Sergey were both brilliant computer science students. The two met on a day out from Sergey's university. Sergey was acting as tour guide for some prospective students and Larry was in the group. Larry and Sergey developed a piece of software which they believed could revolutionise searching the internet. Larry and Sergey always believed their system was a winner. Lunchtime hockey in the car park was all part of how Google was going to be different.

SB: It's a revolution, and you know, like the Industrial Revolution.

P: Inside, the office was a playground of lava lamps and bouncy balls. Sergey himself created the Google logo, with its childlike colours, to remind users that Google wanted to be a force for good. In 2000, Larry and Sergey hit the jackpot and turned the corner from successful search engine, to successful business. Their secret? A special system of advertising.

So how does it work? Well, if you're trying to find out about, say, Stonehenge, here's what you get. These are ordinary search results and over here is a list of ads. They're from companies who have picked Stonehenge as a key word which triggers their ad to appear. They are businesses who all think someone searching for Stonehenge might also be

interested in them. And that was how a humble student project became the fastest growing and one of the most profitable companies ever.

UNIT 7

Stephen Krashen on Language Acquisition

I want to begin my presentation this afternoon by talking about what I think is the most important issue in language education – the most important question. And that is: how do we acquire language? And I'd like to begin this discussion – this presentation with an outrageous statement. In my opinion, we all acquire language the same way. The reason this an outrageous thing to say is that these days in education, we're living in an age of individual variation. We're very concerned about how our students are different, not how our students are the same. Those who've been around in the field for a while remember – about fifteen twenty years ago, people were very concerned about something called "field dependent learners" and "field independent learners". You give people a certain test and one group gets this treatment and one group gets the other. Then, about fifteen years ago, it was left side of the brain, right side of the brain. Some people are "left hemisphere thinkers" some people are "right hemisphere". Then, about ten years ago, "cognitive style". The "cognitive style" of the home culture differs from the cognitive style of the school culture, we have a clash et cetera. Well, each of the examples I gave you is probably correct. There is individual variation and there is quite a bit of it. Nevertheless, there are some things that we all do the same. Let me give you some examples.

Digestion. We all digest food the same – no significant individual variation. First you put it in your mouth, then you chew it up, then it goes down your throat, then into your stomach. That's how it's done everywhere. That's how it's done in North America, South America, Europe, Asia, Africa. That's how it's done everywhere in the world. The visual system's the same everywhere. It's always the occipital lobe in the back of the brain. It's never in the side of the brain. It's never in the front of the brain. It's never in the elbow. It's done exactly the same

everywhere you go. By the way, I used to use sex as an example of things everyone does the same. But, some counterexamples have been pointed out to me recently. Actually, I saw this movie, if you really want to know the truth. Anyway, we all acquire language the same way. And rather than just talk about it, I'd like to show you. I'd like to take just a couple of minutes and give you some sample language lessons. I use a language that I'm sure you've heard before and maybe some of you speak. And you can tell me which of these two very brief lessons you like better. Uh, here's lesson number one: [speaking German]. What do you think? Good lesson so far? Do you think if I kept talking to you like that you'd pick up German? Not very likely. How about if I repeat it? Would that help? Probably not. How about if I said it louder? Would that help? Probably not. How about if I said it and you repeated it back? Again, I don't think that would help. How about if I wrote it out for you and you could see it on your television screen? That wouldn't help either. How about if I wrote it out for you and you copied it down? How about if I wrote it out for you and deleted every fifth word and you tried to guess what the word is? The truth is that none of these things- help. None of these things mean anything. And I hope you can see that now. Here's lesson number two – and for this you have to watch me carefully. [Speaking German]. Everyone says "ya". I can hear you. Even though it's the TV audience. [Speaking German]. And here I'll draw a picture, now. [Speaking German]. If you understood lesson number two, – not every word, but more or less – I did everything necessary to teach you German. And now I'm going to share with you the most important thing I have learned about language. Probably the best kept secret in the profession. We acquire language in one way and only one way: when we understand messages. We call this "comprehensible input". We acquire language when we understand what people tell us – not how they say it, but what they say. Or, when we understand what they – what we read. Comprehensible input, in my opinion, has been the last resort of the language teaching profession. We've tried everything else. We've tried grammar teaching, rules and exercises, computers, et cetera. But the only thing that seems to count is getting messages you understand – comprehensible input. Now,

one of the reasons lesson number two is better than lesson number one is we have Mister Spock to help us out. So, anything that helps make input comprehensible – pictures, knowledge of the world, realia, et cetera – helps language acquisition.

If comprehensible input is true – what we call "the input hypothesis" is true – other things follow from it. A very important corollary of the input hypothesis is this – and this may come as a bit of a surprise to some of you, certainly came as a surprise to me – talking is not practicing. Talking is not practicing. What does this mean? It means if you want to improve your Spanish, it will not help you to speak Spanish out loud in the car as you drive to work in the morning. It will not help you to go to the bathroom, close the door, and speak Spanish to the mirror. I used to think those things help, now I think they don't. On the other hand, if we were a German class and we could hang together for a couple of weeks, say, an hour a day of German, and I could keep the input light and lively as in the second example, you'd start to acquire German. It would come on its own and eventually, you'd start to talk. Your speaking ability would emerge gradually. Now, we have a lot of evidence that this is true. And the evidence is in the professional literature and books and journal papers et cetera. And if you're an insomniac, you're welcome to look at all that. But, rather than go through that, I'd like instead to tell you a story that illustrates the same point. I've used this story for a long time, so those of you who've heard it before – I've been using this for about fifteen years – the reason that I keep – stay with it is that it makes the point very well. And I've decided it's – I've discovered it's just about a universal experience. What has happened to me has certainly happened to you. And bear in mind, if you've heard it before and you're tired of hearing it, think how I feel.

My experience took place in 1974, when I was briefly living in exile from California, working at the City University of New York Queens College, as director of English as a Second Language. And like everyone else in New York, we lived in a big apartment building. And the apartment next door to us was owned by a Japanese company. And every

year, there'd be a new family in the apartment. And every year, there were the children who couldn't speak English. And there I was, director of English as a Second Language – I will teach English to these children and brag about it to my friends. So I remember going up to the little girl next door, she was four years old. Her name was Hitomi. I didn't know about this material on language acquisition then – nobody did. And I thought then that the way you get people to acquire a language is you get them to practice talking. So, I'd try to get her to talk. I'd say "Hitomi, talk to me. Say 'good morning'. Say 'Hi'". No response. Well, clearly, I decided, I've got to make this more concrete – "Hitomi, say 'ball'". No response. Well, obviously, I've got to break it down into its component parts. Let's work on initial consonants – "say 'b'. Look at my lips". Again, no response. There was a theory going around then that a lot of people still believe – that children don't really want to acquire language, you have to, kind of force it out of them. So I tried that – "I won't give you the ball, until you say 'ball'". That didn't work either. No matter what I said, Hitomi wouldn't speak. She didn't say anything the first week. She didn't say anything the second week. The first month, the second month. Five months until she started to speak. Actually, that's not entirely true. Children during this stage do pick up certain expressions from the other children in the neighbourhood. But it's not real language. They understand approximately what they mean, it's again, it's not real language. They have a rough idea what it means. They use it in roughly appropriate situations. Things like "leave me alone", "get outta here". In fact, one child I knew, the only thing he could say was "I'll kick your ass". Said it everywhere. Wasn't quite sure what it meant. After about five months, Hitomi started to speak. And several things were interesting about her language. First, it looked a lot like first language acquisition – the same process our children went through – one word, two words, gradually getting more complicated. Second, it came quickly. By the time Hitomi and her family went back to Japan at the end of the year, her English was closing in on the way the other children in the neighbourhood were talking. The question is this: what was going on during those five months? She was listening. She was picking out

comprehensible input. When she started to speak, it was not the beginning of her language acquisition. Let me repeat that. When she started to speak, it was not the beginning of her language acquisition. It was the result of all the comprehensible input she had gotten over those five months. Now, a silent period for a child in a situation like this is not pathological, it's normal. It's what you expect. You'd like to have a silent period, wouldn't you? How would it be if you had to study another language, but you went to a class where you didn't have to say anything? Doesn't that sound wonderful? You can talk all you want. You can raise your hand, you can volunteer. But no one's gonna call on you. No one's gonna put you on the spot. Also, in this perfect class, if the input is incomprehensible, it's the teacher's fault – not yours. That's how we're doing it now. And the results we're getting aren't a little better than other methods, they're actually much, much better. Before I leave this topic, let me put in a brief commercial message for speaking. I'm not opposed to speaking. I think that when the students speak, it's fine. But, what counts in speaking is not what you say, but what the other person says to you. In other words, when you get involved in conversation, what counts is the input that you can stimulate from other people, so I'm in favour of the student speaking, but we have to understand, it makes an indirect – a helpful, but indirect contribution to language acquisition.

I'd like to discuss one more hypothesis before we move on to literacy, and this is a very important one, called the Affective Filter Hypothesis. Research in language acquisition has concluded that there are several factors that are – that relate to success in language acquisition and I'm going to list them here on your screen. One factor is motivation. Students who are more motivated do better in language acquisition. Those of you who have studied know that it's a little more complicated than this, but this is a good approximation. Second, self-esteem, with the dominant concept today in popular psychology. Students with more self-esteem, more self-confidence, do better in language acquisition. Third, anxiety. And here the correlations are negative. The lower the anxiety, the better the language acquisition. In fact, my hypothesis is for language acquisition to really succeed, anxiety should be zero. This has happened

to you. Have you ever been in a situation, speaking a language that you may not speak very well, when the conversation gets so interesting you temporarily forget that you're using another language? If this is happening to you that's when you are acquiring, when your focus is completely on the message, what the other person is saying, and your anxiety is temporarily gone.

By the way as an important footnote to this... I guess today we say "side bar". As a side bar to all this, uh, I'm not sure that zero anxiety is right for everything. I'm sure it's good for a lot of things, but I'm not quite sure how far to push this. Speaking to you as a college teacher, speaking to you as a parent, I'm not all that free and easy. I think there are certain things in school children absolutely must learn. I think my students at the University of Southern California should suffer. We have hard classes. Tough requirements. You don't do the work, you're out. I finally learned what they tried to teach us in Educational Psychology, the amount of drive or anxiety necessary to accomplish a task depends on the task. Sometimes we call Facilitative Anxiety is okay. I don't believe in torture, but sometimes a little anxiety is okay.

Language acquisition though is different. For language acquisition to succeed, anxiety has to be directed somewhere else not at the language. Frank Smith puts it this way, "For a child to develop literacy, the child has to assume that she's going to be successful." The way that we integrate this into the theory is like this: if the student isn't motivated, if self-esteem is low, if anxiety is high, if the student is on the defensive, if the student thinks the language class is a place where his weaknesses will be revealed. He may understand the input, but it won't penetrate. It won't reach those parts of the brain that do language acquisition. A block keeps it out. We call this block the Affective Filter.

Here's how it works, somewhere in the brain, Chomsky tells us, is a Language Acquisition Device. Our job is to get input into the device, so that's input here... Low motivation, low self-esteem, high anxiety, the block goes up... the filter goes up... and the input cannot get in. This

explains how it can be that we can have two children in the same class, both getting comprehensible input. One makes progress, the other doesn't. One is open to the input, the other is closed.

Let me now try to summarize everything I've said in the last ten-fifteen minutes or so, and I'll summarize it in one sentence and we'll wonder why it took me that long: We acquire language in one way, and only one way, when we get comprehensible input in a low anxiety environment.

UNIT 8

Volvo

I've had my ups and downs. My fair share of bumpy roads and heavy winds. That's what made me what I am today. Now I stand here before you. What you see is a body crafted to perfection. A pair of legs engineered to defy the laws of physics and a mindset to master the most epic of splits.

UNIT 9

50 Places to See before You Die

V = Voice-over M = Marc

JL = Joanna Lumley

W1 = Woman 1

W2 = Woman 2

EH = Eamonn Holmes

W3 = Woman 3

M1 = Man 1

AF = Alex Fraser

JP = John Palmer

MJ = Melanie Jones

LS = Lucy Sassoon

Vs = Voices

V: There are so many amazing places to see around the world. Here are some of your favourites.

Welcome to Bangkok! With over 6 million people, it's big, it's busy and you love it! It's very good for shopping and the nightlife is great, too.

M: It's got lots of clubs, bars, shops, food ... Everything you need, really.

V: There are 400 temples in Bangkok, so Bangkok is an important place for Buddhists around the world, and tourists love to visit the temples, too.

You also love the Masai Mara in Kenya. It's a fantastic place to watch animals: zebras, elephants, antelope, hippos and lions. You can see them all. So, why is it so special?

JL: Huge open spaces, fantastic animals, just wide open freedom, warmth, friendliness, and all underneath the great African sky.

V: Now a popular, romantic city ... the city of lights, Paris.

W1: To me, Paris is elegant, romantic and expensive.

W2: Go in the spring and enjoy the art galleries.

V: And enjoy the views of the city from the top of the Eiffel Tower.

Back to Africa now, South Africa. Yes, it's Cape Town. And behind Cape Town is the 1,000 metre high Table Mountain, with its fantastic views.

EH: Cape Town is one of my top three places on Earth.

W3: Friendly people, loads of beaches, and the food is unbelievably cheap.

M1: We went there over New Year and it was lovely. I mean, just a lovely, lovely place.

EH: Great place, Cape Town.

V: You love the mountains and beaches that make Cape Town so special. And these little guys – the penguins.

This is the big moment: the number one place to see before you die. Your favourite is ... the Grand Canyon! The Grand Canyon is an amazing place. You can read about the Grand Canyon and you can look at photographs and videos, but nothing can prepare you for the real thing.

AF: There is so much to see that you never stop seeing something new.

JP: The colours are just so ... amazing.

MJ: With every changing inch of the sunset, the colours in the canyon change.

LS: I remember actually sitting there ... and I just cried.

V: But there's only one word that everyone says when they talk about the Grand Canyon:

Vs: It really is awesome ... Just completely awesome ... Awesome ... 'Awesome' is the word ... It was awesome ... Awesome ... Awesome ... 'Awesome's the only word ... Truly awesome.

UNIT 10

Festivals

V = Voice-over

M1 = Man 1

M2 = Man 2

W1 = Woman 1

W2 = Woman 2

M3 = Man 3

V: All over the world, festivals bring people together. But why do people go? For the music? The food? The fun and games? We went to Bestival in the Isle of Wight, England to find out.

But the first question is – where do we sleep?

M1: Um, I've got a beach hut up here to stay in, and I've got the key.

V: One man said it was like sleeping in the back garden.

M2: It's like opening your back door, going down to the end of your garden, getting in your shed with your baby and wife, and then calling it a holiday.

V: You can stay in a hut, but most people here sleep in tents. There are a lot of different people here – families, young people, older people. We asked: Why do so many different people come to festivals?

W1: Well, I suppose it gives everybody a chance just to be themselves, and just ... be free ... and be away from their normal jobs.

W2: People will respect each other and have, um, sort of some of those old-fashioned traditional values, but actually values that everyone really likes.

M3: The thing I always think about festivals is they're just playgrounds for grownups.

V: And, of course, there's one reason everyone's here: the music.

This really is a festival for all the community, young and old mixing together. In the tea tent these women are having a great time. Why do they go to festivals?

W3: The community getting together and the young mixing with the older people. We make cakes, we do pop festivals, we'll go anywhere, do anything.

V: So, if there's one answer to the question, 'Why are you here?', one thing that everyone talks about, is this: being together.

UNIT 11

Shark Therapy

F = Voice-over

T = Tanya

J = Jim

V: Tanya Streeter is a world famous diver but she's afraid of sharks. So she decides to go for ... shark therapy.

At first, it isn't easy. The sharks arrive. Tanya feels nervous as she watches the sharks from the boat.

T: I didn't think that there were going to be this many of them. And I didn't think that they were going to be ... quite so ... erm, big.

V: Tanya prepares to dive. She's feeling very frightened.

T: This isn't good. I've got to get more brave.

V: Tanya dives into the water, and the sharks swim towards her ... the shiny suit attracts them. When she swims back to the boat, one shark follows her!

T: OK.

V: Not a good start for Tanya's shark therapy ... so she asks the shark expert ... Jim Abernathy to help.

T: And how about my suit because I have noticed that the Caribbean reef sharks in particular seem to be quite interested in my rather shiny suit.

V: Er, I noticed the suit and I think we should change the suit completely ... and I think we should go with all black.

T: All black? OK.

V: And it's time for the big dive – with the tiger sharks. Jim throws fish-heads into the water to attract the sharks.

And as Tanya dives, the sharks come to her straightaway. Jim gives Tanya a stick to protect herself.

T: Oh, my gosh! Thank you.

J: Tanya, there's another one behind you. Keep the stick vertical.

T: That's a big shark.

J: Tanya, it just turned back towards you. Tanya, Tanya ... Tanya!

Tanya, look behind you over on your left. Use the stick first.

V: After some time, Tanya starts to feel more comfortable with the sharks.

T: It's just beautiful.

V: Her fear has gone. The shark therapy has been successful.

J: That was wonderful! Tanya did great.

T: It's a real relief to have done this today. I do feel like I've accomplished something. I've started to overcome my very real fear.

UNIT 12

Carlos Acosta

V = Voice-over

CA = Carlos Acosta

V: Carlos Acosta is one of the greatest living ballet dancers. He was the first black principal dancer at Covent Garden in London. He is famous around the world and in his home country of Cuba he is a national hero. Carlos now travels the world but always sees Cuba as his home. All his family are still there. In Cuba he isn't a foreigner. He says that in Cuba a child learns to dance first and then to speak. He talks about the heat and the sea, about dance and music and happiness.

CA: Cuba is always going to be my home. In my heart, that's the only country, you know, and because that's where all my relatives are, my

memories, you know, and this is the only place I'm never going to be a foreigner. You learn how to dance first, then you learn how to speak, you know, in Cuba. It's something that's been passed on through generation to generation. And it's also, you know, the heat, and the tropic, and the sea and ... it's almost that's what, er, it's asking for, dance and music and happiness.

V: Carlos was born in Havana, the youngest of eleven children in a poor family. He often missed school. He was a champion break-dancer in the streets but didn't want to be a professional dancer. When he was nine, his father sent him to ballet school. Carlos hated it. He told his father he wanted to do something else.

CA: So, I, I did tell him many times that I didn't want to be ... and that I wanted to do something else – football, you know – but he didn't want to hear it. So, I went and I ... but thank God he didn't want to hear it because thanks to that I'm here now.

V: At ballet school, Carlos wasn't always a good student and didn't want to be a dancer. But, when he was thirteen, Carlos saw the Cuban National Ballet and he loved it so much that he changed his mind about ballet. He decided to work hard and three years later, at sixteen, he travelled to Europe for the first time. That year he won four major dance competitions and became famous all over the world. Now he is an international star and he dances in many countries, but he still goes home to Cuba several times a year to visit his family.

UNIT 13

Guy Winch

I grew up with my identical twin, who was an incredibly loving brother. Now, one thing about being a twin is that it makes you an expert at spotting favouritism. If his cookie was even slightly bigger than my cookie, I had questions. And clearly, I wasn't starving. (Laughter)

When I became a psychologist, I began to notice favouritism of a different kind, and that is how much more we value the body than we do the mind. I spent nine years at university earning my doctorate in psychology, and I can't tell you how many people look at my business

card and say, "Oh, a psychologist. So not a real doctor," as if it should say that on my card. (Laughter) This favouritism we show the body over the mind, I see it everywhere.

I recently was at a friend's house, and their five-year-old was getting ready for bed. He was standing on a stool by the sink brushing his teeth, when he slipped, and scratched his leg on the stool when he fell. He cried for a minute, but then he got back up, got back on the stool, and reached out for a box of Band-Aids to put one on his cut. Now, this kid could barely tie his shoelaces, but he knew you have to cover a cut, so it doesn't become infected, and you have to care for your teeth by brushing twice a day. We all know how to maintain our physical health and how to practice dental hygiene, right? We've known it since we were five years old. But what do we know about maintaining our psychological health? Well, nothing. What do we teach our children about emotional hygiene? Nothing. How is it that we spend more time taking care of our teeth than we do our minds. Why is it that our physical health is so much more important to us than our psychological health?

We sustain psychological injuries even more often than we do physical ones, injuries like failure or rejection or loneliness. And they can also get worse if we ignore them, and they can impact our lives in dramatic ways. And yet, even though there are scientifically proven techniques we could use to treat these kinds of psychological injuries, we don't. It doesn't even occur to us that we should. "Oh, you're feeling depressed? Just shake it off; it's all in your head." Can you imagine saying that to somebody with a broken leg: "Oh, just walk it off; it's all in your leg." (Laughter) It is time we closed the gap between our physical and our psychological health. It's time we made them more equal, more like twins.

Speaking of which, my brother is also a psychologist. So he's not a real doctor, either. (Laughter) We didn't study together, though. In fact, the hardest thing I've ever done in my life is move across the Atlantic to New York City to get my doctorate in psychology. We were apart then for the first time in our lives, and the separation was brutal for both of us. But while he remained among family and friends, I was alone in a new country. We missed each other terribly, but international phone calls were

really expensive then and we could only afford to speak for five minutes a week. When our birthday rolled around, it was the first we wouldn't be spending together. We decide to splurge, and that week we would talk for 10 minutes. I spent the morning pacing around my room, waiting for him to call -- and waiting and waiting, but the phone didn't ring. Given the time difference, I assumed, "Ok, he's out with friends, he will call later." There were no cell phones then. But he didn't. And I began to realize that after being away for over 10 months, he no longer missed me the way I missed him. I knew he would call in the morning, but that night was one of the saddest and longest nights of my life. I woke up the next morning. I glanced down at the phone, and I realized I had kicked it off the hook when pacing the day before. I stumbled out off bed, I put the phone back on the receiver, and it rang a second later, and it was my brother, and, boy, was he pissed. (Laughter) It was the saddest and longest night of his life as well. Now I tried to explain what happened, but he said, "I don't understand. If you saw I wasn't calling you, why didn't you just pick up the phone and call me?" He was right. Why didn't I call him? I didn't have an answer then, but I do today, and it's a simple one: loneliness.

Loneliness creates a deep psychological wound, one that distorts our perceptions and scrambles our thinking. It makes us believe that those around us care much less than they actually do. It make us really afraid to reach out, because why set yourself up for rejection and heartache when your heart is already aching more than you can stand? I was in the grips of real loneliness back then, but I was surrounded by people all day, so it never occurred to me. But loneliness is defined purely subjectively. It depends solely on whether you feel emotionally or socially disconnected from those around you. And I did. There is a lot of research on loneliness, and all of it is horrifying. Loneliness won't just make you miserable, it will kill you. I'm not kidding. Chronic loneliness increases your likelihood of an early death by 14 per cent. Loneliness causes high blood pressure, high cholesterol. It even suppress the functioning of your immune system, making you vulnerable to all kinds of illnesses and diseases. In fact, scientists have concluded that taken together, chronic loneliness poses as significant a risk for your longterm health and longevity as cigarette smoking. Now cigarette packs come with warnings saying, "This could kill you." But loneliness doesn't. And that's why it's so important that we prioritize our psychological health, that we practice

emotional hygiene. Because you can't treat a psychological wound if you don't even know you're injured. Loneliness isn't the only psychological wound that distorts our perceptions and misleads us.

Failure does that as well. I once visited a day care centre, where I saw three toddlers play with identical plastic toys. You had to slide the red button, and a cute doggie would pop out. One little girl tried pulling the purple button, then pushing it, and then she just sat back and looked at the box, with her lower lip trembling. The little boy next to her watched this happen, then turned to his box and burst into tears without even touching it. Meanwhile, another little girl tried everything she could think of until she slid the red button, the cute doggie popped out, and she squealed with delight. So three toddlers with identical plastic toys, but with very different reactions to failure. The first two toddlers were perfectly capable of sliding a red button. The only thing that prevented them from succeeding was that their mind tricked them into believing they could not. Now, adults get tricked this way as well, all the time. In fact, we all have a default set of feelings and beliefs that gets triggered whenever we encounter frustrations and setbacks.

Are you aware of how your mind reacts to failure? You need to be. Because if your mind tries to convince you you're incapable of something and you believe it, then like those two toddlers, you'll begin to feel helpless and you'll stop trying too soon, or you won't even try at all. And then you'll be even more convinced you can't succeed. You see, that's why so many people function below their actual potential. Because somewhere along the way, sometimes a single failure convinced them that they couldn't succeed, and they believed it.

Once we become convinced of something, it's very difficult to change our mind. I learned that lesson the hard way when I was a teenager with my brother. We were driving with friends down a dark road at night, when a police car stopped us. There had been a robbery in the area and they were looking for suspects. The officer approached the car, and he shined his flashlight on the driver, then on my brother in the front seat, and then on me. And his eyes opened wide and he said, "Where have I seen your face before?" (Laughter) And I said, "In the front seat." (Laughter) But that made no sense to him whatsoever. So now he thought

I was on drugs. (Laughter) So he drags me out of the car, he searches me, he marches me over to the police car, and only when he verified I didn't have a police record, could I show him I had a twin in the front seat. But even as we were driving away, you could see by the look on his face he was convinced that I was getting away with something.

Our mind is hard to change once we become convinced. So it might be very natural to feel demoralized and defeated after you fail. But you cannot allow yourself to become convinced you can't succeed. You have to fight feelings of helplessness. You have to gain control over the situation. And you have to break this kind of negative cycle before it begins. Our minds and our feelings, they're not the trustworthy friends we thought they were. They are more like a really moody friend, who can be totally supportive one minute, and really unpleasant the next. I once worked with this woman who after 20 years marriage and an extremely ugly divorce, was finally ready for her first date. She had met this guy online, and he seemed nice and he seemed successful, and most importantly, he seemed really into her. So she was very excited, she bought a new dress, and they met at an upscale New York City bar for a drink. Ten minutes into the date, the man stands up and says, "I'm not interested," and walks out. Rejection is extremely painful. The woman was so hurt she couldn't move. All she could do was call a friend. Here's what the friend said: "Well, what do you expect? You have big hips, you have nothing interesting to say, why would a handsome, successful man like that ever go out with a loser like you?" Shocking, right, that a friend could be so cruel? But it would be much less shocking if I told you it wasn't the friend who said that. It's what the woman said to herself. And that's something we all do, especially after a rejection. We all start thinking of all our faults and all our shortcomings, what we wish we were, what we wish we weren't, we call ourselves names. Maybe not as harshly, but we all do it. And it's interesting that we do, because our self-esteem is already hurting. Why would we want to go and damage it even further? We wouldn't make a physical injury worse on purpose. You wouldn't get a cut on your arm and decide, "Oh, I know! I'm going to take a knife and see how much deeper I can make it."

But we do that with psychological injuries all the time. Why? Because of poor emotional hygiene. Because we don't prioritize our

psychological health. We know from dozens of studies that when your self-esteem is lower, you are more vulnerable to stress and to anxiety, that failures and rejections hurt more and it takes longer to recover from them. So when you get rejected, the first thing you should be doing is to revive your self-esteem, not join Fight Club and beat it into a pulp. When you're in emotional pain, treat yourself with the same compassion you would expect from a truly good friend. We have to catch our unhealthy psychological habits and change them. One of the unhealthiest and most common is called rumination. To ruminate means to chew over. It's when your boss yells at you, or your professor makes you feel stupid in class, or you have a big fight with a friend and you just can't stop replaying the scene in your head for days, sometimes for weeks on end. Ruminating about upsetting events in this way can easily become a habit, and it's a very costly one. Because by spending so much time focused on upsetting and negative thoughts, you are actually putting yourself at significant risk for developing clinical depression, alcoholism, eating disorders, and even cardiovascular disease.

The problem is the urge to ruminate can feel really strong and really important, so it's a difficult habit to stop. I know this for a fact, because a little over a year ago, I developed the habit myself. You see, my twin brother was diagnosed with stage III non-Hodgkin's lymphoma. His cancer was extremely aggressive. He had visible tumours all over his body. And he had to start a harsh course of chemotherapy. And I couldn't stop thinking about what he was going through. I couldn't stop thinking about how much he was suffering, even though he never complained, not once. He had this incredibly positive attitude. His psychological health was amazing. I was physically healthy, but psychologically I was a mess. But I knew what to do. Studies tell us that even a two-minute distraction is sufficient to break the urge to ruminate in that moment. And so each time I had a worrying, upsetting, negative thought, I forced myself to concentrate on something else until the urge passed. And within one week, my whole outlook changed and became more positive and more hopeful. Nine weeks after he started chemotherapy, my brother had a CAT scan, and I was by his side when he got the results. All the tumours were gone. He still had three more rounds of chemotherapy to go, but we knew he would recover. This picture was taken two weeks ago.

By taking action when you're lonely, by changing your responses to failure, by protecting your self-esteem, by battling negative thinking, you won't just heal your psychological wounds, you will build emotional resilience, you will thrive. A hundred years ago, people began practicing personal hygiene, and life expectancy rates rose by over 50 per cent in just a matter of decades. I believe our quality of life could rise just as dramatically if we all began practicing emotional hygiene.

Can you imagine what the world would be like if everyone was psychologically healthier? If there were less loneliness and less depression? If people knew how to overcome failure? If they felt better about themselves and more empowered? If they were happier and more fulfilled? I can, because that's the world I want to live in, and that's the world my brother wants to live in as well. And if you just become informed and change a few simple habits, well, that's the world we can all live in.

Thank you very much.

UNIT 14

Top Gear

J=James May

Y=Young men

M=Man

J: Here it is. It's called the 207 and it's Peugeot's biggest small car yet. As we can see, it's a very pretty car. But is it any good? Well, let's have a look on the inside. It's got an iPod connector, satnav and radio and so on. And it's all rather beautifully lit by this Californian architect's glass sun roof thing. However, it does still look a bit like the inside of Jacques Cousteau's wetsuit. It's also got this. A built-in air freshener. It's something like, Wang Chung or jojoba oil. So you get more space and more toys. But you have to part with more money. This one I'm in, for example, is the 1.6 diesel and it costs almost £15,000, which is a lot of money for a small car... Even if it is quite a big one. To see if it's worth it, I'm going to test this ginormous city car on the streets of Liverpool. And

to spur me on a bit, I'm going to have a race. And it's against the latest French development in urban transport solutions. A couple of young men in silly trousers. Are you ready?

Y: Ready. Yeah.

J: 3, 2, 1. Go! I should probably explain that these are not just any young men. They are masters of something called parkour. It's a French invention and involves that sort of thing. Running around the city, leaping across buildings and benches. You know, keeps them off the street. Our race will run from the edge of Liverpool to the finish line at the Liver Building. For me, it'll be about six miles. Their journey, of course, is pretty much as the crow flies. What am I doing? Ooh, 25 miles an hour. They'll have difficulty matching that. So anyway, the car... Well, it's got a nice driving position. The steering's nice and weighty, the seat is excellent. And there's quite a bit more room in here than in the old one. But there is a problem. Something you really feel on the city streets. Because the 207 is bigger and has more gizmos and more safety equipment, it's almost 300 pounds heavier than the old car. And yet it still has to haul itself around with the same engine as the 206. The car I'm in has the 1.6 diesel, the best of the current range. But it's still not great. It's really sluggish low down, and that's annoying. Yes, right, we're off. Not only were the Scouse spider-men unstoppable, they also knew where they were going. Which I didn't. Excuse me, sir. Do you know where the Liver Building is?

M: Oh, no, the Li-ver Building.

J: Why isn't it called Li-verpool then?

M: Well... It...

J: There they are. Look at that. They look like they've nicked something. But I didn't catch them for long. Oh, please! Meanwhile, the air freshener device was getting up my nose. That's great, you can buy a brand new car and they immediately make it smell like a 25 year old minicab. (MIMICKING CLOCK TICKING) Come on! We're not all shopping! I had just two miles to go in the sluggish Peugeot. I'm not going to be beaten by some pre-pubescent teenagers in camouflage

trousers. I must have averaged 10 or 12 miles an hour. I should win. Go! Go! Go! I was close, but so were they. (SHOUTING) Come on! That must be the Liver Building. And they're not here. They are not here! No sign of combat-trousers man. That is a victory for beer guts over washboard stomachs, fashionable clothes from army surplus shops, stupid expensive trainers. Here I am in my tatty jeans and my old biff about shoes with the broken laces and I've won! Oh, for Pete's sake!

UNIT 15

Angela Duckworth

When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching. I went to teach seventh graders math in the New York City public schools. And like any teacher, I made quizzes and tests. I gave out homework assignments. When the work came back, I calculated grades.

What struck me was that IQ was not the only difference between my best and my worst students. Some of my strongest performers did not have stratospheric IQ scores. Some of my smartest kids weren't doing so well.

And that got me thinking. The kinds of things you need to learn in seventh grade math, sure, they're hard: ratios, decimals, the area of a parallelogram. But these concepts are not impossible, and I was firmly convinced that every one of my students could learn the material if they worked hard and long enough.

After several more years of teaching, I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective. In education, the one thing we know how to measure best is IQ. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?

So I left the classroom, and I went to graduate school to become a psychologist. I started studying kids and adults in all kinds of super challenging settings, and in every study my question was, who is successful here and why? My research team and I went to West Point

Military Academy. We tried to predict which cadets would stay in military training and which would drop out. We went to the National Spelling Bee and tried to predict which children would advance farthest in competition. We studied rookie teachers working in really tough neighborhoods, asking which teachers are still going to be here in teaching by the end of the school year, and of those, who will be the most effective at improving learning outcomes for their students? We partnered with private companies, asking, which of these salespeople is going to keep their jobs? And who's going to earn the most money? In all those very different contexts, one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit.

Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint.

A few years ago, I started studying grit in the Chicago public schools. I asked thousands of high school juniors to take grit questionnaires, and then waited around more than a year to see who would graduate. Turns out that grittier kids were significantly more likely to graduate, even when I matched them on every characteristic I could measure, things like family income, standardized achievement test scores, even how safe kids felt when they were at school. So it's not just at West Point or the National Spelling Bee that grit matters. It's also in school, especially for kids at risk for dropping out. To me, the most shocking thing about grit is how little we know, how little science knows, about building it. Every day, parents and teachers ask me, "How do I build grit in kids? What do I do to teach kids a solid work ethic? How do I keep them motivated for the long run?" The honest answer is, I don't know. (Laughter) What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments. In fact, in our data, grit is usually unrelated or even inversely related to measures of talent.

So far, the best idea I've heard about building grit in kids is something called "growth mindset." This is an idea developed at Stanford University by Carol Dweck, and it is the belief that the ability to learn is not fixed, that it can change with your effort. Dr. Dweck has shown that when kids read and learn about the brain and how it changes and grows in response to challenge, they're much more likely to persevere when they fail, because they don't believe that failure is a permanent condition.

So growth mindset is a great idea for building grit. But we need more. And that's where I'm going to end my remarks, because that's where we are. That's the work that stands before us. We need to take our best ideas, our strongest intuitions, and we need to test them. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned. In other words, we need to be gritty about getting our kids grittier. Thank you.

UNIT 16

Virtual Revolution

V=Voice over

A=Aleks Krotoski

T=Sir Tim Berners-Lee

B=Bill Gates

S=Steve Wozniak

A=Al Gore

M=Mark Zuckerberg

F=Stephen Fry

M1=Man 1

M2=Man 2

M3=Man 3

M4=Man 4

K=Einar Kvaran

V: World Wide Web brought the great levelling as its early pioneers dreamt of. Doctor Aleks Krotoski investigates the virtual revolution now on BBC2 and BBC HD.

A: Africa, the birthplace of mankind. But it's not the past that brings me here, it's the future. Africa has just been plugged into broadband, and as the worldwide web grows and spreads across the continent, it's transforming all that it touches.

The small town of Abiriw in Ghana is just one of the latest to be hooked up to the globe. I'm travelling with Sir Tim Berners-Lee, the man who invented the web. It's 20 years since he made his breakthrough and now the divide between the digital haves and have-nots is shrinking fast.

T: I think the web is about connecting humanity. Now that we've got to the point that 20-25% of the world are using it, then suddenly the question is what about the other 80%?

A: This community centre may not look like much, but it's the new frontier of this virtual revolution.

T: It was a little bit like going back in time to when people first came across the web. We wouldn't in the early days have been anything like as presumptuous as to say, "How can we make sure this gets to the furthest reaches of rural Africa?"

A: But what exactly is it that we've created over the last 20 years? What does it mean? Is our wired digital world a blessing or a curse?

If the web does take root in Africa, as it has done elsewhere, then this will be the next continent to be reshaped by the digital revolution. But how has the web affected us in the 20 years since it was created, and what does that mean for the future of the people here and the majority of the world who aren't yet connected?

The web is the defining technological revolution of our lifetimes. Almost two billion of us are now online. And in the 10 years that I've been studying the web and writing about it as a journalist, I've seen it take our world and shake it apart. The web has created unimaginable wealth, yet encouraged millions to work for nothing. It's challenged authority, yet allowed regimes to spy and censor as never before. And it's been blamed for creating a generation of web addicts, yet opened up new realms of knowledge. In this series, I'll be meeting all the pioneers and key players, everybody from Google to Facebook, Twitter to Amazon.

The people who've helped bring about this seemingly unstoppable levelling of power, culture and values that's having such an impact on all of our daily lives.

B: Well, the web is how mankind communicates nowadays.

S: It's like the internet has become a brain, it's the smartest brain in the world.

A: It is an empowering tool that has more potential than any other that human civilization has ever developed.

M: The world is just going to keep getting more and more open, there's going to be more information about everything.

F: This is astounding technology, and we should just take a moment to celebrate the power and the reach that it gives us.

A: And so this is the story of the web. But it's more than that. This is also the story of how the web is remaking our world.

It's been more than two centuries since we last witnessed anything of the same scale and speed as the upheaval now being ushered in by the web. The industrial revolution was powered by what was then a radical new technology - steam. And now the web heralds the next great revolution. Why? Well, because it does for information what steam once did for physical force. It supercharges it. The web allows anyone to publish and to distribute words, images, videos and software globally, instantly and virtually for free.

A quarter of the planet now uses the web. On any given day in the British Isles, over 35 million of us will log on. For the first time on television, using a unique data sample of eight million of those people, we can track exactly how we are in the grip of the web. The web is where we spend our money. Around a billion pounds a week. Britain's most active e-shoppers? In Swansea. With Kirkwall in the Orkneys in second place. It's where we fall in love, with five million of us using a dating website every month. Manchester and Central London have proportionally the most online lonely hearts. It's where we get our sexual kicks. Surveys have suggested up to 40% of British men view web porn. The highest density of visits to adult sites is in Harrogate, with Bromley close behind. And the web is where we express opinion. 18 million of us read blogs. Dumfries the least, West London the most. The web is a revolution. It's been hailed as the great levelling of humanity. A new frontier that gives us all equal access, equal voice, equal potential.

The pioneers who paved the way for the web thought of it as the ultimate empowering tool and so, it came wrapped in an attitude, an online ideology that wants to give power to the people.

M1: The internet is a kind of rebellion. These people were opposed to the notion of hierarchy and authority.

M2: The people who originally created the internet were by and large social misfits who wanted to go on being social misfits.

M3: In a way the libertarians have found their way to a space that is perfect for them to play out their ideas.

M4: It has completely blown apart and levelled access to communications and collaboration.

T: The web is a great leveller, of course, it's one of the goals of the web.

A: In this film, I want to explore how the dream of levelling is playing out through the web. How it's overturning long held notions of ownership, value and expertise. How it's challenging business models and

how the equality promised by the web clashes with human nature, our innate desire to profit and control.

It's about the meaning of this conflict and about how that has helped to create the web, this messy, beguiling and hugely powerful phenomenon that we know today. The ultimate claim for the web as an empowering tool is that it blows open access to knowledge. To find out how, I've come to one of the new pillars of the American educational establishment. No, not an Ivy League college like Harvard or Princeton, but the town of Dixon, New Mexico, where they're celebrating Labor Day. I'm here to meet Einar Kvaran. Today, he's playing drums in his band. But at home, he's a quiet revolutionary. Einar is part of a remarkable endeavour that uses the web to allow ordinary people to create something extraordinary. He's a legendary and prolific contributor to Wikipedia, the online encyclopaedia that's becoming the most important information source in the world.

K: When I first heard about it, I thought this is the craziest thing, this can't possibly even happen. How can you have, have something that anybody in the world can edit? How can you trust it? What's even the point of it?

A: More than 65 million people around the world use Wikipedia each month. And instead of just accessing knowledge, they can author and edit it. The site's 14 million articles are the result of anonymous contributions from people like Einar, who don't need any formal qualifications.

K: I have a list of something over 1,000 articles. If anyone makes an edit in that article, it will appear on my checklist. And if I disagree with it, I will undo it, and then if they disagree with my undoing they can undo it. That's kind of the basic premise, that anybody in the world who has access to a computer can get on and edit the information.

A: The idea is that instead of truth, knowledge and accuracy being agreed on by experts and handed down by an elite from above, it will slowly emerge from the masses and come up from below. But by challenging centuries of scholarship, this new form of people power has ignited a huge argument.

UNIT 17

Great Melt

At the height of summer, even the permanent ice caps are touched by the power of the sun. Melt water, channelled down from high on these icecaps, pours over a precipice, where the ice meets the ocean. Along this 200 mile wall of ice a thousand fresh water cascades plummet into the sea.

As July draws on, the great melt reaches its peak. The greatest seasonal change on the planet has taken place. The sea ice that once extended all the way to the horizon is now open ocean. In just three months the sun has won its battle with the ice.

Over 2.5 million square miles of ice has melted away, uncovering thousands of islands surrounded by open ocean. But in recent years the scale of this melt has been growing. And for one animal, this is a critical issue. A mother bear and her adolescent cub rest on a fragment of sea ice. With the melt, they're forced to swim over greater distances to hunt for seals. Their Arctic home is increasingly vulnerable to a changing climate, and this year there has been even less ice than normal. If future melts are as extreme as this one, bears like these may starve or drown, lost at sea. This is one of the last pieces of ice now adrift in the open ocean. The polar bear's icy world has melted away.

UNIT 18

Sir Ken Robinson

Thank you very much.

I moved to America 12 years ago with my wife Terry and our two kids. Actually, truthfully, we moved to Los Angeles – (Laughter) – thinking we were moving to America, but anyway, it's a short plane ride from Los Angeles to America.

I got here 12 years ago, and when I got here, I was told various things, like, "Americans don't get irony." Have you come across this idea? It's not true. I've traveled the whole length and breadth of this country. I have found no evidence that Americans don't get irony. It's one

of those cultural myths, like, "The British are reserved." I don't know why people think this. We've invaded every country we've encountered. (Laughter) But it's not true Americans don't get irony, but I just want you to know that that's what people are saying about you behind your back. You know, so when you leave living rooms in Europe, people say, thankfully, nobody was ironic in your presence.

But I knew that Americans get irony when I came across that legislation No Child Left Behind. Because whoever thought of that title gets irony, don't they, because – (Laughter) (Applause) – because it's leaving millions of children behind. Now I can see that's not a very attractive name for legislation: Millions of Children Left Behind. I can see that. What's the plan? Well, we propose to leave millions of children behind, and here's how it's going to work.

And it's working beautifully. In some parts of the country, 60 percent of kids drop out of high school. In the Native American communities, it's 80 percent of kids. If we halved that number, one estimate is it would create a net gain to the U.S. economy over 10 years of nearly a trillion dollars. From an economic point of view, this is good math, isn't it, that we should do this? It actually costs an enormous amount to mop up the damage from the dropout crisis.

But the dropout crisis is just the tip of an iceberg. What it doesn't count are all the kids who are in school but being disengaged from it, who don't enjoy it, who don't get any real benefit from it.

And the reason is not that we're not spending enough money. America spends more money on education than most other countries. Class sizes are smaller than in many countries. And there are hundreds of initiatives every year to try and improve education. The trouble is, it's all going in the wrong direction. There are three principles on which human life flourishes, and they are contradicted by the culture of education under which most teachers have to labor and most students have to endure.

The first is this, that human beings are naturally different and diverse.

Can I ask you, how many of you have got children of your own? Okay. Or grandchildren. How about two children or more? Right. And the rest of you have seen such children. (Laughter) Small people wandering about. I will make you a bet, and I am confident that I will win the bet. If you've got two children or more, I bet you they are completely different from each other. Aren't they? Aren't they? (Applause) You would never confuse them, would you? Like, "Which one are you? Remind me. Your mother and I are going to introduce some color-coding system, so we don't get confused."

Education under No Child Left Behind is based on not diversity but conformity. What schools are encouraged to do is to find out what kids can do across a very narrow spectrum of achievement. One of the effects of No Child Left Behind has been to narrow the focus onto the so-called STEM disciplines. They're very important. I'm not here to argue against science and math. On the contrary, they're necessary but they're not sufficient. A real education has to give equal weight to the arts, the humanities, to physical education. An awful lot of kids, sorry, thank you – (Applause) – One estimate in America currently is that something like 10 percent of kids, getting on that way, are being diagnosed with various conditions under the broad title of attention deficit disorder. ADHD. I'm not saying there's no such thing. I just don't believe it's an epidemic like this. If you sit kids down, hour after hour, doing low-grade clerical work, don't be surprised if they start to fidget, you know? (Laughter) (Applause) Children are not, for the most part, suffering from a psychological condition. They're suffering from childhood. (Laughter) And I know this because I spent my early life as a child. I went through the whole thing. Kids prosper best with a broad curriculum that celebrates their various talents, not just a small range of them. And by the way, the arts aren't just important because they improve math scores. They're important because they speak to parts of children's being which are otherwise untouched.

The second, thank you – (Applause)

The second principle that drives human life flourishing is curiosity. If you can light the spark of curiosity in a child, they will learn without any further assistance, very often. Children are natural learners. It's a real achievement to put that particular ability out, or to stifle it.

Curiosity is the engine of achievement. Now the reason I say this is because one of the effects of the current culture here, if I can say so, has been to de-professionalize teachers. There is no system in the world or any school in the country that is better than its teachers. Teachers are the lifeblood of the success of schools. But teaching is a creative profession. Teaching, properly conceived, is not a delivery system. You know, you're not there just to pass on received information. Great teachers do that, but what great teachers also do is mentor, stimulate, provoke, engage. You see, in the end, education is about learning. If there's no learning going on, there's no education going on. And people can spend an awful lot of time discussing education without ever discussing learning. The whole point of education is to get people to learn.

A friend of mine, an old friend – actually very old, he's dead. (Laughter) That's as old as it gets, I'm afraid. But a wonderful guy he was, wonderful philosopher. He used to talk about the difference between the task and achievement senses of verbs. You know, you can be engaged in the activity of something, but not really be achieving it, like dieting. It's a very good example, you know. There he is. He's dieting. Is he losing any weight? Not really. Teaching is a word like that. You can say, "There's Deborah, she's in room 34, she's teaching." But if nobody's learning anything, she may be engaged in the task of teaching but not actually fulfilling it.

The role of a teacher is to facilitate learning. That's it. And part of the problem is, I think, that the dominant culture of education has come to focus on not teaching and learning, but testing. Now, testing is important. Standardized tests have a place. But they should not be the dominant culture of education. They should be diagnostic. They should help. (Applause) If I go for a medical examination, I want some standardized tests. I do. You know, I want to know what my cholesterol level is compared to everybody else's on a standard scale. I don't want to be told on some scale my doctor invented in the car.

"Your cholesterol is what I call Level Orange."

"Really? Is that good?" "We don't know."

But all that should support learning. It shouldn't obstruct it, which of course it often does. So in place of curiosity, what we have is a culture of compliance. Our children and teachers are encouraged to follow routine algorithms rather than to excite that power of imagination and curiosity. And the third principle is this: that human life is inherently creative. It's why we all have different résumés. We create our lives, and we can recreate them as we go through them. It's the common currency of being a human being. It's why human culture is so interesting and diverse and dynamic. I mean, other animals may well have imaginations and creativity, but it's not so much in evidence, is it, as ours? I mean, you may have a dog. And your dog may get depressed. You know, but it doesn't listen to Radiohead, does it? (Laughter) And sit staring out the window with a bottle of Jack Daniels. (Laughter)

And you say, "Would you like to come for a walk?"

He says, "No, I'm fine. You go. I'll wait. But take pictures."

We all create our own lives through this restless process of imagining alternatives and possibilities, and what one of the roles of education is to awaken and develop these powers of creativity. Instead, what we have is a culture of standardization.

Now, it doesn't have to be that way. It really doesn't. Finland regularly comes out on top in math, science and reading. Now, we only know that's what they do well at because that's all that's being tested currently. That's one of the problems of the test. They don't look for other things that matter just as much. The thing about work in Finland is this: they don't obsess about those disciplines. They have a very broad approach to education which includes humanities, physical education, the arts.

Second, there is no standardized testing in Finland. I mean, there's a bit, but it's not what gets people up in the morning. It's not what keeps them at their desks.

And the third thing, and I was at a meeting recently with some people from Finland, actual Finnish people, and somebody from the

American system was saying to the people in Finland, "What do you do about the dropout rate in Finland?"

And they all looked a bit bemused, and said, "Well, we don't have one. Why would you drop out? If people are in trouble, we get to them quite quickly and help them and we support them."

Now people always say, "Well, you know, you can't compare Finland to America."

No. I think there's a population of around five million in Finland. But you can compare it to a state in America. Many states in America have fewer people in them than that. I mean, I've been to some states in America and I was the only person there. (Laughter) Really. Really. I was asked to lock up when I left. (Laughter)

But what all the high-performing systems in the world do is currently what is not evident, sadly, across the systems in America – I mean, as a whole. One is this: They individualize teaching and learning. They recognize that it's students who are learning and the system has to engage them, their curiosity, their individuality, and their creativity. That's how you get them to learn.

The second is that they attribute a very high status to the teaching profession. They recognize that you can't improve education if you don't pick great people to teach and if you don't keep giving them constant support and professional development. Investing in professional development is not a cost. It's an investment, and every other country that's succeeding well knows that, whether it's Australia, Canada, South Korea, Singapore, Hong Kong or Shanghai. They know that to be the case.

And the third is, they devolve responsibility to the school level for getting the job done. You see, there's a big difference here between going into a mode of command and control in education – That's what happens in some systems. You know, central governments decide or state governments decide they know best and they're going to tell you what to do. The trouble is that education doesn't go on in the committee rooms of

our legislative buildings. It happens in classrooms and schools, and the people who do it are the teachers and the students, and if you remove their discretion, it stops working. You have to put it back to the people. (Applause)

There is wonderful work happening in this country. But I have to say it's happening in spite of the dominant culture of education, not because of it. It's like people are sailing into a headwind all the time. And the reason I think is this: that many of the current policies are based on mechanistic conceptions of education. It's like education is an industrial process that can be improved just by having better data, and somewhere in, I think, the back of the mind of some policy makers is this idea that if we fine-tune it well enough, if we just get it right, it will all hum along perfectly into the future. It won't, and it never did.

The point is that education is not a mechanical system. It's a human system. It's about people, people who either do want to learn or don't want to learn. Every student who drops out of school has a reason for it which is rooted in their own biography. They may find it boring. They may find it irrelevant. They may find that it's at odds with the life they're living outside of school. There are trends, but the stories are always unique. I was at a meeting recently in Los Angeles of – they're called alternative education programs. These are programs designed to get kids back into education. They have certain common features. They're very personalized. They have strong support for the teachers, close links with the community and a broad and diverse curriculum, and often programs which involve students outside school as well as inside school. And they work. What's interesting to me is, these are called "alternative education." You know? And all the evidence from around the world is, if we all did that, there'd be no need for the alternative. (Applause)

So I think we have to embrace a different metaphor. We have to recognize that it's a human system, and there are conditions under which people thrive, and conditions under which they don't. We are after all organic creatures, and the culture of the school is absolutely essential. Culture is an organic term, isn't it?

Not far from where I live is a place called Death Valley. Death Valley is the hottest, driest place in America, and nothing grows there. Nothing grows there because it doesn't rain. Hence, Death Valley. In the winter of 2004, it rained in Death Valley. Seven inches of rain fell over a very short period. And in the spring of 2005, there was a phenomenon. The whole floor of Death Valley was carpeted in flowers for a while. What it proved is this: that Death Valley isn't dead. It's dormant. Right beneath the surface are these seeds of possibility waiting for the right conditions to come about, and with organic systems, if the conditions are right, life is inevitable. It happens all the time. You take an area, a school, a district, you change the conditions, give people a different sense of possibility, a different set of expectations, a broader range of opportunities, you cherish and value the relationships between teachers and learners, you offer people the discretion to be creative and to innovate in what they do, and schools that were once bereft spring to life.

Great leaders know that. The real role of leadership in education – and I think it's true at the national level, the state level, at the school level – is not and should not be command and control. The real role of leadership is climate control, creating a climate of possibility. And if you do that, people will rise to it and achieve things that you completely did not anticipate and couldn't have expected.

There's a wonderful quote from Benjamin Franklin. "There are three sorts of people in the world: Those who are immovable, people who don't get it, they don't want to get it, they're not going to do anything about it; there are people who are movable, people who see the need for change and are prepared to listen to it; and there are people who move, people who make things happen." And if we can encourage more people, that will be a movement. And if the movement is strong enough, that's, in the best sense of the word, a revolution. And that's what we need.

Thank you very much. (Applause) Thank you very much.
(Applause)

UNIT 19

Ebola

When it comes to Ebola, the first thing you need to know is that dying from the virus is like something out of a horror movie – extremely painful and terrifying. First, you get a fever; then uncontrollable diarrhea; then you begin hemorrhaging blood; and while all that’s hitting you, you lose touch with reality and become delirious. Finally, within days, you are dead.

West Africa is currently in the midst of by far the worst case of the disease since it was first discovered in Africa back in 1976. This year’s outbreak has been traced to a two year old boy who died on December 6th, 2013 in a village in Guinea. He probably got the virus by eating contaminated food that had been drooled or defecated on by a bat, or – as is common in this part of the world – had eaten some bat for dinner. Bats, researchers believe, are the carriers of the disease. As if the two year old’s death wasn’t tragic enough, a week after it killed him, it killed his mother, his 3-year-old sister, and then his grandmother.

Now, it’s customary in some African villages to prepare a body for burial through the extremely sanitary cleansing ritual that involves evacuating the body all food and excreta, often using just bare hands. Since the disease is spread by bodily fluids getting into the eyes, nose or mouth, it’s no surprise that two people who travelled to the grandmother’s funeral caught Ebola and brought it home to their villages.

After escaping ground zero, the highly contagious, undetected virus was off to the races. By the end of March, Ebola had reached Liberia, and in June, the first case was reported in Monrovia, Liberia’s capital city. That’s when outbreaks like this really start to spread, when the infected people make their way to population centers during the incubation phase, before their symptoms begin. A group of people from Sierra Leone who had travelled to an Ebola victim’s funeral brought the disease back across the border, and in late July, the virus had hit Sierra Leone’s capital, Freetown.

Guinea, Liberia, and Sierra Leone are three of the 17 nations that form the Economic Community of West African States, whose combined

territory is roughly half the land area of the United States, but with a population roughly the same – at 340,000,000 – it’s about twice as dense as America. And since the disease is easily passed from person to person, and there are lots of people here, it’s crucial to get outbreaks like this under control as quickly as possible, especially since a staggering 47% – or 2,984 – of the just over 6,400 people who have been sickened by this strain of Ebola have died.

So understandably, this is terrifying to neighboring countries, who have responded by shutting down their borders. Still, Nigeria - the largest country in Africa by population and economic output – couldn’t keep the disease beyond its borders when an infected Liberian-American named Patrick Sawyer flew into Nigeria’s largest city and died shortly thereafter. A Nigerian doctor named Stella Ameyo Adadevoh stopped Sawyer from leaving the hospital, stopping the spread of Ebola to the 21,000,000 people living in Lagos. Sadly, Dr. Adadevoh contracted Ebola and died, but she left this world a hero by helping to successfully limit the outbreak to just 21 cases and 8 deaths in her country. No new cases have been reported in Nigeria in weeks.

Liberia’s experience, however, has been the exact opposite. The disease is out of control there. Cases doubled in the three weeks between August 31st and September 22. As a response, Liberia’s Harvard-educated president – Nobel Peace Prize Winner Ellen Johnson-Sirleaf (the first female head of state in the history of Africa) – had no choice but to order a lockdown of a highly-infected slum in the capital. This didn’t last long though as an angry crowd attacked an Ebola center and freed the infected.

The second hardest-hit country, Sierra Leone, has resorted to an unprecedented, three-day, nationwide lockdown of its 6 million residents in an effort to halt the disease. But these countries are fighting an uphill battle. Many parts of West Africa lack even proper sanitation or drinking water. Too many people are poorly educated, scared, and mistrustful. To add insult to injury, aid workers keep getting attacked for spreading information about Ebola or trying to collect the bodies of the disease’s victims. And in September, an entire team of eight aid workers was murdered by villagers in Guinea.

When American health care workers in Liberia contracted the disease and had to be flown to the United States for life-saving treatment, the rest of the world was shaken by the possibility of Ebola spreading outside of Africa's borders. It was the first time an Ebola-infected person had stepped foot on American soil.

But it wasn't the first time someone on western soil had been infected. In 1976, the year of the first documented Ebola outbreak, a British scientist named Geoffrey Platt, researching the disease in a lab in England, accidentally jabbed himself with a syringe containing the virus. As the unmistakable symptoms of Ebola set in over the next few days, the British government acted swiftly. Platt was transported in a special ambulance under police escort to a London hospital where he was the lone patient. He was kept in an isolation chamber and all hospital staff working on his case were quarantined, as was his family and any lab workers and friends he had come in contact with. The extreme action worked, Platt recovered without infecting anyone else.

But the current incarnation of Ebola is threatening to overwhelm the much more economically-challenged West African region. Answering the call to action, the United States military is taking the lead in overseeing and coordinating the response to the epidemic. In addition to US Centers for Disease Control and Prevention staff who Ebola have been there for weeks, President Obama has ordered 3,000 American troops to West Africa to build 17, 100-bed treatment centers and a site capable of training 500 health-care workers a week. The US response is worth an estimated \$750 million over the next 6 months. The Bill and Melinda Gates Foundation has alone donated \$60 million, and the foundation of Paul Allen, Gates' co-founder of Microsoft, has given nearly \$12 million.

The American-led international response may come just in time, as infection levels were spiking exponentially in the middle of September. If no help had come, some experts were fearing the disease could have overwhelmed the region and spread until it exhausted its host population, killing hundreds of thousands or even millions of Africans, all the time increasing the odds that it could make its way off the

continent. The World Health Organization now optimistically hopes to control Ebola by mid-2015, limiting the death-toll to around 10,000.

Thanks for watching this installment of The Daily Conversation. If you'd like us to tackle a particular subject in this mini-documentary format, leave your idea in a comment below. Until next time, I'm Bryce Plank.

UNIT 20

Science of Persuasion

Researchers have been studying the factors that influence us to say, yes, to the requests of others for over 60 years and there can be no doubt that there's a science to how we are persuaded and a lot of this science is surprising. When making a decision, it would be nice to think that people consider all the available information in order to guide their thinking but the reality is very often different. In the increasingly overloaded lives we lead, more than ever we need shortcuts or rules of thumb to guide our decision making. My own research has identified just six of these shortcuts as universals that guide human behaviour. They are reciprocity, scarcity, authority, consistency, liking and consensus. Understanding these shortcuts and employing them in an ethical manner can significantly increase the chances that someone will be persuaded by your request. Let's take a closer look at each in turn.

So, the first universal principled influence is reciprocity. Simply put, people are obliged to give back to others the form of behaviour, gift or service that they have received first. If a friend invites you to their party, there's an obligation for you to invite them to a future party you are hosting. If a colleague does you a favor then you owe that colleague a favor and in the context of a social obligation, people are more likely to say, yes, to those that they owe. One of the best demonstrations of the principle of reciprocation comes from a series of studies conducted in restaurants so the last time you visited a restaurant, there's a good chance that the waiter or waitress will have given you a gift, probably about the same time that they bring your bill; a liqueur perhaps or a fortune cookie or perhaps a simple mint. So here's the question, does the giving of a

mint have any influence over how much tip you're going to leave them? Most people will say, no, but that mint can make a surprising difference.

In the study, giving diners a single mint at the end of their meal typically increased tips by around 3%. Interestingly, if the gift is doubled and two mints are provided, tips don't double, they quadruple, a 14% increase in tips but perhaps, most interestingly of all, is the fact that if the waiter provides one mint, starts to walk away from the table but pauses, turns back and says, "For you nice people, here's an extra mint", tips go through the roof. A 23% increase influenced not by what was given but how it was given so the key to using the principal of reciprocation is to be the first to give and to ensure that what you give is personalized and unexpected.

The second universal principal of persuasion is scarcity. Simply put, people want more of those things they can have less of. When British Airways announced in 2003 that they would no longer be operating the twice daily London-New York concord flight because it had become uneconomical to run, sales the very next day took off. Notice that nothing had changed about the concord itself, it certainly didn't fly any faster, the service didn't suddenly get better and the airfare didn't drop. It had simply become a scarce resource and as a result, people wanted it more so when it comes to effectively persuading others using the scarcity principle, the science is clear. It's not enough simply to tell people about the benefits they'll gain if they choose your products and services. You'll also need to point out what is unique about your proposition and what they stand to lose if they fail to consider your proposal.

Our third principle of influence is the principle of authority, the idea that people follow the lead of credible knowledge of experts. Physiotherapists, for example, are able to persuade more of their patients to comply with recommended exercise programs if they display their medical diplomas on the walls of their consulting rooms. People are more likely to give change for a parking meter to a complete stranger if that requester wears a uniform rather than casual clothes. What the science is telling us is that it's important to signal to others what makes

you a credible, knowledgeable authority before you make your influence attempt. Of course, this can present problems. You can hardly go around telling potential customers how brilliant you are but you can certainly arrange for someone to do it for you and, surprisingly, the science tells us that it doesn't seem to matter if the person who introduces you is not only connected to you but also likely to prosper from the introduction themselves.

One group of real estate agents were able to increase both the number of property appraisals and the number of subsequent contracts that they wrote, by arranging for reception staff who answered customer enquiries to first mention their colleague's credentials and expertise. So, customers interested in letting a property were told, 'Lettings'. "Let me connect you with Sandra, who has over 15 years' experience letting properties in this area." Customers who wanted more information about selling properties were told, "Speak to Peter, our Head of Sales. He has over 20 years' experience selling properties. I'll put you through now." The impact of this expert introduction led to a 20% rise in the number of appointments and a 15% increase in the number of signed contracts. Not bad for a small change informed from persuasion science that was both ethical and costless to implement.

The next principle is consistency. People like to be consistent with the things they have previously said or done. Consistency is activated by looking for and asking for small initial commitments that can be made. In one famous set of studies, researchers found rather unsurprisingly that very few people would be willing to erect an unsightly wooden board on their front lawn to support a 'drive safely' campaign in their neighborhood. However, in a similar neighborhood close by, four times as many home owners indicated that they would be willing to erect this unsightly billboard. Why? Because 10 days previously, they had agreed to place a small postcard in the front window of their home that signaled their support for a 'drive safely' campaign. That small card was the initial commitment that led to a 400% increase in a much bigger but still consistent change. So, when seeking to influence using the consistency principle, the detective of influence looks for voluntary, active and public commitments and ideally, gets those

commitments in writing. For example, one recent study reduced missed appointments at health centers by 18% simply by asking the patients rather than the staff to write down appointment details on the future appointment card.

The fifth principle is the principle of liking. People prefer to say, yes, to those that they like but what causes one person to like another. Persuasion science tells us that there are three important factors; we like people who are similar to us, we like people who pay us compliments and we like people who cooperate with us towards mutual goals. As more and more of the interactions that we are having taken place online, it might be worth asking whether these factors can be employed effectively in, let's say, online negotiations. In a series of negotiation studies carried out between MBA students at two well-known business schools, some groups were told, "Time is money. Get straight down to business." In this group, around 55% were able to come to an agreement. A second group, however, were told, "Before you begin negotiating, exchange some personal information with each other, identify a similarity you share in common then begin negotiating." In this group, 90% of them were able to come to successful and agreeable outcomes that were typically worth 18% more for both parties so to harness this powerful principle of liking, be sure to look for areas of similarity that you share with others and genuine compliments you could give before you get down to business.

The final principle is consensus. Especially when they are uncertain, people will look to the actions and behaviours of others to determine their own. You may have noticed that hotels often place a small card in bathrooms that attempts to persuade guests to reuse their towels and linen. Most do this by drawing guests attention to the benefits that reuse can have on environmental protection. It turns out that this is a pretty effective strategy, leading to around 35% compliance but could there be an even more effective way? Well, it turns out that about 75% of people who check into a hotel for four nights or longer will reuse their towels at some point during their stay so what would happen if we took a lesson from the principle of consensus and simply included that information on the cards and said that, "75% of our guests reuse their

towels at some time during their stay so please do so as well.” It turns out that when we do this, towel reuse rises by 26%. Now, imagine the next time you stay in a hotel, you saw one of these signs, you picked it up and you read the following message, “75% of people who have stayed in this room have reused their towel.” What would you think? Well, here’s what you might think, “I hope they’re not the same towels” and like most people, you probably think that this sign will have no influence on your behaviour whatsoever but it turns out that changing just a few words on a sign to honestly point out what comparable previous guests have done was the single most effective message leading to a 33% increase in reuse so the science is telling us that rather than relying on our own ability to persuade others, we can point to what many others are already doing, especially many similar others.

So there we have it, six scientifically validated principles of persuasion that provide for small, practical, often costless changes that can lead to big differences in your ability to influence and persuade others in an entirely ethical way. They are the secrets from the science of persuasion.

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