

English for Translation

*Dennis Chamberlin
and Gillian White*

English for Translation

A graded course
for intermediate
students

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and Gillian White*

The Bell School of Languages, Cambridge

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Introduction

This book is a graded translation course designed for intermediate students of all nationalities at levels up to and including that of the Cambridge First Certificate in English.

Translation into a student's mother tongue should be more than just an exercise in comprehension, and it is hoped that this book may enable such translation work to approach more closely what it should ideally be: a positive English-learning activity.

We have drawn on a wide range of material in order to provide the student with a variety of styles and registers which will be stimulating and at the same time give some idea of the flexibility of the English language. All the passages, with the exception of the four letters, are from published sources. The last six are from recent Cambridge examination papers.

As far as is compatible with the integrity of the source material, the vocabulary contained in the texts has been kept within the range of intermediate students. No footnotes have been provided. The authors' personal experience is that glossing all too frequently seems arbitrary to the teacher, who in any case normally prefers to deal with difficulties of vocabulary and idiom in his own way.

The book was conceived as a whole, and the 190 or so exercises (while in no way a comprehensive course) cover a great many aspects of English necessary to the intermediate student. The exercises focus attention on significant points of structure, vocabulary and idiom contained in the texts, and thus enable the student to study the language in context and undertake practice based on models which are seen to be a part of living English. The effectiveness of the exercises may be increased by encouraging the student at a later stage to translate back into English the sentences he has earlier rendered into his own language.

The authors hope that this book will add a new dimension to the translation lesson by giving the student an opportunity to study and practise specific features of English as well as by providing a varied selection of texts which will help him to acquire the basic skills of the translator.

Dennis Chamberlin
Gillian White

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Unit 1

16 Hawthorne Avenue,
York YO16 4EJ
Thursday 15th May

Dear Mum and Dad,

I'm sorry I haven't had a chance to write before, but you can imagine how many things there are to do in the first few days. At the moment, everything seems a bit confusing, but I think it will be better when lectures start on Monday.

There are so many things to tell you that I don't really know where to start! 5

My digs are very good. I'm sharing with two other girls, both first-years, one of whom lives just outside York. The landlady is a widow of about sixty, and I've already discovered that she's a marvellous cook – so don't be surprised if I start putting on a lot of weight! I'm not very far from the University, about ten minutes' walk, so I'm not too isolated, although most of the other students are in Hall. 10

The last few days have been spent looking round the University and getting to know where everything is. We've already had various talks on how to look after our money, how to use the library, and so on. Tomorrow, the Professor of my department is holding a meeting, so I shall be able to meet my lecturers and the other students. So far I haven't met any students who are doing the same subject as me – it must be a small department! 20

By the way, you haven't forgotten to send my trunk off, have you? I hope not, because I put most of my books in there, and also my winter coat. The cold weather starts early up here!

Well, I must go now as I want to wash my hair before I go out tonight. 25

Love to everyone,
Write soon,
Sue.

1.1 Time clauses introduced by 'when'

- a) *I think it will be better when lectures start on Monday.* (lines 3–4)
- b) We shall know more about it when Jane comes tomorrow.
- c) You'll appreciate the central heating when the winter comes.
- d) Don't forget to write to me when you go away.
- e) John says he wants to be a footballer when he grows up.

- f) Will you lend me that book when you've finished with it?
- g) I'll do it when I've had my supper.
- h) I expect she'll feel better when she's had a rest.
- i) What shall we do when we've spent all our money?

1.2 Present simple/present continuous

- a) *I'm sharing with two other girls, one of whom lives just outside York.*
(lines 7–8)
- b) She works in that big building on the corner of Hills Road.
- c) He's working at the moment, so try not to disturb him.
- d) He usually looks very fit, but today he's looking rather pale.
- e) George smokes about forty cigarettes a day; it's ruining his health.
- f) 'Is it true that it always rains in England?' 'Well, it's not raining at the moment, is it?'

1.3 Phrasal verbs – to look

- a) *We've already had various talks on how to look after our money, how to use the library, and so on.* (lines 15–17)
- b) I'm afraid I can't go out this evening; I've got to look after my little brother.
- c) At the end of the lesson, the teacher gave the students a few minutes to look through what they had written.
- d) If you don't know the meaning of a word, you can look it up in a dictionary.
- e) I can never remember Phil's telephone number; I always have to look it up in the directory.
- f) Jane is very unpopular. It's because she looks down on everyone who isn't as clever as she is.

1.4 Some/any

- a) *So far I haven't met any students who are doing the same subject as me.*
(lines 19–20)
- b) Have you read any good books lately?
- c) She looks puzzled; does she need any help?
- d) Most of the students have made lots of friends, but poor John doesn't seem to have any.

- e) He says he will need some time to think about it.
- f) I bought some new records today. Would you like to hear them?
- g) I've spent all my money. Could you lend me some?
- h) Would you like some tea?

1.5 Question tags

- a) *You haven't forgotten to send my trunk off, have you?* (lines 21-2)
- b) She'll be here tomorrow, won't she?
- c) You never have breakfast in bed, do you?
- d) You won't forget to post my letter, will you?
- e) He used to be a heavy smoker, didn't he?
- f) You never could remember names, could you?
- g) He would come if we asked him, wouldn't he?
- h) You haven't been waiting long, have you?

1.6 Possessive adjectives

- a) *I must go now as I want to wash my hair before I go out tonight.*
(lines 24-5)
- b) *My shoulder has been hurting all day. I don't know what I've done to it.*
- c) *He broke his thumb playing football.*
- d) *She fell downstairs and sprained her ankle.*

- e) *As I walked past, he grabbed me by the arm.*
- f) *The policeman came up and tapped him on the shoulder.*
- g) *He was shot through the head and died instantly.*

Unit 2

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids. They were sent to the house of an old Professor who lived in the heart of the country, ten miles 5 from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper called Mrs Macready and three servants. He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him 10 almost at once, but on the first evening, when he came out to meet them at the front door, he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it. 15

As soon as they had said good-night to the Professor and gone upstairs on the first night, the boys went into the girls' room and they all talked it over.

'We've fallen on our feet and no mistake,' said Peter. 'This is going to be perfectly splendid. This old chap will let us do 20 anything we like.'

From *The lion, the witch and the wardrobe* by C. S. Lewis.

2.1 Whose

- Once there were four children whose names were Peter, Susan, Edmund and Lucy. (lines 1-2)
- Children whose parents work abroad are often sent to boarding-schools.
- She's going to marry Mr Carter – you know, the man whose wife was killed in that air-crash last year.
- What's the name of that boy whose bicycle was stolen last week?
- The camp was full of people whose homes had been destroyed in the air-raids.
- He's one of those men whose main aim in life is to make money.

