

МИНОБРНАУКИ РОССИИ



Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Российский государственный гуманитарный университет»  
(ФГБОУ ВО «РГГУ»)

*ИНСТИТУТ ЛИНГВИСТИКИ*  
*Кафедра европейских языков*

## **ПРАКТИЧЕСКИЙ КУРС ПЕРЕВОДА ВТОРОГО ИНОСТРАННОГО ЯЗЫКА**

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

*Специальность 45.05.01 Перевод и переводоведение*

*Специализация: Лингвистическое обеспечение межгосударственных отношений*

*Квалификация выпускника: специалист*

*Форма обучения – очная*

РПД адаптирована для лиц  
с ограниченными возможностями  
здоровья и инвалидов

Москва 2021

*Практический курс перевода второго иностранного языка*

Рабочая программа дисциплины

Составители:

*А. С. Комарова, старший преподаватель кафедры европейских языков*

.....

*О. И. Полстяная, старший преподаватель кафедры европейских языков*

.....

Ответственный редактор:

*Е. В. Семенюк, к. филол. н., и.о. зав. кафедры европейских языков*

.....

УТВЕРЖДЕНО

Протокол заседания кафедры европейских языков

№ \_\_\_\_ от \_\_\_\_\_

## ОГЛАВЛЕНИЕ

<b>1. Пояснительная записка .....</b>	<b>4</b>
1.1. Цели и задачи курса .....	4
1.2. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с индикаторами достижения компетенций и компетенции.....	4
1.3. Место дисциплины в структуре образовательной программы.....	6
<b>2. Структура дисциплины .....</b>	<b>6</b>
<b>3. Содержание курса .....</b>	<b>7</b>
<b>4. Образовательные технологии .....</b>	<b>8</b>
<b>5. Оценка планируемых результатов обучения.....</b>	<b>8</b>
Система оценивания .....	9
Оценочные средства (материалы) для текущего контроля успеваемости, промежуточной аттестации обучающихся по дисциплине .....	11
Контрольные вопросы по дисциплине .....	11
Типовые тексты для контрольного перевода .....	12
Тематика итоговых презентаций по дисциплине .....	61
<b>6. Учебно-методическое обеспечение и информационное обеспечение дисциплины .....</b>	<b>61</b>
6.1. Список источников и литературы .....	61
6.2. Перечень ресурсов информационно-телекоммуникационной сети «Интернет» .....	61
<b>7. Материально-техническое обеспечение дисциплины .....</b>	<b>62</b>
<b>8. Обеспечение образовательного процесса для лиц с ограниченными возможностями здоровья и инвалидов.....</b>	<b>62</b>
<b>- компьютерной техникой со специальным программным обеспечением. ....</b>	<b>64</b>
<b>9. Методические материалы .....</b>	<b>64</b>
7.1. Планы практических занятий .....	64
7.2. Методические рекомендации по подготовке письменных работ .....	69
7.3. Иные материалы: методические указания для обучающихся по освоению дисциплины .....	69
Аннотация.....	73
<b>ЛИСТ ИЗМЕНЕНИЙ .....</b>	<b>Ошибка! Закладка не определена.</b>

## 1. Пояснительная записка

### Цели и задачи курса

Целью курса является научить студентов адекватно передавать содержательные и формальные особенности текстов на английском языке средствами русского языка.

Задачей курса является дать студентам практические навыки применения определять функциональный стиль исходного текста, определять проблемные участки и находить наиболее приемлемые варианты перевода текстов на русский язык.

В процессе курса студенты овладевают приемами и навыками определения функционального стиля текста, передачи идиоматических выражений, реалий и других культурно обусловленных элементов исходного текста (цитат, культурных и литературных аллюзий, и т.д.). Они также обучаются основным приемам редактирования текста. Студенты также учатся пользоваться справочными материалами, в том числе словарями и культурно-страноведческими источниками.

Основной акцент в данном курсе ставится на письменный перевод на русский язык как родной язык студентов.

**Формируемые компетенции, соотнесённые с планируемыми результатами обучения по дисциплине**

Коды компетенции	Содержание компетенций	Перечень планируемых результатов обучения по дисциплине
УК-4.5	<p>Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.</p> <p>Демонстрирует умение выполнять перевод академических и профессиональных текстов с иностранного (-ых) на государственный язык</p>	<p><i>Знать:</i> современные коммуникативные технологии; социокультурные различия в формате корреспонденции;</p> <p><i>Уметь:</i> вести деловую переписку на государственном и иностранном языках;</p> <p><i>Владеть:</i> стилистикой официальных и неофициальных писем</p>
ОПК-1.1	<p>Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности. Демонстрирует знания основных грамматических структур, лексико-фразеологических единиц, словообразовательных моделей языка перевода</p>	<p><i>Знать:</i> закономерности функционирования языков перевода;</p> <p><i>Уметь:</i> использовать полученные лингвистические знания;</p> <p><i>Владеть:</i> способность применять знания иностранных языков в профессиональной деятельности</p>

ОПК- 2.1	<p>Способен адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе семантической, коммуникативной и структурной связи между частями высказывания.</p> <p>Владеет навыками использования различных переводческих стратегий и приемов, способен применять переводческие трансформации</p>	<p><i>Знать:</i> требования, предъявляемые к переводу;</p> <p><i>Уметь:</i> применять систему знаний о видах, приемах, стратегиях, технологиях и закономерностях перевода; проводить предпереводческий анализ и окончательное редактирование текста;</p> <p><i>Владеть:</i> навыками использования различных переводческих стратегий и приемов, применения переводческих трансформаций</p>
ОПК- 2.2	<p>Способен адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе семантической, коммуникативной и структурной связи между частями высказывания.</p> <p>Учитывает требования, предъявляемые к переводу, проводит предпереводческий анализ и окончательное редактирование текста</p>	
ОПК- 4.1	<p>Способен работать с электронными словарями, различными источниками информации, осуществлять поиск, хранение, обработку и анализ информации, представлять ее в требуемом формате с использованием информационных, компьютерных и сетевых технологий.</p> <p>Демонстрирует умение работы с электронными носителями информации, поиском в сети необходимой для перевода информации</p>	<p><i>Знать:</i> методы работы с электронными носителями информации, поиском в сети необходимой для перевода информации</p> <p><i>Уметь:</i> работать с электронными словарями, различными источниками информации</p> <p><i>Владеть:</i> навыками применения справочно-информационных баз данных, тематических глоссариев и сетевых технологий</p>
ОПК- 4.2	<p>Способен работать с электронными словарями, различными источниками информации, осуществлять поиск, хранение, обработку и анализ</p>	

	<p>информации, представлять ее в требуемом формате с использованием информационных, компьютерных и сетевых технологий.</p> <p>Владеет навыками применения справочно-информационных баз данных, тематических глоссариев и сетевых технологий</p>	
--	---	--

### Место дисциплины в структуре образовательной программы

Для освоения дисциплины (*модуля*) необходимы знания, умения и владения, сформированные в ходе изучения следующих дисциплин и прохождения практик: Практический курс второго иностранного языка.

В результате освоения дисциплины (*модуля*) формируются знания, умения и владения, необходимые для изучения следующих дисциплин и прохождения практик: ГИА

Программой предусмотрены следующие виды контроля: - промежуточная аттестация: дифференцированный зачет в 6,8 семестрах, экзамен в 7,9 семестрах.

### 2. Структура дисциплины

Общая трудоемкость освоения дисциплины составляет 18 зачетных единиц, 684 часов, из них 432 контактных, 216 СРС, промежуточная аттестация 36 – ч.

п/п	Раздел дисциплины/темы	Семестр	Виды учебной работы (в часах)						Формы текущего контроля успеваемости, форма промежуточной аттестации (по семестрам)
			Контактная				Промежуточная аттестация	Самостоятельная работа	
			Лекции	Семинар	Практические занятия	Лабораторные занятия			
	<b>РАЗДЕЛ I. Перевод общественно-политических текстов.</b>	<b>6</b>			96			<b>56</b>	Устный ответ на практическом занятии.
	зачет с оценкой	<b>6</b>			<b>6</b>			<b>6</b>	письменный перевод текста
	Итого				<b>96</b>			<b>6</b>	
	<b>РАЗДЕЛ II. Перевод научных (лингвистических) текстов.</b>	<b>7</b>			<b>20</b>			<b>52</b>	Устный ответ на практическом занятии.

Экзамен	7					18		письменный перевод текста
ИТОГО				120		18	52	
<b>РАЗДЕЛ III. Перевод художественных текстов.</b>	8			96			56	Устный ответ на практическом занятии.
Зачет с оценкой	8							письменный перевод текста
ИТОГО				96			56	
<b>РАЗДЕЛ IV. Перевод с русского языка на английский.</b>	9			60			25	Устный ответ на практическом занятии.
<b>РАЗДЕЛ V. Устный последовательный перевод</b>	9			60			27	Устный ответ на практическом занятии.
Экзамен						18		письменный перевод текста
ИТОГО				120		18	52	
<b>ИТОГО:</b>				408		36	168	

### 3. Содержание курса

#### Раздел I. Перевод общественно-политических текстов.

Функциональная эквивалентность и способы ее достижения и оценки. Особенности газетно-публицистического стиля. Способы передачи реалий, имен собственных, аббревиатур; культурно-обусловленные элементы газетно-публицистического стиля. Массовая культура и газетно-публицистический стиль. Важность общекультурных фоновых знаний при работе с публицистическими текстами. Должности, звания, титулы: «ложные друзья» переводчика в русской и английской политической номенклатуре. Особенности построения газетных статей в англоязычных и русскоязычных культурах.

#### Раздел II. Перевод научных (лингвистических) текстов.

Функциональная эквивалентность и способы ее достижения и оценки. Особенности научного стиля в англоязычной и русской культурах. Высокая терминологическая насыщенность современных научных текстов. Термины-неологизмы. Междисциплинарность науки англоязычных стран, ее влияние на научный дискурс. Термины; клишированные обороты, характерные для научного стиля; перевод цитат.

#### Раздел III. Перевод художественных текстов.

Функциональная эквивалентность и способы ее достижения и оценки. Особые трудности художественного перевода: перевод архаизмов, историзмов, каламбуров, актуализованных метафор, стихотворных вставок, аллюзий, передача коннотаций текста. Авторский стиль.

#### РАЗДЕЛ IV. Перевод с русского языка на английский.

Особенности перевода на иностранный язык. Переводческие соответствия, автоматизация навыков их употребления. Клишированные словосочетания. Речевая компрессия. Лексическое свертывание. Лексико-семантические преобразования. Использование базовых и специфических приемов в текстах разных жанров. Основные техники перевода на иностранный язык. Явление языковой интерференции и способы ее преодоления. Ложные друзья переводчика. Приемы, позволяющие добиться идиоматичности порождаемого текста. Генерирование и первичное редактирование переводов.

## **РАЗДЕЛ V. Устный последовательный перевод.**

Основные особенности устного последовательного перевода. Приемы сокращенной переводческой записи. Мнемотехника. Активация линейной памяти. Запоминание тематических рядов на русском и английском языке. Лексико-синтаксические конверсивы. Переводческие соответствия, автоматизация навыков их употребления. Клишированные словосочетания. Речевая компрессия. Лексическое свертывание. Лексико-семантические преобразования. Использование базовых и специфических приемов в текстах разных жанров. Особенности произношения носителей различных акцентов английского языка. Этика устного перевода. Генерирование и первичное редактирование переводов.

### **4. Образовательные технологии**

При реализации программы дисциплины «Практический перевод с первого иностранного языка (английского)» используются различные *образовательные технологии* – аудиторные занятия проводятся в виде семинаров-дискуссий, коллоквиумов.

Дискуссии по наиболее сложным вопросам осуществляется на семинарских занятиях в виде развернутой беседы, устного опроса, дискуссий, отработки практических навыков.

Самостоятельная работа студентов подразумевает работу под руководством преподавателя (консультации и помощь в составлении переводов, работе с литературными и справочными источниками, отборе материала) и индивидуальную работу студента в компьютерном классе или библиотеке при подготовке к зачету.

*Целью* семинарских занятий является углубление, систематизация и закрепление теоретических знаний, полученных обучающимися на лекциях, в процессе самостоятельной работы и приобретение новых знаний, что и обуславливает выбор тем семинаров.

*Основные задачи практических занятий:*

- научить студента анализировать стиль исходного текста и находить адекватные пути его воссоздания на русском языке;
- научить его создавать эквивалентный перевод исходного текста с учетом всех требований русского языка;
- научить его ориентироваться в массиве стилистических приемов русского языка;
- научить его приемам передачи на русском языке культурно-специфичной информации, заложенной в тексте;
- дать ему инструментарий, достаточный для дальнейшего самостоятельного решения проблем, возникающих в его профессиональной деятельности.

Семинары проходят в виде развернутой беседы.

### **5. Оценка планируемых результатов обучения**



### Система оценивания

Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам усвоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов включает вопросы к обсуждению на семинаре.

Система контроля закрепляет виды и формы текущего и промежуточного контроля знаний. В критерии оценки входят уровень и глубина самостоятельного мышления, понимание сути изучаемых вопросов.

Текущий контроль осуществляется в виде оценок на семинарских занятиях.

Промежуточный контроль проводится в виде контрольного письменного перевода.

### Критерии оценки на семинарском занятии:

- оценка «отлично» выставляется студенту, если он перевел текст адекватно и эквивалентно, показав глубокие знания и умение применять изученный материал на практике;
- оценка «хорошо» выставляется студенту, если он перевел текст в общем правильно, показал элементы применения материала в практической деятельности;
- оценка «удовлетворительно» выставляется студенту, если он перевел текст достаточно верно, но допустил многочисленные неточности;
- оценка «неудовлетворительно» выставляется студенту, если перевод выполнен с грубыми ошибками.

Полученный совокупный результат конвертируется в традиционную шкалу оценок и в шкалу оценок Европейской системы переноса и накопления кредитов (European Credit Transfer System; далее – ECTS) в соответствии с таблицей:

100- балльная шкала	Традиционная шкала		Шкала ECTS
95 – 100	отлично	зачтено	A
83 – 94			B
68 – 82	хорошо		C
56 – 67	удовлетворительно		D
50 – 55			E
20 – 49	неудовлетворительно	не зачтено	FX
0 – 19			F

### Критерии выставления оценки по дисциплине

Баллы/ Шкала ECTS	Оценка по дисциплине	Критерии оценки результатов обучения по дисциплине
100-83/ A,B	«отлично»/ «зачтено (отлично)»/ «зачтено»	Выставляется обучающемуся, если он глубоко и прочно усвоил теоретический и практический материал, может продемонстрировать это на занятиях и в ходе промежуточной аттестации. Обучающийся исчерпывающе и логически стройно излагает учебный материал, умеет увязывать теорию с практикой, справляется с решением задач профессиональной направленности высокого уровня сложности, правильно обосновывает принятые решения.

Баллы/ Шкала ECTS	Оценка по дисциплине	Критерии оценки результатов обучения по дисциплине
		<p>Свободно ориентируется в учебной и профессиональной литературе.</p> <p>Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне – «высокий».</p>
82-68/ C	«хорошо»/ «зачтено (хорошо)»/ «зачтено»	<p>Выставляется обучающемуся, если он знает теоретический и практический материал, грамотно и по существу излагает его на занятиях и в ходе промежуточной аттестации, не допуская существенных неточностей.</p> <p>Обучающийся правильно применяет теоретические положения при решении практических задач профессиональной направленности разного уровня сложности, владеет необходимыми для этого навыками и приёмами.</p> <p>Достаточно хорошо ориентируется в учебной и профессиональной литературе.</p> <p>Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне – «хороший».</p>
67-50/ D,E	«удовлетворительно»/ «зачтено (удовлетворительно)»/ «зачтено»	<p>Выставляется обучающемуся, если он знает на базовом уровне теоретический и практический материал, допускает отдельные ошибки при его изложении на занятиях и в ходе промежуточной аттестации.</p> <p>Обучающийся испытывает определённые затруднения в применении теоретических положений при решении практических задач профессиональной направленности стандартного уровня сложности, владеет необходимыми для этого базовыми навыками и приёмами.</p> <p>Демонстрирует достаточный уровень знания учебной литературы по дисциплине.</p> <p>Оценка по дисциплине выставляются обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции, закреплённые за дисциплиной, сформированы на уровне – «достаточный».</p>
49-0/ F,FX	«неудовлетворительно»/ не зачтено	<p>Выставляется обучающемуся, если он не знает на базовом уровне теоретический и практический материал, допускает грубые ошибки при его изложении на занятиях и в ходе промежуточной аттестации.</p> <p>Обучающийся испытывает серьёзные затруднения в применении теоретических положений при решении практических задач профессиональной направленности</p>

Баллы/ Шкала ECTS	Оценка по дисциплине	Критерии оценки результатов обучения по дисциплине
		<p>стандартного уровня сложности, не владеет необходимыми для этого навыками и приёмами. Демонстрирует фрагментарные знания учебной литературы по дисциплине.</p> <p>Оценка по дисциплине выставляется обучающемуся с учётом результатов текущей и промежуточной аттестации.</p> <p>Компетенции на уровне «достаточный», закреплённые за дисциплиной, не сформированы.</p>

#### **Критерии оценки для зачета:**

- оценка «отлично» выставляется студенту, если он показал глубокие знания в области теоретических предпосылок перевода и отличное владение техникой перевода, грамотной русской речью и всем необходимым переводческим инструментарием;
- оценка «хорошо» выставляется студенту, если он показал знания в области теоретических предпосылок перевода, хорошее владение техникой перевода, грамотной русской речью и необходимым переводческим инструментарием, переводит без существенных неточностей;
- оценка «удовлетворительно» выставляется студенту, если он показал наличие знаний в области теоретических предпосылок перевода, владение отдельными элементами техники перевода, переводит без грубых ошибок и может уверенно исправить допущенные неточности после дополнительных вопросов;
- оценка «неудовлетворительно» выставляется студенту при наличии грубых ошибок в переводе, непонимании сущности перевода, неуверенных и неточных ответах на дополнительные и наводящие вопросы.

**Оценочные средства (материалы) для текущего контроля успеваемости, промежуточной аттестации обучающихся по дисциплине**

#### **Контрольные вопросы по дисциплине**

1. В чем отличие перевода художественного текста от перевода текстов других типов?
2. Что такое речевые регистры?
3. Каковы подходы к переводу языковой игры?
4. Каковы подходы к передаче в переводе акцентов, диалектов, слэнга?
5. Что такое переводческая компенсация?
6. Какова техника перевода пародийных текстов?
7. Какие ошибки могут возникать при переводе и почему?
8. Что такое безэквивалентная лексика и каковы подходы к ее передаче в переводе?
9. Как может отражаться в переводе личность переводчика?
10. Чем отличается перевод от пересказа?
11. В чем состоят особенности построения русскоязычного научного текста в отличие от английского?
12. В чем проявляется эмоциональная нейтральность научного текста?
13. Какие проблемы для перевода представляет терминологическая насыщенность научного текста?
14. Какую роль в научном тексте играет безэквивалентная лексика?

15. Приведите примеры клише, свойственных научному языку, и их соответствий на русском языке.
16. В чем состоят особенности технического текста? В чем его сложность для перевода?
17. В чем проявляется разница в синтаксической организации технического текста на русском и английском языке?
18. В чем заключаются особенности языка деловых документов?
19. Приведите примеры клише, свойственных деловому языку, и их соответствий на русском языке.
20. В чем заключаются особенности деловой терминологии на русском языке?
21. В чем состоят основные особенности публицистического текста?
22. В чем состоят различия в характере и организации публицистического текста в русскоязычной и англоязычной традициях?
23. Что такое авторское отношение и как оно может проявляться в тексте?
24. Нейтральность vs эмоциональное вовлечение читателя.
25. Что такое безэквивалентная лексика и каковы технологии ее перевода?
26. Что такое журналистские клише? Приведите примеры.
27. В чем сложность перевода англоязычных заголовков?
28. Приведите пример языковой игры в публицистике и ее перевода.
29. В чем сходство и различие в характере официального дискурса в русскоязычной и англоязычной традиции?
30. В чем состоят особенности официального дискурса?
31. В чем состоят особенности рекламно-информационного дискурса?
32. Как проявляется эмоциональность рекламного текста?
33. Какими способами рекламный текст воздействует на читателя?
34. Как взаимодействуют в рекламном и информационном дискурсе текста и иллюстрации?
35. Приведите пример языковой игры в рекламе и ее перевода.
36. Назовите известные вам приемы переводческой записи.
37. Что такое мнемотехника?
38. Что такое лексико-синтаксические конверсивы?
39. Что такое переводческие соответствия?
40. Как добиться автоматизации употребления переводческих соответствий?
41. Что такое речевая компрессия?
42. Что такое лексическое свертывание?
43. Назовите известные вам лексико-семантические преобразования.
44. Приведите примеры особенностей диалектной речи.
45. Каковы основные особенности перевода на иностранный язык?
46. Что такое языковая интерференция?
47. Что такое «ложные друзья переводчика»?
48. Приведите примеры «ложных друзей переводчика».

### **Типовые тексты для контрольного перевода**

Speech Development, Perception, and Production; Components of Reading; Defining Mathematics Learning Disability: Phonological Awareness, Speech Development, and Letter Knowledge in Preschool Children

## MANN, VIRGINIA A

Phonological awareness has been shown to be one of the most reliable predictors and associates of reading ability. In an attempt to better understand its development, we have examined the interrelations of speech skills and letter knowledge to the phonological awareness and early reading skills of 99 preschool children. We found that phoneme awareness, but not rhyme awareness, correlated with early reading measures. We further found that phoneme manipulation was closely associated with letter knowledge and with letter sound knowledge, in particular, where rhyme awareness was closely linked with speech perception and vocabulary. Phoneme judgment fell in between. The overall pattern of results is consistent with phonological representation as an important factor in the complex relationship between preschool children's phonological awareness, their emerging knowledge of the orthography, and their developing speech skills. However, where rhyme awareness is a concomitant of speech and vocabulary development, phoneme awareness more clearly associates with the products of literacy experience.

Phonological awareness is well recognized for its pivotal role in the achievement of alphabetic reading ability (for example, Adams, 1990; Gottardo, Stanovich, & Siegel, 1996; Lyon, 1995; Mann, 1998; Muter & Snowling, 1998; National Reading Panel, 2000; Snow, Burns, & Griffin, 1998; Stanovich, 1994; Wagner & Torgesen, 1987). Some research perspectives place the development of phonological awareness within the context of primary speech and language development (e.g., Bryant, Bradley, MacLean, & Grassland, 1989; Elbro, 1990, 1996; Fowler, 1991; Walley, 1993). Other perspectives place greater emphasis on the role of exposure to the alphabetic principle (see, for example, Barren, 1998; Mann & Wimmer, 2002; Morais, Carey, Alegria, & Bertelson, 1979; Read, Zhang, Nie, & Ding, 1986). In the present study, we examine the relationship between several types of phonological awareness and several core variables implicated by each of these developmental perspectives. We consider both phoneme and rhyme awareness in the context of vocabulary and speech skills (e.g., concomitants of natural language development), and in the context of letter name and sound knowledge (e.g., products of exposure to the alphabetic principle).

## COMPONENTS OF PHONOLOGICAL AWARENESS

A growing body of evidence (e.g., Bertelson, de Gelder, Tfouni, & Morais, 1989; Hulme, 2002; Hulme, Hatcher, Nation, Brown, Adams, & Stuart, 2002; Morais, Bertelson, Gary, & Alegria, 1986) suggests that phoneme awareness and rhyme awareness are separate processes that make differential contributions to reading achievement. Our prior findings (Foy & Mann, 2001, 2003) showed rhyme awareness to be more closely aligned with natural language skills whereas phoneme awareness associated more closely with literacy exposure. Given this evidence, we have designed a further study to validate and extend our results. We examine both rhyme and phoneme awareness, and we employ both judgment and manipulation tasks as a probe to shallow vs. deeper levels of awareness (Mann & Wimmer, 2002; Stanovich, 1992). Within phoneme awareness, we will also be targeting both initial and final consonants as tasks involving single initial consonants cannot discern whether children possess true phoneme awareness as opposed to onset-rime awareness. Speech production, perception, vocabulary, and letter knowledge will all be examined, and analyses will focus on the associations between these measures and measures of phonological awareness and reading in a preschool population of four- to six-year-old children.

## THE CASE FOR LINKING PHONOLOGICAL AWARENESS TO SPEECH DEVELOPMENT

We are particularly interested in common sources of variance among our diverse set of measures as these can point to a mechanism that might underlie their associations and the basis of individual differences in rhyme and/or phoneme awareness. Phonological representation is a likely candidate for such a measure, although it may not be a unitary construct (Foy & Mann, 2001). The literature contains several theories that link phonological representation to phoneme awareness (Elbro, Borstrom, & Petersen, 1998; Fowler, 1991; Metsala & Walley, 1998; Snowling, Hulme, Smith, & Thomas, 1994) as well as to some of the speech and language problems that can be found among poor readers (Chiappe, Chiappe, & Siegel, 2001).

**Speech Perception Skills.** To the extent that both phonological awareness and speech perception depend on a common, internal representation of phonological structure, the integrity of speech perception should be associated with the instantiation of phonological awareness. Perception requires that information provided by the speech signal be linked to some type of internal phonological representation; comparison or manipulation of individual parts of a syllable or word requires some means of internally representing phonological structures (e.g., Criddle & Durkin, 2001; Dietrich & Brady, 2001).

Recent research has shown that as a group, poor readers make more errors than good readers in speech categorization and/or discrimination tasks (e.g., Adlard & Hazan, 1998; Chiappe, et al., 2001; Serniclaes, Sprenger-Charolles, Carre, & Demonet, 2001). However, these differences tend to be small (Manis, McBride-Chang, Seidenberg, Keating, Doi, & Petersen, 1997; Werker & Tees, 1987), if present at all (Nitttrouer, 1999). At best, they tend to involve only the more difficult tasks and judgments (Brady, Shankweiler, & Mann, 1983; Godfrey, Syrdal-Laskey, Millay, & Knox, 1981; Serniclaes, et al., 2001) or apply only to a subset of the population of poor readers (Godfrey, et al, 1981; Joanisse, Manis, Keating, & Seidenberg, 2000; Marshall, Snowling, & Bailey, 2001). Thus, the theoretically appealing link between speech perception difficulties that are indicative of weak phonological representations and the poor phonological awareness that typifies reading problems has proved historically elusive.

Directly bridging between deficient phoneme perception and phoneme awareness, however, a recent study by Chiappe et al. (2001) has shown that variance in phoneme identification can account for significant variance in phoneme deletion. They suggest that deficits in speech perception play a causal role in the deficient phonological processing of poor readers and that insufficiently differentiated phonological representations are a mediating link between deficient speech perception and phonological awareness. This echoes and extends an earlier statement by Brady and her colleagues (Brady, Poggie, & Rapala, 1989) who suggested that differences between good and poor readers may lie in "the accuracy of formulating phonological representations" (p.120).

**Speech Production Skills.** In parallel to their problems with speech perception, poor readers also present difficulties with the repetition of multisyllabic words (Snowling, 1981), nonwords (Snowling, Goulandris, Bowlby, & Howell, 1986), and phonologically complex phrases (Catts, 1986). Their misarticulations could be viewed as a consequence of inadequate speech perception but deficient phonological representation could also be a factor. Reading difficulty is more prevalent among children with speech production deficits (Bishop & Adams, 1990; Silva, Williams, & McGee, 1987), although speech production problems do not necessarily predict poor reading achievement (Catts, 1991). These delays persist at least until adolescence (Stothard, Snowling, Bishop, Chipcase, & Kaplan, 1998)

## PHONOLOGICAL AWARENESS AND LETTER KNOWLEDGE

Letter knowledge is another salient attribute of beginning reading success that has been linked to phonological awareness and early reading (Adams, 1990; Bradley & Bryant, 1991; Ehri, 1983; Mann, 1984; Muter, 1994). We review the literature supporting this link from two vantage points: vocabulary development and literacy experience.

**Vocabulary and Phonological Awareness.** Many studies have drawn a link between reading ability and vocabulary, especially expressive vocabulary (Wolf, 1991). Walley (1993) has suggested that vocabulary growth plays an active, causal role in phoneme awareness; she and her colleagues (Garlock, Walley, & Metsala, 2001) maintain that vocabulary growth essentially restructures phonological representations by forcing representations that are initially syllabic and holistic to become more phonemic and segmental as lexical neighborhoods increase in density. Within this perspective, we might speculate that a tacit restructuring of phonological representations to distinguish between phonemes as well as syllables is spurred by the learning of letter names such as "vee," "gee," "dee," and "tee" since letter names involve some highly overlapping features that produce dense neighborhoods of CV items.

**Phonological Awareness and Literacy Experience.** Letter knowledge can also prompt children to develop an awareness of phonemes because it helps them to develop initial hypotheses about grapheme-phoneme relationships (e.g., Barron, 1998; Byrne, 1996). Early reading acquisition and phonological awareness appear to be facilitated by the combined training of phonological awareness skills and letter sound relationships (Ball & Blachman, 1991; Barron, Golden, Seldon, Tait, Marmurek, & Haines, 1992; Bradley & Bryant, 1983; Byrne & Fielding-Barnsley, 1990; Defior & Tudela, 1994). Likewise, phonological awareness skills are enhanced in children who have received phonological awareness training combined with explicit instruction in letter sound relationships. These findings have been widely interpreted as suggesting that learning to read and write letters may have a reciprocal effect on the development of phonological awareness (e.g., Barron, 1998; Burgess & Lonigan, 1998; Morais, 1991a, 1991b; Treiman, Tincoff, Rodriguez, Mouzaki, & Francis, 1998).

Treiman has suggested that children may use their knowledge of letter names to develop letter sound correspondences (Treiman, 1993; Treiman, Zukowski, & Richmond-Welty, 1995), using letters as "maps of phonemic content" (Treiman, 1998, p. 296) that initially represent holistic categories such as syllables (e.g., Treiman, et al., 1995), but later change to representing smaller phonemic units. The inventive spellings of preliterate children are consistent with this view: Spellings such as "PPL" for "people" are a hallmark of the earlier, holistic stages of this transition, and spellings such as "pepul" are evidence of a more phonemic stage. The presence of more phonemically accurate invented spellings such as "pepul" is linked to phoneme awareness and is a predictor of reading ability (Mann, 1993; Mann, Tobin, & Wilson, 1988; Torgesen & Davis, 1996). Treiman's work also suggested that the learning of letter sound and letter name relationships may involve different processes (Treiman & Broderick, 1998). To us, this raises the possibility that the learning of letter names may be an aspect of vocabulary learning, where the learning of letter sounds may be more closely linked to phonological awareness and literacy exposure (for a contrasting view, see Burgess & Lonigan, 1998).

## SUMMARY

Speech development and letter knowledge relate to phonological awareness and early reading ability in complex ways. Speech perception and speech production are each deficient in at least some poor readers, and discussions of this have often made reference to phonological representation as a mediating factor. Weak letter knowledge is another associate

of poor reading and deficient phonological awareness. This may owe to the fact that vocabulary knowledge tends to be deficient among poor readers; vocabulary growth is linked to phonological representation and could be a factor in the relation between speech skills and reading. Letter knowledge, especially letter sound knowledge, however, follows from literacy exposure and can directly promote the child's growing awareness of phonological units. Thus, individual differences in letter knowledge may follow from factors above and beyond phonological representation.

The primary objective of the present study is to examine how speech perception and production, vocabulary, letter name, and letter sound knowledge may be interrelated with each other and with rhyme awareness, phoneme awareness, and reading ability, more generally. Letter knowledge is a particular focus as it appears to be especially well associated with phoneme awareness and reading. Less is known about its relation to vocabulary and very little is known about its relation to speech skills. We would expect to find both relationships to the extent that the relevance of letter knowledge to phonological awareness reflects a common role of phonological representation.

Specifically, we tested the hypotheses that:

- \* phonological awareness will be related to reading, and there will be separable relations for rhyme awareness and phoneme awareness.
- \* speech measures and vocabulary will relate to reading measures and to measures of phonological awareness by virtue of common demands on phonological representation.
- \* letter knowledge will bear special relations to reading and phonological awareness, independent of speech measures and vocabulary, and will reflect literacy exposure as opposed to the instantiation of phonological representations as an intervening variable.

## METHOD

### PARTICIPANTS

Ninety-nine four- to six-year-old children (50 girls and 49 boys) attending preschool/day care programs in southern California participated in the study during February and March. The final sample included 51 four-year-olds, 43 five-year-olds, and five six-year-olds. The children were from low to upper middle-class families, equally represented in each of the age groups. All of the preschools had same-age classroom groupings. None of the preschools explicitly taught "reading" and none taught phonological awareness. Letter name and letter sound training varied from classroom to classroom, including classrooms where the only exposure to letter names were computer games the children could choose to play if they so wished, and classrooms where letter names and sounds were introduced during the year prior to kindergarten entry. Descriptive statistics are given in table I.

### MATERIALS

**Reading.** Separate scores were obtained for the Word Identification (real words) and Word Attack (nonwords) subtests of the Woodcock Reading Mastery Test-Revised (Woodcock, 1987). Due to floor effects for the nonword reading task, only the Word Identification scores, which were converted to W-scores, were used in the analysis.

**Verbal Working Memory.** The Digit Span subtest of the WISC-R (Wechsler, 1992) provided a measure of verbal shortterm memory, which has been linked to reading



achievement and early reading skills (e.g., Mann, 1984; Marshall, et al., 2001; Snowling, et al., 1994), including phonological representation (Fowler, 1991).

**Vocabulary.** The WPPSI Vocabulary subtest (Wechsler, 1992) was used as a measure of expressive vocabulary. In this test, children are asked to give definitions for words of increasing difficulty.

**Letter Knowledge.** The letter identification and letter sound subtests of the Concepts about Print Test (Clay, 1979) were administered. This test involves identification and naming of all upper and lower case letters in random order. Letter sound knowledge was assessed by readministering the letter stimuli and asking children to provide the sound associated with each letter. The tasks were discontinued after eight consecutive failures, with the exception of letters in the child's first name, all of which were then tested. In addition, letter name and letter sound knowledge were assessed in four clusters of letters (br, gr, sw, and oa). The letter naming score reflects the summed scores on the letter identification tests for upper and lower case letters and cluster subtests. The letter sound score reflects the summed scores on the letter sound tests for upper and lower case letters, and the cluster sounds subtests. Letter name knowledge was assessed prior to letter sound knowledge, separated by several other tasks.

## PHONOLOGICAL AWARENESS

**Phoneme Awareness.** The materials, taken from Foy & Mann (2001) consisted of practice trials and test items for each of six subtests assessing phoneme judgment, phoneme deletion, and phoneme substitution in both initial and final positions. The subtests each consisted of two practice items and five test items, and were administered in standard order: phoneme judgment, phoneme deletion, and phoneme substitution. In the phoneme judgment tests, the children were told that a puppet wanted them to help him play "the sound game." Following demonstration and practice, the examiner presented a stimulus word, followed by two test words, and the children responded with the word that started (initial) or ended (final) with the same sound as the target word. In the phoneme deletion tasks, the children were told that the puppet wanted to see what happens when the first (initial) or last (final) sound was taken out. After demonstration and practice, the children responded by indicating how the word would sound when the target sound was removed from each test word. In the phoneme substitution tests, the children were told that the examiner liked the letter /k/, and were invited to change the puppet's words by changing the first (initial) or last (final) sound to /k/. Following demonstration and practice, the children responded by changing the nonsense words into nonsense words that began (initial) or ended (final) with /k/. Raw scores on the phoneme judgment, phoneme deletion, and phoneme substitution segments of each test were summed to provide two scores for each subtest: initial and final.

**Rhyming Awareness.** The composite rhyme awareness score was derived by summing the raw scores on two rhyming tasks: rhyme recognition and rhyme production (Foy & Mann, 2001). In the rhyme recognition task, adapted from Chaney (1992), children saw three pictured objects at a time, two of which had names that rhymed. The examiner named the three objects and pointed to them. The children were asked to point to the pictures that "rhymed" or "sounded almost the same." After demonstration and three practice trials, the children indicated their responses to eight trials by pointing. In the rhyme production task, the children were asked to say, "what word rhymes with \_" for five trials consisting of common words (e.g., hop). Words and nonwords were scored as correct as long as they rhymed with the target word.

## PHONOLOGICAL AWARENESS TASKS

The battery of phonological tests resulted in eight different scores (initial vs. final position for phoneme judgment deletion and substitution; rhyme production and rhyme identification). To simplify analysis and interpretation of our data, we attempted to recode the phonological awareness test scores into a smaller set of variables using principal components analysis. A principal components factor analysis using varimax rotation of the z-scores for all scores identified three components explaining 70 percent of the total variance. The first component, Phoneme judgment (accounting for 27.4 percent of the variance), consisted of the initial and final subtests requiring the children to judge which of two words started/ended with the same sound as a target (component loadings were .89 and .87, respectively). The second component (21.5 percent of variance), Phoneme Manipulation, consisted of tasks reflecting deeper levels of phonological sensitivity (Stanovich, 1992): phoneme deletion and substitution in both initial and final position (component loadings were .73, .58, .78, and .86). The third component, Rhyme Awareness (accounting for 20 percent of the total variance), consisted of the rhyme identification and rhyme production tasks (component loadings were both .91). These components will be used as measures of phonological awareness.

**Speech Production.** In the Goldman-Fristoe Test of Articulation (Goldman & Fristoe, 1986), the children are asked to name common objects/actions shown in simple black/white drawings, with the responses transcribed phonetically on-line and later analyzed. A licensed and certified speech-language pathologist performed the transcription and phonological analyses using standard phonetic transcription. "Articulation" reflected the number of errors made on phonemes identified for testing in the Goldman-Fristoe Test of Articulation.

**Naming Speed.** An English language adaptation (Foy & Mann, 2001) of Elbro's naming task (see Elbro, 1990) was used to measure picture naming speed. It is a simple naming task with color pictures taken from magazines. These names of the pictures are within the vocabulary of five-year old children. Pictures from the same semantic category (e.g., chair, sofa, table) are presented three at a time on a single card, and the child is asked to name the objects depicted in the pictures as quickly as possible. The test has two trial items and 15 test items. If the child failed to name a picture, misnamed a picture, or took longer than 15 seconds to name the items on the card, the data from that item was disregarded in the naming data. The individual scores are average naming time in seconds.

**Nonword Repetition.** The modified Children's Test of Nonword Repetition (Gathercole, Willis, Baddeley, & Emslie, 1994) was used to assess nonword repetition ability. In order to shorten the task, only the first five nonwords from twosyllable, three-syllable, and four-syllable nonwords were administered to the children. According to Gathercole and colleagues (1994), the phoneme sequences are phonotactically and prosodically legal. Test-retest reliability was reported at .77. Pronunciation was modified for the American sample according to pronunciation by 10 normally reading adults (see Foy & Mann, 2001). On-line scoring has been previously reported at agreement on 97 percent of the items. Deletions, substitutions, and additions were all scored as errors. Percentage of correct words was calculated.

**Speech Perception.** Speech perception was assessed with a computerized task using synthesized stimuli generated using the CSLU Speech Toolkit with a sampling rate of 16000 samples/sec. The target stimuli were derived from the Goldman-Fristoe Woodcock Test of Auditory Discrimination (Goldman, Fristoe, & Woodcock, 1970), and consisted of 12 minimal pairs of words that included the following contrasts in the initial position in words common to the vocabularies of young children (see the Appendix). They contrasted voicing (for example, /b/ vs. /p/), place of articulation (for example, /b/ vs. /d/), and manner of articulation (for example, /b/ vs. /s/). In the "quiet" condition, participants listened to the

stimuli via noise-canceling earphones. In the "noise" condition, participants heard the same stimuli in a different order, masked by white noise (0 SNR) 440 msec preceding and during the duration of the speech sound presentation. The quiet condition always preceded the noise condition, and in both conditions, pointing responses were recorded by an experimenter who was blind to the speech pair condition. Prior to presentation of the stimuli, the children were first trained on the pointing task, and familiarized with the speech stimuli and visual line drawings of each word. After criterion performance of 90 percent was achieved on the pointing task, the children completed two blocks of 21 trials each. The trials consisted of a speech stimulus (e.g., "lake") followed immediately by a visual display of two simple black and white line drawings identical to the ones on which they had previously been trained (e.g., rake and lake.). The visual display was shown for 84 s. A 100 ms ISI separated each trial. The task was portrayed as a game in which aliens were trying to learn to speak like the children, and it was the children's job to teach the aliens which pictures went with which words. Stimuli were randomly presented and the target item location (i.e., right or left) was counterbalanced within each block. Separate scores were obtained for total errors under quiet and noise conditions. Ambiguous pointing responses were recorded as no-responses.

## PROCEDURE

Participants were tested individually in quiet testing rooms on the school premises in two sessions each lasting approximately 30 minutes, and typically conducted on two separate days. They were rewarded with stickers as needed to ensure maximal motivation and attention.

## RESULTS

Descriptive statistics for the major variables appear in table I and a zero-order correlation matrix appears in table II.

## EXAMINATION OF THE DATA

Prior to analysis, the major variables were examined separately for fit between their distributions and the assumptions of multivariate analysis, as recommended by Tabachnick & Fidell (2001). Because some of the variables (word reading and phoneme manipulation) had positively skewed distributions (with zero), log transformations were applied to each of them. Word reading was also recoded prior to transformation in order to achieve a satisfactory distribution where W-scores of 340 were recoded as 1, W-scores greater than 340 but less than or equal to 371 were coded as 2, and W-scores greater than 371 were coded as 3. The transformations produced acceptable distributions and reduced skewness and kurtosis, indicating that the transformations had resulted in distributions that approached normality more closely (Tabachnick & Fidell, 2001, p. 81).

## MULTIVARIATE ANALYSES

The cases, with transformations applied to word reading and phoneme manipulation, were then screened for multivariate outliers on all major variables through Mahalanobis distance with  $p$

For all multiple regression analyses which we report, we examined the assumptions of normality, linearity, and homoscedasticity of residuals for multivariate analysis (Tabachnick & Fidell, 2001) and found them acceptable.

Hypothesis 1: Phonological Awareness Measures that Relate to Reading. Our results showed that both Phoneme judgment ( $A \sim Y'' = .22$ ,  $p$

Hypothesis 2: Relations between Speech Measures, Vocabulary, Reading, and Phonological Awareness.

Relations involving speech perception. We had hypothesized that speech perception abilities would be associated with skills that have been previously linked with reading, phonological awareness, and such other measures as letter naming and letter sound knowledge, articulation errors, rapid naming, nonword repetition, and reading skills to the extent that phonological representation was a mediating factor reflected in all of these skills. Our examination of this research hypothesis involved first examining zero-order correlations, partial correlations controlling for age, and then sequential regression analyses controlling for those variables we wanted to statistically eliminate (i.e., age, digit span, vocabulary, letter knowledge, speech production, naming speed, and nonword repetition).

Quiet condition. Spearman rank correlations between the variables showed that speech perception under quiet conditions was significantly correlated with phoneme judgment (6 percent), rhyme awareness (14 percent), letter sound knowledge (13 percent), letter name knowledge (11 percent), speech production (5 percent), nonword repetition (8 percent), and (log of) reading skill (7 percent). When partial correlations controlled for age, the results were unchanged for phoneme judgment,  $pr(87) = .22$ ,  $p$

We next conducted three separate sequential regression analyses, predicting each of our phonological awareness measures. In each case, we first entered the variables we wished to control statistically (age, digit span, vocabulary, letter knowledge, naming, and nonword repetition) and then entered speech perception under quiet conditions. These results revealed that speech perception under quiet conditions was not independently related to either phoneme judgment,  $R^2 = .15$ , Adjusted  $R^2 = .06$ ,  $R^2 [\Delta] = .01$ ,  $F[\Delta](1, 81) = .735$ , ns, or phoneme manipulation,  $R^2 = .18$ , Adjusted  $R^2 = .08$ ,  $R^2 [\Delta] = .000$ ,  $F[\Delta](1, 79) = .002$ , ns, or rhyme awareness,  $R^2 = .37$ , Adjusted  $R^2 = .30$ ,  $R^2 [\Delta] = .004$ ,  $F[\Delta](1, 80) = .573$ , ns. For rhyme awareness, vocabulary emerged as the only significant predictor in the final regression step ( $A \sim Y'' = .41$ ,  $p$

Noise condition. Spearman rank correlations between the variables showed that speech perception under noise conditions was significantly correlated with rhyme awareness (18 percent), letter sounds (11 percent), letter names (10 percent), and (log of) word reading (10 percent). Partial correlations controlling for age did not change the results for rhyme awareness,  $pr(87) = .22$ ,  $p$

We next conducted sequential regression analyses predicting each of our phonological awareness measures, first entering the variables we wished to control statistically (age, digit span, vocabulary, letter knowledge, naming, and nonword repetition) and then speech perception under noise conditions. These results revealed that speech perception (noise) was not independently related to phoneme judgment ( $R^2 = .14$ , Adjusted  $R^2 = .05$ ,  $R^2 [\Delta] = .000$ ,  $F[\Delta](1, 81) = .02$ , ns), nor were any of the variables in the final step of the regression, which was not statistically significant.

Speech perception was also not independently related to (log of) phoneme manipulation,  $R^2 = .17$ , Adjusted  $R^2 = .08$ ,  $R^2 [\Delta] = .000$ ,  $F[\Delta](1, 79) = .02$ , ns. The final regression step was not statistically significant; the only significant

predictor in this step, and the first step, which was statistically significant, was letter sound knowledge ( $A \sim Y'' = .34$ ,  $p$

Hypothesis 3: Relations between Letter Knowledge, Vocabulary, Reading, and Phonological Awareness. Our third hypothesis proposed that letter knowledge (names and/or sounds) would associate with reading and phonological awareness above and beyond their associations with speech measures and vocabulary. An analysis by age generally supported previous findings (Worden & Boettcher, 1990) that preschool children know more letter names for upper case ( $M = 14.91$ ,  $SD = 10.26$ ) than lower case letters ( $M = 12.93$ ,  $SD = 10.45$ ), and fewer letter sounds ( $M = 11.11$ ,  $SD = 17.03$ ) than letter names ( $M = 27.84$ ,  $SD = 20.39$ ).

Spearman rank correlations showed that letter name knowledge was related to phoneme judgment (6 percent), rhyme awareness (20 percent), letter sound knowledge (35 percent), speech production (9 percent), nonword repetition (4 percent), (log of) word reading (11 percent), naming speed (14 percent), and discrimination of speech under quiet (11 percent) and noise conditions (14 percent).

Spearman rank correlations showed that letter sound knowledge also accounted for a significant proportion of the variance in (log of) phoneme manipulation (5 percent), phoneme judgment (9 percent), rhyme awareness (16 percent), letter name knowledge (35 percent), speech production (4 percent), (log of) word reading (11 percent), naming speed (14 percent), and discrimination of speech under quiet (12 percent) and noise conditions (11 percent).

To further examine the relation between our reading/ phonological measures and letter knowledge, we conducted a series of sequential multiple regression analyses, first entering the variables we wished to statistically control (age, digit span, vocabulary, speech production, speech perception, naming speed, and nonword repetition), followed by our reading and phonological awareness measures. Results showed that letter name knowledge was not independently associated with either reading or phonological awareness. In contrast, significant variance in letter sound knowledge was accounted for by (log of) reading ( $A \sim Y'' = .60$ ,  $p$

Our analyses having indicated that letter sound knowledge is statistically and independently linked with reading and deeper levels of phoneme, we further explored the interrelationship between letter sound knowledge, phoneme manipulation, and reading. In order to determine whether letter sound knowledge predicted phoneme manipulation and reading independent of letter name knowledge, we conducted two separate sequential regression analyses, first entering the variables we wished to control, including letter name knowledge in the first analysis and then letter sound knowledge in the second. Results revealed that letter sound knowledge was an independent predictor of (log of) phoneme manipulation ( $R^2 = .14$ ,  $R^2[\Delta] = .09$ ,  $p$

Since letter sound knowledge and speech perception skills are apparently linked, we sought to determine whether the relationship between letter sound knowledge and phoneme manipulation was entirely dependent on speech perception skills. To this end, we conducted a sequential regression analysis predicting phoneme manipulation from letter sound knowledge, and controlling for other variables such as age and speech perception. Results showed that letter sound knowledge continued to emerge as an independent predictor ( $A \sim Y'' = .35$ ,  $p$

Our third hypothesis had concerned the possibility that letter knowledge might be associated with speech development owing to a mutual association with phonological

representation. In order to examine whether the relationship between speech perception and letter knowledge was independent of age, vocabulary, and digit span, we conducted two separate sequential multiple regression analyses, first entering the variables we wished to statistically control including age, vocabulary, and digit span in the first step, and then the composite speech perception scores. This revealed that speech perception contributed 5 percent of unique variance in letter sound knowledge ( $R^2 = .40$ , Adjusted  $R^2 = .37$ ,  $R^2[\Delta] = .05$ ,  $F[\Delta](1, 86) = 7.56$ ,  $p$

We then examined whether the relationship between letter sound knowledge and phoneme manipulation was also independent of speech perception by entering our control variables into the first step including speech perception, and phoneme manipulation entered next in the regression. Results showed that the relationship between letter sound knowledge and phoneme manipulation was mediated by speech perception skills, ( $A \sim Y = .10$ , ns).

Since we had found that age, letter name knowledge, phoneme manipulation, and speech discrimination all associated with letter sound knowledge, we were interested in examining the relative contribution of these variables to its prediction of letter sound knowledge. Thus, our final analysis was a standard multiple regression of factors that influenced letter sound knowledge, entering age, letter name knowledge, and speech discrimination in a single step. This revealed that letter name knowledge ( $A \sim Y = .44$ ,  $p$

## DISCUSSION

Consistent with previous findings (Foy & Mann, 2001, 2003; Muter, 1994), we have once again found that rhyme and phoneme awareness can be dissociated. They appear to involve different concomitants and are differentially associated with very early reading abilities. As we and others (e.g., Hulme, 2002; Hulme et al., 2002; Marshall et al., 2001) had previously found, rhyme awareness in a preschool sample may not be linked with reading. It is phoneme awareness that is consistently the stronger predictor of emerging reading skill in children on the brink of kindergarten entry. Consistent with Stanovich's (1992) suggestion that shallow vs. deeper levels of phoneme awareness can be distinguished, we have also identified differences between phoneme judgment and phoneme manipulation. Manipulations of individual phonemes were more strongly linked with reading and letter sound knowledge than were either phoneme judgments or rhyme awareness. We did not, however, find trends that pointed to differences between initial and final phoneme positions. Regardless of position within the syllable, the manipulation and judgment of phonemes loaded on components separate from the factor that was linked to rhyme awareness, and this suggests that sensitivity to phoneme onsets was not a factor in our population of children.

Based on our review of the literature and our previous findings (Foy & Mann, 2001, 2003), we had focused our attention on two core variables that may relate to our measures of phonological awareness: speech development and letter knowledge. Speech perception and production errors were more reliably linked with rhyme awareness and phoneme judgment than with phoneme manipulation. These results for rhyme and phoneme judgment are consistent with previous research (Chiappe et al., 2001) linking low phonological awareness to insufficiently differentiated phonological representations. However, the results for phoneme manipulation suggest that deeper levels of phoneme awareness involve something above and beyond the internal representations of the phonemes, consistent with Morais (1991a,b).

Next to phonological awareness, letter knowledge is one of the best predictors of children's reading ability (Adams, 1990; Burgess & Lonigan, 1998; Mann, 1984; Wagner, Torgesen, & Rashotte, 1994). Our findings support this result, and, furthermore, show that

letter name knowledge and letter sound knowledge have different associates (as suggested by Treiman & Broderick, 1998). Letter sound knowledge is more strongly linked with early reading skills and phoneme manipulation than is letter name knowledge. This concurs with Barron and his colleagues (Barron et al., 1992) who found that knowledge of letter sounds predicted deep levels of phoneme awareness (an onset deletion task in his study) but not rhyme awareness. It is also consistent with findings by Burgess and Lonigan (1998) who showed that letter sound knowledge in preschool children predicted more growth in performance on a phoneme deletion task than did knowledge of letter names. Unlike letter name knowledge, knowledge of letter sound relationships appears to be more than knowledge of vocabulary or just another product of effective phonological representations. Treiman and her colleagues (e.g., Treiman, et al., 1998) have clearly shown that children bring their knowledge of letter names to the learning of letter sounds, but that, in addition, phonological skills may be prerequisite for learning letter sounds (Treiman & Broderick, 1998, p.113). This suggests that letter names, together with phonological awareness measures, should relate to letter sounds more strongly than to letter names as we showed in the present study. It also accords with our finding that phoneme manipulation, but neither phoneme judgment nor rhyme awareness independently, predicted variance in letter sound knowledge when letter name knowledge was partialled out.

We had chosen to study speech skills and letter knowledge in relation to phonological awareness because they offered a means of evaluating two perspectives on the development of phonological awareness: a language-based account and a literacy experience-based account. Our findings suggest a complex pattern of relationships that gives credence to each perspective, depending on the level of phonological awareness and the type of letter knowledge at hand. Different aspects of phonological awareness bear different relationships to reading, and they also bear different relationships to speech skills, vocabulary, and knowledge of letters. The existence of so many interconnections is consistent with a language-based account (i.e., phonological representation). Yet the fact that knowledge of letter sounds bears a specific relation to the ability to manipulate phonemes is consistent with a literacy experience account. Many skills are involved in the development of phonological awareness; speech skills and vocabulary may play a partial role, but something else pushes the learning of letter sounds and the ultimate attainment of phoneme manipulation. In the future, longitudinal research with a closer attention to the home and preschool literacy environment can shed light on the relative paces of letter knowledge and phoneme manipulation, and clarify the sources of individual differences and the nature of causality.

## ACKNOWLEDGMENTS

The authors gratefully acknowledge the time and effort given by the parents, teachers, preschool directors, and children at Cal Heights United Methodist Preschool, Cypress Learning Tree, Creative Care, Bethany Lutheran, First Baptist Preschool, Comprehensive Child Development, and Christ Lutheran Preschool. We also wish to extend our sincere thanks to the outstanding Loyola Marymount University students who contributed their time and expertise to the collection, scoring, analysis, and reporting of these data: Rebecca Gaffney-Brown, Jessica Flores, Noemi Mai, and Elva Rios.

A Nation of Wimps

**A nation of wimps: parents are going to ludicrous lengths to take the lumps and bumps and bumps out of life for their children. However well-intentioned, parental hyperconcern and microscrunity have the net effect of making kids more fragile. That may be why the young are breaking down in record numbers**

Hara Estroff Marano

MAYBE IT'S THE CYCLIST IN THE PARK, TRIM UNDER HIS SLEEK METALLIC BLUE helmet, cruising along the dirt path ... at three miles an hour. On his tricycle.

Or perhaps it's today's playground, all-rubber-cushioned surface where kids used to skin their knees. And ... wait a minute ... those aren't little kids playing. Their mommies--and especially their daddies--are in there with them, coplaying or play-by-play coaching. Few take it half-easy on the perimeter benches, as parents used to do, letting the kids figure things out for themselves.

Then there are the sanitizing gels, with which over a third of parents now send their kids to school, according to a recent survey. Presumably, parents now worry that school bathrooms are not good enough for their children.

Consider the teacher new to an upscale suburban town. Shuffling through the sheaf of reports certifying the educational "accommodations" he was required to make for many of his history students, he was struck by the exhaustive, well-written-and obviously costly--one on behalf of a girl who was already proving among the most competent of his ninth-graders. "She's somewhat neurotic," he confides, "but she is bright, organized and conscientious--the type who'd get to school to turn in a paper on time, even if she were dying of stomach flu." He finally found the disability he was to make allowances for: difficulty with Gestalt thinking. The 13-year-old "couldn't see the big picture." That cleverly devised defect (what 13-year-old can construct the big picture?) would allow her to take all her tests untimed, especially the big one at the end of the rainbow, the college-worthy SAT.

Behold the wholly sanitized childhood, without skinned knees or the occasional C in history. "Kids need to feel badly sometimes," says child psychologist David Elkind, professor at Tufts University. "We learn through experience and we learn through bad experiences. Through failure we learn how to cope."

Messing up, however, even in the playground, is wildly out of style. Although error and experimentation are the true mothers of success, parents are taking pains to remove failure from the equation.

"Life is planned out for us," says Elise Kramer, a Cornell University junior. "But we don't know what to want." As Elkind puts it, "Parents and schools are no longer geared toward child development, they're geared to academic achievement."

No one doubts that there are significant economic forces pushing parents to invest so heavily in their children's outcome from an early age. But taking all the discomfort, disappointment and even the play out of development, especially while increasing pressure for success, turns out to be misguided by just about 180 degrees. With few challenges all their own, kids are unable to forge their creative adaptations to the normal vicissitudes of life. That not only makes them risk-averse, it makes them psychologically fragile, riddled with anxiety. In the process they're robbed of identity, meaning and a sense of accomplishment, to say nothing of a shot at real happiness. Forget, too, about perseverance, not simply a moral virtue but a necessary life skill. These turn out to be the spreading psychic fault lines of 21st-century youth. Whether we want to or not, we're on our way to creating a nation of wimps.

#### THE FRAGILITY FACTOR

College, it seems, is where the fragility factor is now making its greatest mark. It's where intellectual and developmental tracks converge as the emotional training wheels come off. By all accounts, psychological distress is rampant on college campuses. It takes a variety of forms, including anxiety and depression--which are increasingly regarded as two faces of the same coin--binge drinking and substance abuse, self-mutilation and other forms of disconnection. The mental state of students is now so precarious for so many that, says Steven Hyman, provost of Harvard University and former director of the National Institute of Mental Health, "it is interfering with the core mission of the university."

The severity of student mental health problems has been rising since 1988, according to an annual survey of counseling center directors. Through 1996, the most common problems raised by students were relationship issues. That is developmentally appropriate,



reports Sherry Benton, assistant director of counseling at Kansas State University But in 1996, anxiety overtook relationship concerns and has remained the major problem. The University of Michigan Depression Center, the nation's first, estimates that 15 percent of college students nationwide are suffering from that disorder alone.

Relationship problems haven't gone away; their nature has dramatically shifted and the severity escalated. Colleges report ever more cases of obsessive pursuit, otherwise known as stalking, leading to violence, even death. Anorexia or bulimia in florid or subclinical form now afflicts 40 percent of women at some time in their college career. Eleven weeks into a semester, reports psychologist Russ Federman, head of counseling at the University of Virginia, "all appointment slots are filled. But the students don't stop coming."

Drinking, too, has changed. Once a means of social lubrication, it has acquired a darker, more desperate nature. Campuses nationwide are reporting record increases in binge drinking over the past decade, with students often stuporous in class, if they get there at all. Psychologist Paul E. Joffe, chair of the suicide prevention team at the University of Illinois at Urbana-Champaign, contends that at bottom binge-drinking is a quest for authenticity and intensity of experience. It gives young people something all their own to talk about, and sharing stories about the path to passing out is a primary purpose. It's an inverted world in which drinking to oblivion is the way to feel connected and alive.

"There is a ritual every university administrator has come to fear," reports John Portmann, professor of religious studies at the University of Virginia. "Every fall, parents drop off their well-groomed freshmen and within two or three days many have consumed a dangerous amount of alcohol and placed themselves in harm's way. These kids have been controlled for so long, they just go crazy."

Heavy drinking has also become the quickest and easiest way to gain acceptance, says psychologist Bernardo J. Carducci, professor at Indiana University Southeast and founder of its Shyness Research Institute. "Much of collegiate social activity is centered on alcohol consumption because it's an anxiety reducer and demands no social skills," he says. "Plus it provides an instant identity; it lets people know that you are willing to belong."

#### WELCOME TO THE HOTHOUSE

Talk to a college president or administrator and you're almost certainly bound to hear tales of the parents who call at 2 a.m. to protest Branden's C in economics because it's going to damage his shot at grad school.

Shortly after psychologist Robert Epstein announced to his university students that he expected them to work hard and would hold them to high standards, he heard from a parent--on official judicial stationery--asking how he could dare mistreat the young. Epstein, former editor in chief of *Psychology Today*, eventually filed a complaint with the California commission on judicial misconduct, and the judge was censured for abusing his office--but not before he created havoc in the psychology department at the University of California San Diego.

Enter: grade inflation. When he took over as president of Harvard in July 2001, Lawrence Summers publicly ridiculed the value of honors after discovering that 94 percent of the college's seniors were graduating with them. Safer to lower the bar than raise the discomfort level. Grade inflation is the institutional response to parental anxiety about school demands on children, contends social historian Peter Stearns of George Mason University. As such, it is a pure index of emotional over-investment in a child's success. And it rests on a notion of juvenile frailty--"the assumption that children are easily bruised and need explicit uplift," Stearns argues in his book, *Anxious Parenting: A History of Modern Childrearing in America*.

Parental protectionism may reach its most comic excesses in college, but it doesn't begin there. Primary schools and high schools are arguably just as guilty of grade inflation. But if you're searching for someone to blame, consider Dr. Seuss. "Parents have told their kids from day one that there's no end to what they are capable of doing," says Virginia's Portmann. "They read them the Dr. Seuss book *Oh, the Places You'll Go!* and create bumper

stickers telling the world their child is an honor student. American parents today expect their children to be perfect--the smartest, fastest, most charming people in the universe. And if they can't get the children to prove it on their own, they'll turn to doctors to make their kids into the people that parents want to believe their kids are."

What they're really doing, he stresses, is "showing kids how to work the system for their own benefit."

And subjecting them to intense scrutiny. "I wish my parents had some hobby other than me," one young patient told David Anderegg, a child psychologist in Lenox, Massachusetts, and professor of psychology at Bennington College. Anderegg finds that anxious parents are hyperattentive to their kids, reactive to every blip of their child's day, eager to solve every problem for their child--and believe that's good parenting. "If you have an infant and the baby has gas, burping the baby is being a good parent. But when you have a 10-year-old who has metaphoric gas, you don't have to burp him. You have to let him sit with it, try to figure out what to do about it. He then learns to tolerate moderate amounts of difficulty, and it's not the end of the world."

#### ARRIVEDERCI, PLAYTIME

In the hothouse that child raising has become, play is all but dead. Over 40,000 U.S. schools no longer have recess. And what play there is has been corrupted. The organized sports many kids participate in are managed by adults; difficulties that arise are not worked out by kids but adjudicated by adult referees.

"So many toys now are designed by and for adults," says Tufts' Elkind. When kids do engage in their own kind of play, parents become alarmed. Anderegg points to kids exercising time-honored curiosity by playing doctor. "It's normal for children to have curiosity about other children's genitals," he says. "But when they do, most parents I know are totally freaked out. They wonder what's wrong."

Kids are having a hard time even playing neighborhood pickup games because they've never done it, observes Barbara Carlson, president and cofounder of Putting Families First. "They've been told by their coaches where on the field to stand, told by their parents what color socks to wear, told by the referees who's won and what's fair. Kids are losing leadership skills."

A lot has been written about the commercialization of children's play, but not the side effects, says Elkind. "Children aren't getting any benefits out of play as they once did." From the beginning play helps children learn how to control themselves, how to interact with others. Contrary to the widely held belief that only intellectual activities build a sharp brain, it's in play that cognitive agility really develops. Studies of children and adults around the world demonstrate that social engagement actually improves intellectual skills. It fosters decision-making, memory and thinking, speed of mental processing. This shouldn't come as a surprise. After all, the human mind is believed to have evolved to deal with social problems.

#### THE ETERNAL UMBILICUS

It's bad enough that today's children are raised in a psychological hothouse where they are overmonitored and oversheltered. But that hothouse no longer has geographical or temporal boundaries. For that you can thank the cell phone. Even in college--or perhaps especially at college--students are typically in contact with their parents several times a day, reporting every flicker of experience. One long-distance call overheard on a recent cross-campus walk: "Hi, Morn. I just got an ice-cream cone; can you believe they put sprinkles on the bottom as well as on top?"

"Kids are constantly talking to parents," laments Cornell student Kramer, which makes them perpetually homesick. Of course, they're not telling the folks everything, notes Portmann. "They're not calling their parents to say, 'I really went wild last Friday at the flat house and now I might have chlamydia. Should I go to the student health center?'"

The perpetual access to parents infantilizes the young, keeping them in a permanent state of dependency. Whenever the slightest difficulty arises, "they're constantly referring to

their parents for guidance," reports Kramer. They're not learning how to manage for themselves.

Think of the cell phone as the eternal umbilicus. One of the ways we grow up is by internalizing an image of Mom and Dad and the values and advice they imparted over the early years. Then, whenever we find ourselves faced with uncertainty or difficulty, we call on that internalized image. We become, in a way, all the wise adults we've had the privilege to know. "But cell phones keep kids from figuring out what to do," says Anderegg. "They've never internalized any images; all they've internalized is 'call Mom or Dad.'"

Some psychologists think we have yet to recognize the full impact of the cell phone on child development, because its use is so new. Although there are far too many variables to establish clear causes and effects, Indiana's Carducci believes that reliance on cell phones undermines the young by destroying the ability to plan ahead. "The first thing students do when they walk out the door of my classroom is flip open the cell phone. Ninety-five percent of the conversations go like this: 'I just got out of class; I'll see you in the library in five minutes.' Absent the phone, you'd have to make arrangements ahead of time; you'd have to think ahead."

Herein lies another possible pathway to depression. The ability to plan resides in the prefrontal cortex (PFC), the executive branch of the brain. The PFC is a critical part of the self-regulation system, and it's deeply implicated in depression, a disorder increasingly seen as caused or maintained by unregulated thought patterns--lack of intellectual rigor, if you will. Cognitive therapy owes its very effectiveness to the systematic application of critical thinking to emotional reactions. Further, it's in the setting of goals and progress in working toward them, however mundane they are, that positive feelings are generated. From such everyday activity, resistance to depression is born.

What's more, cell phones--along with the instant availability of cash and almost any consumer good your heart desires--promote fragility by weakening self-regulation. "You get used to things happening right away," says Carducci. You not only want the pizza now, you generalize that expectation to other domains, like friendship and intimate relationships. You become frustrated and impatient easily. You become unwilling to work out problems. And so relationships fail--perhaps the single most powerful experience leading to depression.

#### FROM SCRUTINY TO ANXIETY ... AND BEYOND

The 1990s witnessed a landmark reversal in the traditional patterns of psychopathology. While rates of depression rise with advancing age among people over 40, they're now increasing fastest among children, striking more children at younger and younger ages.

In his now-famous studies of how children's temperaments play out, Harvard psychologist Jerome Kagan has shown unequivocally that what creates anxious children is parents hovering and protecting them from stressful experiences. About 20 percent of babies are born with a high-strung temperament. They can be spotted even in the womb; they have fast heartbeats. Their nervous systems are innately programmed to be overexcitable in response to stimulation, constantly sending out false alarms about what is dangerous.

As infants and children this group experiences stress in situations most kids find unthreatening, and they may go through childhood and even adulthood fearful of unfamiliar people and events, withdrawn and shy. At school age they become cautious, quiet and introverted. Left to their own devices they grow up shrinking from social encounters. They lack confidence around others. They're easily influenced by others. They are sitting ducks for bullies. And they are on the path to depression.

While their innate reactivity seems to destine all these children for later anxiety disorders, things didn't turn out that way. Between a touchy temperament in infancy and persistence of anxiety stand two highly significant things: parents. Kagan found to his surprise that the development of anxiety was scarcely inevitable despite apparent genetic programming. At age 2, none of the overexcitable infants wound up fearful if their parents backed off from hovering and allowed the children to find some comfortable level of

accommodation to the world on their own. Those parents who overprotected their children--directly observed by conducting interviews in the home--brought out the worst in them.

A small percentage of children seem almost invulnerable to anxiety from the start. But the overwhelming majority of kids are somewhere in between. For them, overparenting can program the nervous system to create lifelong vulnerability to anxiety and depression.

There is in these studies a lesson for all parents. Those who allow their kids to find a way to deal with life's day-to-day stresses by themselves are helping them develop resilience and coping strategies. "Children need to be gently encouraged to take risks and learn that nothing terrible happens," says Michael Liebowitz, clinical professor of psychiatry at Columbia University and head of the Anxiety Disorders Clinic at New York State Psychiatric Institute. "They need gradual exposure to find that the world is not dangerous. Having overprotective parents is a risk factor for anxiety disorders because children do not have opportunities to master their innate shyness and become more comfortable in the world." They never learn to dampen the pathways from perception to alarm reaction.

Hothouse parenting undermines children in other ways, too, says Anderegg. Being examined all the time makes children extremely self-conscious. As a result they get less communicative; scrutiny teaches them to bury their real feelings deeply. And most of all, self-consciousness removes the safety to be experimental and playful. "If every drawing is going to end up on your parents' refrigerator, you're not free to fool around, to goof up or make mistakes," says Anderegg.

Parental hovering is why so many teenagers are so ironic, he notes. It's a kind of detachment, "a way of hiding in plain sight. They just don't want to be exposed to any more scrutiny."

Parents are always so concerned about children having high self-esteem, he adds. "But when you cheat on their behalf to get them ahead of other children"--by pursuing accommodations and recommendations--"you just completely corrode their sense of self. They feel 'I couldn't do this on my own.' It robs them of their own sense of efficacy." A child comes to think, "if I need every advantage I can get, then perhaps there is really something wrong with me." A slam dunk for depression.

Virginia's Portmann feels the effects are even more pernicious; they weaken the whole fabric of society. He sees young people becoming weaker right before his eyes, more responsive to the herd, too eager to fit in--less assertive in the classroom, unwilling to disagree with their peers, afraid to question authority, more willing to conform to the expectations of those on the next rung of power above them.

#### ENDLESS ADOLESCENCE

The end result of cheating childhood is to extend it forever. Despite all the parental pressure, and probably because of it, kids are pushing back--in their own way. They're taking longer to grow up.

Adulthood no longer begins when adolescence ends, according to a recent report by University of Pennsylvania sociologist Frank E. Furstenberg and colleagues. There is, instead, a growing no-man's-land of postadolescence from 20 to 30, which they dub "early adulthood." Those in it look like adults but "haven't become fully adult yet--traditionally defined as finishing school, landing a job with benefits, marrying and parenting--because they are not ready or perhaps not permitted to do so."

Using the classic benchmarks of adulthood, 65 percent of males had reached adulthood by the age of 30 in 1960. By contrast, in 2000, only 31 percent had. Among women, 77 percent met the benchmarks of adulthood by age 30 in 1960. By 2000, the number had fallen to 46 percent.

#### BOOM BOOM BOOMERANG

Take away play from the front end of development and it finds a way onto the back end. A steady march of success through regimented childhood arranged and monitored by parents creates young adults who need time to explore themselves. "They often need a period in college or afterward to legitimately experiment--to be children," says historian Stearns.

"There's decent historical evidence to suggest that societies that allow kids a few years of latitude and even moderate [rebellion] end up with healthier kids than societies that pretend such impulses don't exist."

Marriage is one benchmark of adulthood, but its antecedents extend well into childhood. "The precursor to marriage is dating, and the precursor to dating is playing," says Carducci. The less time children spend in free play, the less socially competent they'll be as adults. It's in play that we learn give and take, the fundamental rhythm of all relationships. We learn how to read the feelings of others and how to negotiate conflicts. Taking the play out of childhood, he says, is bound to create a developmental lag, and he sees it clearly in the social patterns of today's adolescents and young adults, who hang around in groups that are more typical of childhood. Not to be forgotten: The backdrop of continued high levels of divorce confuses kids already too fragile to take the huge risk of commitment.

#### JUST WHOSE SHARK TANK IS IT ANYWAY?

The stressful world of cutthroat competition that parents see their kids facing may not even exist. Or it exists, but more in their mind than in reality--not quite a fiction, more like a distorting mirror. "Parents perceive the world as a terribly competitive place," observes Anderegg. "And many of them project that onto their children when they're the ones who live or work in a competitive environment. They then imagine that their children must be swimming in a big shark tank, too."

"It's hard to know what the world is going to look like 10 years from now," says Elkind. "How best do you prepare kids for that? Parents think that earlier is better. That's a natural intuition, but it happens to be wrong."

What if parents have micromanaged their kids' lives because they've hitched their measurement of success to a single event whose value to life and paycheck they have frantically overestimated? No one denies the Ivy League offers excellent learning experiences, but most educators know that some of the best programs exist at schools that don't top the U.S. News and World Report list, and that with the right attitude--a Willingness to be engaged by new ideas--it's possible to get a meaningful education almost anywhere. Further, argues historian Stearns, there are ample openings for students at an array of colleges. "We have a competitive frenzy that frankly involves parents more than it involves kids themselves," he observes, both as a father of eight and teacher of many. "Kids are more ambivalent about the college race than are parents."

Yet the very process of application to select colleges undermines both the goal of education and the inherent strengths of young people. "It makes kids sneaky," says Anderegg. Bending rules and calling in favors to give one's kid a competitive edge is morally corrosive.

Like Stearns, he is alarmed that parents, pursuing disability diagnoses so that children can take untimed SATs, actually encourage kids to think of themselves as sickly and fragile. Colleges no longer know when SATs are untimed--but the kids know. "The kids know when you're cheating on their behalf," says Anderegg, "and it makes them feel terribly guilty. Sometimes they arrange to fail to right the scales. And when you cheat on their behalf, you completely undermine their sense of self-esteem. They feel they didn't earn it on their own."

In buying their children accommodations to assuage their own anxiety, parents are actually locking their kids into fragility. Says the suburban teacher: "Exams are a fact of life. They are anxiety-producing. The kids never learn how to cope with anxiety."

#### PUTTING WORRY IN ITS PLACE

Children, however, are not the only ones who are harmed by hyperconcern. Vigilance is enormously taxing--and it's taken all the fun out of parenting. "Parenting has in some measurable ways become less enjoyable than it used to be," says Stearns. "I find parents less Willing to indulge their children's sense of time. So they either force-feed them or do things for them."

Parents need to abandon the idea of perfection and give up some of the invasive control they've maintained over their children. The goal of parenting, Portmann reminds, is to raise an independent human being. Sooner or later, he says, most kids will be forced to

confront their own mediocrity. Parents may find it easier to give up some control if they recognize they have exaggerated many of the dangers of childhood--although they have steadfastly ignored others, namely the removal of recess from schools and the ubiquity of video games that encourage aggression.

The childhood we've introduced to our children is very different from that in past eras, Epstein stresses. Children no longer work at young ages. They stay in school for longer periods of time and spend more time exclusively in the company of peers. Children are far less integrated into adult society than they used to be at every step of the way. We've introduced laws that give children many rights and protections--although we have allowed media and marketers to have free access.

In changing the nature of childhood, Stearns argues, we've introduced a tendency to assume that children can't handle difficult situations. "Middle-class parents especially assume that if kids start getting into difficulty they need to rush in and do it for them, rather than let them flounder a bit and learn from it. I don't mean we should abandon them," he says, "but give them more credit for figuring things out." And recognize that parents themselves have created many of the stresses and anxieties children are suffering from, without giving them tools to manage them.

While the adults are at it, they need to remember that one of the goals of higher education is to help young people develop the capacity to think for themselves.

Although we're well on our way to making kids more fragile, no one thinks that kids and young adults are fundamentally more flawed than in previous generations. Maybe many will "recover" from diagnoses too liberally slapped on to them. In his own studies of 14 skills he has identified as essential for adulthood in American culture, from love to leadership, Epstein has found that "although teens don't necessarily behave in a competent way, they have the potential to be every bit as competent and as incompetent as adults."

Parental anxiety has its place. But the way things now stand, it's not being applied wisely. We're paying too much attention to too few kids--and in the end, the wrong kids. As with the girl whose parents bought her the Gestalt-defect diagnosis, resources are being expended for kids who don't need them.

There are kids who are worth worrying about--kids in poverty, stresses Anderregg. "We focus so much on our own children," says Elkind, "It's time to begin caring about all children."

**RELATED ARTICLE:** A dangerous new remedy for anxiety.

Of all the disorders now afflicting young people, perhaps most puzzling is self-injury--deliberate cutting, cigarette-burning or other repetitive mutilation of body tissue. No one knows whether it's a sudden epidemic or has been rising gradually, but there appears to be an absolute increase in occurrence: "It has now reached critical mass and is on all our radar screens," says Russ Federman, director of counseling at the University of Virginia.

It's highly disturbing for a student to walk into a dorm room and find her roommate meticulously slicing her thighs with a shard of glass or a razor. But it may be the emblematic activity of the psychically shielded and overly fragile. People "do it to feel better. It's an impulsive act done to regulate mood," observes Armando Favazza, author of *Bodies Under Siege: Self Mutilation in Psychiatry and Culture*.

It's basically a very effective "home remedy" for anxiety, states Chicago psychiatrist Arthur Neilsen, who teaches at Northwestern University. People who deliberately hurt themselves--twice as many women as men--report "it's like popping a balloon." There's an immediate release of tension. It also serves an important defense--distraction--stresses Federman. "In the midst of emotional turmoil, physical pain helps people disconnect from the turmoil." But the effect is very short-lived.

Self-harm reflects young people's inability to find something that makes them feel fully alive. Earlier generations sought meaning in movements of social change or intellectual engagement inside and outside the classroom. "But young people are not speaking up or asking questions in the classroom," reports John Portmann, professor of religious studies at

the University of Virginia and author of *Bad for Us: The Lure of Self-Harm*. It may be that cutting is their form of protest. So constrained and stressed by expectations, so invaded by parental control, they have no room to turn--except against themselves.--HEM

RELATED ARTICLE: Un-advice for parents: Chill out! If you're not having fun, you may be pushing your kids too hard.

- \* Never invest more in an outcome than your child does.
- \* Allow children of all ages time for free play. It's a natural way to learn regulation, social skills and cognitive skills.
- \* Be reasonable about what is dangerous and what is not. Some risk-taking is healthy.
- \* Don't overreact to every bad grade or negative encounter your child has. Sometimes discomfort is the appropriate response to a situation--and a stimulus to self-improvement.
- \* Don't be too willing to slap a disease label on your child at the first sign of a problem; instead, spend some time helping your child learn how to deal with the problem.
- \* Peers are important, but young people also need to spend time socializing with adults in order to know how to be adults.
- \* Modify your expectations about child-raising in light of your child's temperament; the same actions don't work with everyone.
- \* Recognize that there are many paths to success. Allow your children latitude--even to take a year off before starting college.
- \* Don't manipulate the academic system on behalf of your child; it makes kids guilty and doubtful of their own ability.
- \* Remember that the goal of child-rearing is to raise an independent adult. Encourage your children to think for themselves, to disagree (respectfully) with authority, even to incur the critical gaze of their peers.

## KID POWER

**We all want the best for our children. But when they're driving the shopping cart, how much is too much?**

*BY KATY KELLY AND LINDA KULMAN,  
US News and World Report  
September 13, 2004*

Sam is not yet 2. He watches almost no TV and is taken on daily walks through the zoo, so it was not surprising when he pointed to an elephant and said, "Ella." What was unexpected was when he pointed to his diaper and said, "Elmo".

In Sam's world, Elmo doesn't live on Sesame Street. He is the cheerful furry face of Pampers, printed on the waistband, requested at every change. The quarter-size image has made Pampers Sam's diaper of choice and Pampers purveyor Procter & Gamble very happy. If Sam's devotion holds, his parents will buy more than \$2,000 worth of Pampers before their son is potty trained. And, the chances are, others who love Sam will encourage that transition with the Sesame Street Potty Elmo and over time such a slew of Elmo gear that Sam's family may feel *they* live on the Street.

Sam is but one of an army of tiny consumers. In the United States, children recognize logos by 18 months, according to Boston College economist Juliet Schor, and, by 2, many ask for products by brand name. Some parents report that Baby's first word was not "mama" or "dada" but "Coke" - which makes sense considering that 26 percent of kids 2 and under have a TV in their room and the average American child sees some 40,000 commercials a year. That in turn helps explain why the United States, with 4.5 percent of the world's population, buys 45 percent of the global toy production. American kids get an average of 70 new toys a year, calculates Schor, who surveyed 300 children for her new book, *Born to Buy*.

Somewhere along the way we decided that one American Girl doll or one Thomas the Tank Engine was simply not enough. But in this land of plenty, many of us are overwhelmed

by our kids' possessions. "We're maxed out in our house," says Eleanor Winborne Murray of Chapel Hill, N.C. The family room is the depot for her youngest child's dolls, dollhouses, and Disney princess costumes. "We've been exploring the idea of adding on a room or getting rid of the garage and using it."

New poll numbers released to *U.S. News* by the Center for a New American Dream, a group that promotes simplified living, show that 70 percent of parents believe kids are too focused on buying things. "It's really gotten bad now with the commercials and peer pressure," says Beverly Conyers of New Haven, Conn., who is helping raise her six grandchildren, ages 2 to 14. "They're just so into things."

Kids are big business. In 1984, children ages 4 to 12 spent \$4.2 billion—that's their own pocket money. This year, they'll lay out \$35 billion, often at stores built just for them. But it's their hold on the family purse that's the real economy booster. "Kids are empowered in family decision making in a historically unprecedented way," observes Schor, who says they will influence \$670 billion worth of parental purchases, both small (which snacks to buy) and large (which SUV) this year. By comparison, the 2005 U.S. military budget is \$417.5 billion. "When marketers think of kids, they should think of KIDS - Keepers of Infinite Dollars," writes children's marketing guru James McNeal in his book *The Kids Market*.

What brought about such a big change in such a short time? It occurred in part because most parents are no longer home during the day. Working and perhaps single, many trade treats for togetherness. Cheaper technology and more money have also made it easier to give - and give in. And kids know what they want: Advertisers spend some \$15 billion a year telling them what's hot. But the biggest reason is love. Every generation believes its sons and daughters should have a larger life than the one before. More opportunities, more experiences, more stuff.

From a child's perspective, this is life as it should be. Many experts, though, say more is actually less - that too many gifts is no gift at all. Schor's research shows that higher consumer involvement by children can lead to depression, anxiety, low self-esteem, more psychosomatic complaints, and worse relationships with parents. Health experts say the have-it-all attitude factors into the record levels of childhood obesity. And, says Edward Hallowell, author of *The Childhood Roots of Adult Happiness*, "providing too much is the single biggest mistake that parents make," helping turn out "people who go through their adult lives chronically dissatisfied."

Certainly not everyone sees consuming as negative. "I grew up in a world where social place was well defined at birth," says James Twitchell, author of *Branded Nation*. "People cared if you were Jewish or Catholic and about the tint of your skin. In this new 'brand world,' we make judgments about people based on their consumption. I don't know if it's good or bad, but it is quite liberating."

Plenty of parents view the branding boom as a bonding experience. "Between iPods and cellphones, we're attracted to the same things," says Orange County, Calif., dad Dennis Bacopulos of his daughters, Amanda, 15, Ronni, 12, and Emily, 9. "Starbucks transcends all generations," he says. "Where else can you grab 20 minutes together today?" Except the mall. "We shop as a family," says Amanda. Dennis and his wife, Dana, see themselves as the girls' guides. "People miss the mark by oversheltering," Dennis says. "By giving them exposure, it puts them in a better position to make choices." He feels shopping has turned his brood into "confident, savvy, consumer-aware young ladies."

**A cultural shift.** Over the past 25 years, the national parenting style has become more flexible and less authoritarian. "Children's opinions are solicited, and parents are responding," says Schor. This is largely an improvement for both parent and child. But the flip side is that many parents find it hard to say no.

The pileup starts small. As a new mother, Carolyn Montie of Lincoln, Mass., was committed to owning "only a few wooden toys" - until her first child was dazzled by a Fisher-Price phone. "We thought, 'Maybe well just get one plastic toy,'" says Montie, who



soon realized "it's just delightful to find something and say, 'I bet the girls would enjoy this.' "But the Monties quickly decided they were "getting off course," she says. "It's something that happens almost without noticing it."

Adds Fresno, Calif., mother Phoebe Wall Howard: "Consumerism [in childhood] is not a natural condition. It's created by relatives and friends giving your daughter a Roxy T-shirt and saying again and again, 'Roxy is beautiful.' As a parent, you are aggressively fending it off every day."

Simply put, "there's always a consuming opportunity," says Schor. Fast food comes with prizes. Supermarkets hang toys at grab level for toddlers in the cart (a spot McNeal dubs "the observation post"). And birthday party goody bags are as extravagant as the gifts once were.

In spite of all this loot, it's easy to feel we're shortchanging our kids, especially when we skimp on time. "Parents are under so much stress that they're trying to make up with giving," says noted pediatrician T. Berry Brazelton.

We also buy because we can. Americans have more money - and more debt - than at any time in history. As parents' lifestyles are upgraded, so are their children's. Where mothers once invested in kids' clothing classic and sturdy enough to be handed down, they now spring for fashions designed and priced to be one-season wonders. "Express yourself, and if it doesn't work out," says Dennis Bacopulos, "no big deal." Deals are often part of the appeal, says Murray, who tucks daughter Eleanor, 4, into bargain-priced Sleeping Beauty sheets she got online.

Technology has also changed what - and how often - we buy. With microwaves in 92 percent of U.S. homes, kids themselves often answer the age-old question "What's for dinner?" Nearly a third of 6- and 7-year-olds pick their own food at the store. Plus, tech's rapid evolution makes last year's toys so, well, last year that we replace them, along with cellphones and laptops.

**As seen on TV.** Kids are asking for more because they are surrounded with carefully honed messages telling them to. "We did extensive research on the psychology of the brain, how [children] perceive the world, and what their needs are," explains Dan Acuff, president of Youth Market Systems and author of *What Kids Buy and Why*. Not only do more agencies specialize in kids; their impact is greater because kiddie channels, websites, and video games provide almost unlimited viewing opportunities. "Screen time has replaced playtime," Acuff says. As Susan Linn writes in *Consuming Kids*: "Comparing the advertising of two or three decades ago to the commercialism that permeates our children's world is like comparing a BB gun to a smart bomb."

Advertising even goes to school. "It started in the '90s with soda-pouring contracts, fast-food deals, and the spread of Channel One," says Eric Schlosser, author of *Fast Food Nation*. The daily broadcast, which mixes 10 minutes of news with two minutes of ads, airs in 40 percent of the nation's middle and high schools. These days, companies even pay for their brands to appear in textbooks.

And while Madison Avenue once tried to impress parents ("Choosy moms choose Jif"), a former Saatchi & Saatchi employee told Schor, advertisers are now moving "toward direct kid marketing and not even worrying about Mom. Just take her out of the equation because the nag factor is so strong." A 2002 survey found that on average kids ages 12 to 17 ask nine times before parents give in, and more than 10 percent of 12- and 13-year-olds reported nagging parents more than 50 times for an item. "You say no to 99 percent of what your kids ask for, but you can't say no to everything," says Diane Levin, an education professor at Wheelock College. "The 1 percent adds up."

It's hard to say no because product images are everywhere. The 1984 deregulation of children's television by the Federal Trade Commission changed the rules, allowing TV shows and toys to be developed and marketed together as a package.

Within a year, nine of the top 10 best-selling toys were all tied to TV shows. "It went from toys to Band-Aids, lunchboxes, and pajamas," says Levin. "Kids go to bed with their

sheets and wake up with their breakfast cereal." In 1990, regulators limited the number of advertising minutes during kids' programming but left the show-toy tie intact.

Thanks to ad-skipping Tivo, product placement is becoming increasingly common. Though not permitted on children's TV, "there are tons of product placements on shows kids watch," says Linn. "*The Gilmore Girls* - beloved by preteens - eat Pop-Tarts for breakfast, and Kellogg's is one of their sponsors." Why does it work? The more you see anything, the more positive your reaction.

In the long run, what does it matter if kids eat Spider-Man Fruit Snacks, use Winnie-the-Pooh toothpaste, and let Kate Spade Barbie languish at the bottom of the toy box? It's quantity that counts, say the experts. If children get all of their heart's desires, it matters a lot. "There is an addictive dimension to consuming," says Schor. "The more you do it, the more you have to do it. It keeps ratcheting up." Ironically, the special memories parents aim to create are diluted with each extra. Montie noticed that after a few back-to-back treats, "my dear, darling daughter was showing signs of acting like a spoiled brat. It was this sense of entitlement." Says Linn: "The message they're getting is that things will make them happy."

To the contrary. Kids in a constant state of receiving, says Hallowell, are "sitting ducks for horrible meltdowns." Schor's "Survey on Children, Media, and Consumer Culture" shows that kids steeped in consumerism are more likely to get depressed. "It teaches kids to measure themselves by asking, 'How much do I have, relative to other people?'" she says. As one marketer told her, "We are teaching them that if you don't have product X, you are not worthy."

**Mad as hell.** Treating kids as a demographic has many parents, activists, and legislators blaming the messengers. They say that marketers prey on kids' naivete and their need to conform. Some 85 percent of parents in the Center for a New American Dream survey think there should be more limits on advertising to children. The Children's Advertising Review Unit was founded in 1974 to police such ads. But the Motherhood Project, which promotes activism among moms, says CARU "cannot possibly monitor all the material directed at children." Last year, Commercial Alert, co-founded by Ralph Nader, petitioned the Federal Trade Commission for pop-up labels each time a paid product placement appears in a TV show. This winter, the American Psychological Association added its voice to that of the American Academy of Pediatrics, which is on record saying it "believes advertising directed toward children is inherently deceptive and exploits children under age 8." The APA says that before the age of 4 or 5, kids can't consistently distinguish between a show and a commercial and that until age 7 or 8, they're developmentally unable to grasp advertising's persuasive intent. When Whitney Howard, 6, heard a PBS announcer say, "If you enjoy watching Clifford, please call your parents into the room," she called, "Mommy, you need to come right now! Please send money to Clifford."

Dan Jaffe, executive vice president of the Association of National Advertisers, says: "We know that kids are not miniature adults. We have guidelines to make sure we are extra careful." Moreover, Jaffe and others contend, it's up to parents to say no. "Some of the critics act as though parents don't exist," he says. As Peter Reynolds, former president of toy manufacturer Brio Corp., told *KidScreen*: "Parents aren't losing control; they're giving up."

Among youth marketers and educators participating in a Harris Poll released this spring, 72 percent say most companies put pressure on kids to grow up faster than they should.

For most people, deciding how much is enough is an ongoing process. "There's not an absolute answer," says Betsy Taylor, founder of the Center for a New American Dream. "I don't think you want to completely deprive your child. If you did, you'd probably be creating a monster."

Sally Manesiotis of Hilton Head Island, S.C., says, "I give an inch." Still, her son Mikie, 13, starts off a conversation saying, "Mom, I know you're going to say no," and often he's right. "It is so hard to say no. There are times I wake up where I think I don't want to do this again," she says. But rules like TV and Nintendo only on weekends and limiting

purchases keep her family close. Besides, she says, "if you have everything at the age of 9, 10, 11, 12, what's there to look forward to in life?" The Monties set limits, too. Their kids, 6 and 8, don't eat sugared cereal, borrow books from the library, and spend playtime doing crafts, playing dress-up, and, since Helen plans to be a rock star, listening to Sheryl Crow.

Says Howard, "We don't ever preach that stuff is bad," but when friends give Whitney makeup, "I throw it away secretly and never bring it up again."

Of course, saying yes once in a while won't cause the ill effects Schor reports. Amanda Bacopulos, 15, calls her Coach purse her "prize possession" and says, "I have always wanted to get married in a Vera Wang dress." But hers is not a case of stuff spoiling the child. A cheerleader, Amanda is enthusiastic. Like her sisters, her manners and her grades are excellent. She likes her parents. And shopping, she says, boosts her self-esteem. "If I've had a good shopping day, I feel kind of beautiful."

As for Sam, he went to the supermarket last week. He scooted up the aisles, spotting Spider-Man and Shrek boxes for the first time. Though he had no idea what they contained, he claimed, "I need it. I need it." At the fish counter, he had but one word to say: "Nemo."

### **TALKING THE TALK**

*Those in the business of marketing to kids have developed a specialized (and somewhat cynical) vocabulary to describe the strategies used to get children and their parents to pony up for the desire du jour.*

**KAGOY Kids Are Getting Older Younger.** They know more, they've seen more, and it shows. The 12-going-on-22 phenomenon. Think 6-year-old Britney Spears look-alikes.,

**NAG FACTOR** (aka Pester Power, Leverage, Nudge Factor) Marketers count on kids to nag parents to the point of purchase. Kids-marketing pioneer James McNeal has ID'd different nagging styles, including the self-explanatory Sugar-coated, Pity, Pleading, Threatening, and Persistent.

**SHUT-UP TOYS** A toy costing \$5 or less, bought in desperation and given to pacify a child begging for something much pricier.

**TRANSTOYING** The notion that everyday products can be toy-ified: Batman Band-Aids, soft-drinks with free CDs built into the lids, and Sponge Bob SquarePants toothbrushes.

**VIRAL MARKETING** Using cool kids (the persuaders) to launch a trend so wannabes will naturally follow. For example: The Girls Intelligence Agency's trademarked Slumber Party in a Box brings together PJ-clad girls, junk food, and a new product. It's the hostess's job to "be slick and find out some sly scoop on your friends" and, of course, get the skinny on the goods.

On home ground: St Petersburg  
(Filed: 20/09/2003, *The Daily Telegraph*)

*Sarah Raven rethinks her culinary prejudices about cabbage-obsessed Russia*

I've just come back from St Petersburg where I had a good old snoop through the market to find out which vegetables, salads and herbs the Russians grow and cook at this time of year. Rather shortsightedly, I'd imagined piles of Northern roots, the borscht or Russian salad ingredients of carrots, beetroot and potatoes, with perhaps some cabbage, gherkins, a

few lettuces and some kohlrabi mixed in, but not much more. These are the productive plants that grow easily in places with a short season.

What I found was a market as huge, abundant and exciting as any of the September jamborees in the classic food destinations of the South of France. It was pure paradise for any greedy gardener or cook like me. Every table in the building was bending under the weight of herbs, lettuce, shiny aubergines and fruit. The marketeers were only just able to reach over the beautifully arranged tiers of produce, all of which was of a quality that we can only dream about here.

There were pure-white, flushed-pink nectarines and incredibly sweet, seedless white grapes from Georgia, huge croquette-shaped cantaloupe-like melons grown outside in Azerbaijan and fantastic mushrooms. Pristine penny buns, chanterelle and oyster mushrooms like rubbery ivory brains nestled in a bed of nettles - this was said to preserve them - pouring out of woven baskets. These were made from bleached 2in-wide silver birch laths and I couldn't resist them. In the end I bought five from a potato basket down to the perfect thing for picking our breakfast cherry tomatoes.

Of course, I bought much more than we were able to eat, and went completely overboard on the tomatoes. We were staying with foody friends who had spent the summer eating the tastiest toms they'd ever had - it turns out that Russia is famous for them. I wanted to try every type

There were three clear front-runners and I can hardly wait to sow the seed we brought back early next spring.

'Pink Caspian' is huge and covered in cracks at the stem end, a completely different breed to anything you have seen here on the supermarket shelves. It has been grown for centuries in the area between the Caspian and Black Seas. The weather may be cold there in the winter but it is baking during the summer months and 'Pink Caspian' grows and happily ripens outside (here it is one for the greenhouse). It can make massive fruit - there was one for sale that filled my two hands - with a fantastically juicy and firm texture and perfect, strong, delicious tomato taste. It stands out easily on the market tables with its characteristic slightly crimson-cum-pink skin and irregular distorted shape.

'Black Krim' is neater-looking, no bigger than palm-sized and an extraordinary colour - green turning reddish at the apex with a bruise, black and blue, over the whole skin. When I first saw it I thought it was a green tomato going bad, but cut into the firm juicy flesh and you realise it is as good as you'll ever get for a raw tomato salad. It is a very early cropper, so good for growing in Britain inside or out.

The plum type is best for cooking. When the fruit are heated the flavour of these little tomatoes intensifies much better than any heavily juicy, firm-fleshed form. 'Ox Heart' is a manageable size for growing and ripening here even if you don't have a greenhouse. It is a classic tomato red, the shape and size of a duck egg, and makes a delicious tomato and basil sauce, quickly cooked, slowly roasted or stewed. A real asset is its almost total lack of seeds.

I clearly need to rethink my culinary prejudices about the black bread, floury potato, cabbage-obsessed Russia. There is a burgeoning life there of which I only had a tiny taste and I can't wait to go back to sample more.

### **Rags and riches**

Fashion is a way of defining our identity, writes John Andrews. However ephemeral, it is here to stay

AT THE January shows of women's high fashion in Paris, John Galliano, the designer for Dior, sent his models tottering along the runway dressed like gold-clad Pharaonic princesses, with towering head-dresses and masked faces. Emanuel Ungaro chose to flaunt extraordinary swirls of colour, micro-miniskirts and ruffles and veils that would make sitting in a taxi or eating lunch physically impossible. Donatella Versace showed dresses fit for a

rockstar diva - all skin-revealing holes and sparkling fringes - but probably not for the girl on the commuter train.

It is easy to indulge an anti-fashion, predominantly male prejudice. As Bob Kerrey, a former American senator from Nebraska, puts it: "I saw fashion as more of a frivolous activity - beautiful women walking down runways with clothes no one can wear." Yet Mr Kerrey has had to change his view. Three years ago he became president of New York's New School University, which includes the Parsons School of Design, breeding ground for much of the American fashion industry. Now he realises that "fashion is a very serious business": it is the third-largest employer in New York after health care and finance. It keeps much of the advertising industry going; it plays a vital part in the retail trade; and, in a world of trade disputes and cotton subsidies, it is politically sensitive.

So why the prejudice? One answer is that it seems absurd to pay several hundred dollars for a cotton T-shirt from a "name" designer when a virtually identical garment can be bought in a supermarket for \$10; or to spend almost \$300 on a bikini so tiny it would hardly serve as a handkerchief. Worse, it smacks of wastefulness. Instead of frittering money away on pointless luxury, why not support a deserving charity?

Another answer is that, witness Mr Galliano's latest collection, the clothes often invite ridicule. No sane woman is going to walk down the high street looking as though she has just stepped from an ancient Egyptian tomb. Few women other than Madonna ever wore the conical metallic-looking bra designed by Jean-Paul Gaultier in 1990. Both Mr Galliano and Mr Gaultier are perfectly capable of making wearable clothes, so the idea must be to create publicity; but this only serves to increase the sneers of the fashion-averse.

### **No escape**

However, there may be a third answer: a resentment of the fact that we are all fashion victims. "Clothes maketh the man," and what we wear matters. The elegant Parisienne who strolls along Avenue Montaigne in her Moschino jacket, Christian Lacroix skirt and Manolo Blahnik shoes is identified with a particular set. But so too is the London businessman hurrying along Pall Mall: his fashion is the pinstripe suit and dreadful club tie. The difference is that the Parisienne follows a fashion cycle that turns with the season; the clubman's cycle turns with the decade - and woe betide the fellow who tries to speed it up with a vermilion jacket lining.

The underlying paradox is that fashion, by definition ephemeral, is always with us. In the mid-1990s young black men, first in America and later in Europe, would roll up one trouser leg, apparently to symbolise the shackles their ancestors had to wear. It was the mark of a collective identity. Today, teenage boys insist on wearing baggy jeans so low that the crotch is almost at knee level. Teenage girls, for their part, insist on "low-rise" jeans, a revisitation of the hipster jeans of the 1960s, but this time worn with a bare midriff. Yet the mere fact that these fashions are so widespread means they must be about to disappear. In the world of fashion nothing is for keeps.

What exactly does fashion encompass? Older consumers think of clothing, harking back to the days when Christian Dior would take his tape measure and decree next season's hem length. Younger people have a broader definition: "what's in" covers not just clothes but music - hence the transformation of Sean Combs, variously known as Puff Daddy and P. Diddy, from hip-hop singer and record producer to fashion leader, complete with a successful clothes label, Sean John.

Financial analysts have their own takes on the subject. For some, fashion means the world of luxury goods, from the *haute couture* labels of Paris to the handbag- and shoemakers of Italy and the watchmakers and jewellers of Switzerland - and most of those, it seems, produce their own perfumes as well. For others, fashion means a world of shops, from swanky stores such as Le Bon Marche in Paris to mass retailers such as America's Target.

This survey happily accepts all those definitions, but excludes watches and jewellery. After all, an expensive watch is bought to last, and diamonds, we are told, are forever - which is something fashion can never be. It must perpetually renew itself to avoid being boring.

### **This science is simply nonsense**

*(Guardian Unlimited. Filed: 28/04/2004)*

### **Social sciences students are being duped by universities pretending that all opinions are equally valid, says Max Steuer**

Students who are considering going to university to study a social science should think hard. So should their parents, the Government and anyone else who will be paying for the experience. The reason is that a growing proportion of social science departments are not doing social science at all.

Many are actively opposed to science in any form, especially when it comes to studying social matters. Instead, they engage in what they think of as literary or philosophical activity, but it is practised at a level so pitifully low that it would not be tolerated in any serious department of philosophy or literature.

Practitioners of this type of "pretend" social science try to make out that there is no such thing as knowledge, and that all opinions are equally valid. The claim is that all we have is "talk", though they prefer the word "discourse". You may have your discourse; someone else will have another. Science in all its forms is just another discourse, so they maintain. Being unwilling to undertake the demanding work that is science, they assert that one opinion is as good as another. If they were right, there would be very little reason to go to university.

It is usual to dress up this kind of extreme nonsense in fancy language. Obscure foreign words are used, along with unintelligible English ones. It is tempting to give an example, but brevity is not common in this activity. The teaching and the publications coming from "pretend" social science departments are peppered with references to figures such as Foucault, Habermas, Latour and Derrida. The more obscure and unintelligible the teaching and the writing, the better. The goal is to appear profound.

It is difficult for students to resist this kind of endeavour. Once one gets into the swim of it, in an odd way it is comforting. If nothing correct and meaningful can be said, then nothing wrong can be said either. The sustained effort needed to learn about something is no longer deemed necessary.

A shortcut to being educated is on offer. Just talk the talk, and leave it at that. This can turn students' heads. And then, there are examinations. Good grades matter. These can be achieved by responding in the manner of your teachers. It is surprising how few students notice, or are prepared to point out, that the emperor, or the teacher, has no academic clothes.

There are five major social sciences: anthropology, economics, political science, social psychology and sociology. Anthropology and sociology are particularly prone to being taught by those who favour the "post" and "beyond" style of writing.

This holds that knowledge may have existed at some time, but today we have something else. Among the more narrowly focused social science endeavours, such as demography, socio-linguistics, media studies and information systems, the latter two have more than their share of would-be scholars who have gone off the rails intellectually.

A university education should involve learning how to think more effectively. It should involve the ability to sift sense from nonsense. It should encourage the ability to question, and to know when one understands something, and when not. A certain humility and the willingness to recognise one might be wrong does not go amiss. Education can be sheer pleasure. It also should include an appreciation of the need for sustained effort.

Those social science departments afflicted with the modern disease encourage exactly the opposite of what an education should provide. Students learn to be dismissive. The ability to discriminate is weakened, along with the ability to follow an argument. Fancy style is what matters.

Of course, science, including social science, cannot solve all our problems. What social science can do, when practised seriously, is give the best answers we have to a great range of important social questions. But those departments that have turned their backs on their designated task have not replaced social science with something interesting. They have replaced it with extremes of muddled thinking parading as wisdom.

The abandoning of social science by many departments that purport to teach the subject is not confined to the newer or less highly regarded institutions. Fashionable nonsense can readily be found in very well known and highly regarded institutions. So how can prospective students find out what they might be letting themselves in for?

There is no need to give up on social science. There are able people doing excellent work in some departments in all the social sciences. The educational experience can be as good as any. The problem is how to avoid signing up for a "pretend" department.

The key point is not to go by the university's overall reputation. Some careful and informed inquiry is needed. Maybe this article could serve as a litmus test. Measured questioning of the claims I make is clearly appropriate. Outrage in response to what is asserted here should make one suspicious.

A more direct test, if one can actually apply it, is to find out what the teachers really think. Any department with a substantial number of members who believe that something happened some years ago that makes knowledge impossible today is clearly suspect. The prospective student is strongly advised to look elsewhere.

#### Communiqué of United Arab Emirates-United Kingdom Taskforce meeting 16 September 2010

The Taskforce agreed a range of areas in which the two countries would look to extend and deepen cooperation over the next twelve months.

The second meeting of the UAE-UK Taskforce took place at the new Ministry of Foreign Affairs building in Abu Dhabi on 15 September 2010.

The meeting was hosted by His Excellency Dr Anwar Gargash, the UAE's Minister of State for Foreign Affairs. The UK delegation was led by Alistair Burt MP, Minister for the Middle East and South Asia at the UK's Foreign and Commonwealth Office.

The Taskforce was established in July 2010 following the visits of British Prime Minister David Cameron to the UAE, and UAE Foreign Minister HH Sheikh Abdullah bin Zayed Al Nahyan to the UK, with the intention of further strengthening the ties between the two countries.

The Taskforce members noted that strong historical links and shared values between the UK and the UAE provided an excellent foundation for cooperation, and agreed that the Taskforce should build on these to deliver concrete and mutually beneficial objectives.

In light of this, the Taskforce agreed a range of areas in which the two countries would look to extend and deepen cooperation over the next twelve months, including defence and security; trade and investment; energy and climate change; international development; culture, education, health and sport; and consular relations.

On defence and security, the Taskforce recognised the potential for, and importance of, increased cooperation, welcomed the intensive dialogue between the two countries, and agreed to develop specific and enhanced commitments, underpinned by common assessments of threats. The Taskforce also agreed to enhance cooperation on law enforcement, economic crime and terrorist financing.

On trade and investment, the Taskforce agreed concrete steps towards realizing the ambition of increasing bilateral trade across all sectors to 65 billion Dhiraams/£12 billion by 2015, including by agreeing to hold an early Joint Economic Committee meeting and by consulting on the establishment of a private-sector led UAE-UK Business Council to facilitate trade and investment between the countries. The Taskforce committed to work to promote free trade and to vigorously oppose any trend towards rising protectionism.

On energy and climate change, the Taskforce noted burgeoning collaborations between the two countries and identified opportunities for further joint working, including by using the upcoming European Future Energy Forum as an opportunity to promote investment between the two countries. The Taskforce members also agreed that the UAE and the UK will work closely together as hosts of the next two Clean Energy Ministerial summits to provide effective global leadership in the field of low carbon energy. The Taskforce also recognized the long-standing partnerships in the oil and gas sectors.

The Taskforce also recognized the leadership that the UAE is showing in its responsible and transparent approach to developing nuclear energy as a source of electricity for its citizens, and affirmed its desire to increase regulatory and commercial cooperation on nuclear energy, including through early signature of a UAE-UK Nuclear Cooperation Agreement.

On consular relations, recognising the more than 100,000 British residents in the UAE and around 50,000 UAE visitors to the UK each year, the Taskforce members agreed to conclude an early memorandum of understanding to ensure that consular procedures are proportionate and fit for the purpose of supporting increased tourism, business and friendship between the two countries while ensuring the security of each countries' citizens. The Parties also agreed to consult further on emergency travel procedures.

The Taskforce recognized the enormous range of interchanges between the two countries in the fields of culture, education, health and sport and looked forward to seeing planned collaborations realized and the continued development of new ones. The Taskforce specifically welcomed the planned partnership between the Sheikh Zayed Museum and the British Museum.

The Taskforce also discussed cooperation on political and international development issues, agreeing that UAE and UK policymakers should actively share expertise and experience, with a view to maximizing the impact of their common efforts. In this regard the Taskforce discussed:

- Pakistan, where the Taskforce expressed profound concern for those suffering as a result of the floods and committed to working together to ensure the people and government of Pakistan are provided with long term support, not just short term crisis relief, and in light of that endorsed the important contribution that the Friends of Pakistan initiative can make to supporting the long term stability of that country;
- Afghanistan, where the Taskforce reaffirmed support for addressing the long term challenge of promoting economic development, political stability and security, and noted the immediate challenge of enabling effective parliamentary elections;
- Yemen, where the Taskforce recognized the multiple challenges facing that country and committed to focus on the long term stability and development of Yemen as a key priority, and looked forward to agreeing further actions and assistance with the Government of Yemen at the next Friends of Yemen meeting; and
- the Middle East Peace Process, where the Taskforce welcomed the renewed dialogue, recognized the imperative that these negotiations are successful, and pledged to support measures leading to a just and comprehensive peace.

The Taskforce also agreed to hold an early, joint meeting on international development issues, engaging Ministries of Foreign Affairs, aid ministries and aid experts, to identify opportunities for closer coordination.



The Taskforce condemned the ongoing piracy in the Gulf of Aden, agreed to redouble their efforts to tackle this threat, and welcomed the UAE's proposal to organise an international conference on this issue.

The Taskforce reiterated its call for Iran to comply fully with UN Security Council Resolutions on its nuclear programme. The Taskforce also called for there to be a just solution to the dispute over the islands of Abu Musa, Greater Tunb and Lesser Tunb, either through bilateral negotiation or by submitting the issue to the International Court of Justice or another form of international arbitration.

Finally, the Taskforce welcomed the upcoming visits of Her Majesty Queen Elizabeth II to the UAE and His Highness General Sheikh Mohammed bin Zayed Al Nahyan to the UK. It noted that these visits represent significant opportunities to continue the process of building and showcasing partnership between the two countries.

#### Paris Summit for the Support to the Libyan People: Communiqué

Bureau of European and Eurasian Affairs  
March 19, 2011

At the invitation of President of the French Republic, M. Nicolas SARKOZY, Mr. Ban Ki Moon, Secretary-General of the United Nations ; Mr. José Luis Zapatero, President of the Government of the Kingdom of Spain, Mrs. Angela Merkel, Federal Chancellor of Germany ; Mr. Steven Harper, Prime Minister of Canada; Sheikh Hamad Bin Jassem, Prime Minister and Minister of Foreign Affairs of the State of Qatar ; Mr. Donald Tusk, President of the Council of Ministers of the Republic of Poland ; Mr. Lars Loekke Rasmussen, Prime Minister of the Kingdom of Denmark ; Mr. Silvio Berlusconi, President of the Council of Ministers of the Italian Republic ; Mr. George Papandreou, Prime Minister de la Hellenic Republic ; Mr. Jens Stoltenberg, Prime Minister of the Kingdom of Norway ; Mr. Yves Leterme, Prime Minister of the Kingdom of Belgium ; Mr. David Cameron, Prime Minister of the United Kingdom of Great Britain and Northern Ireland ; Mr. Mark Rutte, Prime Minister of the Kingdom of the Netherlands ; Mr. Amr Moussa, Secretary-General of the League of Arab States ; Mr. Herman Van Rompuy, President of the European Council ; Mrs. Catherine Ashton, European Union High Representative for Foreign affairs and Security policy ; Mr. Hoshyar Mahmoud Zebari, Foreign minister of the Republic of Irak ; Sheikh Abdullah Bin Zayed Al Nahyan, Foreign minister of the United Arab Emirates ; Mrs. Hillary Clinton, Secretary of State of the United States of America ; Mr. Nasser Joudeh, Foreign minister of the Kingdom of Jordan ; Mr. Taïeb Fassi-Fihri, Foreign minister of the Kingdom of Morocco.

At the end of the summit, the following declaration was adopted:

Since 15 February this year, the Libyan people have been peacefully expressing the rejection of their leaders and their aspiration for change. In the face of these legitimate requests coming from all over the country, the Libyan regime has carried out a growing brutal crackdown, using weapons of war against his own people and perpetrating against them grave and massive violations of humanitarian law.

Despite the demands which the Security Council expressed in UNSCR 1970 on 26 February, despite the condemnations of the Arab League, African Union, Organization of the Islamic Conference's Secretary-General and European Union, as well as very many governments in the world, the Libyan regime has stepped up its violence in order to impose by force its will on that of its people.

This situation is intolerable.

We express our satisfaction after the adoption of UNSC 1973 which, *inter alia*, demands an immediate and complete ceasefire, authorises the taking of all necessary measures to protect civilians against attacks and establishes a no-fly zone over Libya. Finally, it strengthened and clarified the arms embargo vis-à-vis the Libyan regime and the rules

applicable to the Libyan asset freeze, in particular on the National Oil Company, and travel restrictions against the Gaddafi's regime.

While contributing in differentiated way to the implementation of UNSCR 1973, we are determined to act collectively and resolutely to give full effect to these decisions.

Muammar Gaddafi and those executing his orders must immediately end the acts of violence carried out against civilians, to withdraw from all areas they have entered by force, return to their compounds, and allow full humanitarian access. We reiterate that the Security Council took the view that Libyan regime's forces actions may amount to crimes against humanity and that, to this end, it has referred the matter to the International Criminal Court.

We are determined to take all necessary action, including military, consistent with UNSCR 1973, to ensure compliance with all its requirements.

We assure the Libyan people of our determination to be at their side to help them realise their aspirations and build their future and institutions within a democratic framework.

We recall that UN Security Council resolution 1973 does not allow for any occupation of, or attempt to occupy the Libyan territory.

We pay tribute to the courageous action of the Libyan National Transition Council (NTC) and all the Libyans in positions of responsibility who have courageously disassociated themselves from the Libyan regime and given the NTC their support.

Our commitment is for the long term: we will not let Colonel Gaddafi and his regime go on defying the will of the international community and scorning that of his people. We will continue our aid to the Libyans so that they can rebuild their country, fully respecting Libya's sovereignty and territorial integrity.

## **Harry Potter and the Philosopher's Stone**

By Joanne Kathleen Rowling

### **CHAPTER ONE THE BOY WHO LIVED**

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large moustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs. Potter was Mrs. Dursley's sister, but they hadn't met for several years; in fact, Mrs. Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as unDursleyish as it was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

When Mr. and Mrs. Dursley woke up on the dull, grey Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr. Dursley hummed as he picked out his most boring tie for work, and Mrs. Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair.

None of them noticed a large, tawny owl flutter past the window.

At half past eight, Mr. Dursley picked up his briefcase, pecked Mrs. Dursley on the cheek, and tried to kiss Dudley good-bye but missed, because Dudley was now having a tantrum and throwing his cereal at the walls. "Little tyke," chortled Mr. Dursley as he left the house. He got into his car and backed out of number four's drive.

It was on the corner of the street that he noticed the first sign of something peculiar -- a cat reading a map. For a second, Mr. Dursley didn't realise what he had seen -- then he jerked his head around to look again. There was a tabby cat standing on the corner of Privet Drive, but there wasn't a map in sight. What could he have been thinking of? It must have been a trick of the light. Mr. Dursley blinked and stared at the cat. It stared back. As Mr. Dursley drove around the corner and up the road, he watched the cat in his mirror. It was now reading the sign that said Privet Drive -- no, looking at the sign; cats couldn't read maps or signs. Mr. Dursley gave himself a little shake and put the cat out of his mind. As he drove toward town he thought of nothing except a large order of drills he was hoping to get that day.

But on the edge of town, drills were driven out of his mind by something else. As he sat in the usual morning traffic jam, he couldn't help noticing that there seemed to be a lot of strangely dressed people about. People in cloaks. Mr. Dursley couldn't bear people who dressed in funny clothes -- the getups you saw on young people! He supposed this was some stupid new fashion. He drummed his fingers on the steering wheel and his eyes fell on a huddle of these weirdos standing quite close by. They were whispering excitedly together. Mr. Dursley was enraged to see that a couple of them weren't young at all; why, that man had to be older than he was, and wearing an emerald-green cloak! The nerve of him! But then it struck Mr. Dursley that this was probably some silly stunt -- these people were obviously collecting for something... yes, that would be it. The traffic moved on and a few minutes later, Mr. Dursley arrived in the Grunnings car park, his mind back on drills.

Mr. Dursley always sat with his back to the window in his office on the ninth floor. If he hadn't, he might have found it harder to concentrate on drills that morning. He didn't see the owls swooping past in broad daylight, though people down in the street did; they pointed and gazed open-mouthed as owl after owl sped overhead. Most of them had never seen an owl even at nighttime. Mr. Dursley, however, had a perfectly normal, owl-free morning. He yelled at five different people. He made several important telephone calls and shouted a bit more. He was in a very good mood until lunchtime, when he thought he'd stretch his legs and walk across the road to buy himself a bun from the baker's opposite.

He'd forgotten all about the people in cloaks until he passed a group of them next to the baker's. He eyed them angrily as he passed. He didn't know why, but they made him uneasy. This lot were whispering excitedly, too, and he couldn't see a single collecting tin. It was on his way back past them, clutching a large doughnut in a bag, that he caught a few words of what they were saying.

"The Potters, that's right, that's what I heard, yes, their son, Harry--"

Mr. Dursley stopped dead. Fear flooded him. He looked back at the whisperers as if he wanted to say something to them, but thought better of it.

He dashed back across the road, hurried up to his office, snapped at his secretary not to disturb him, seized his telephone, and had almost finished dialing his home number when he changed his mind. He put the receiver back down and stroked his mustache, thinking... no, he was being stupid. Potter wasn't such an unusual name. He was sure there were lots of people called Potter who had a son called Harry. Come to think of it, he wasn't even sure his nephew was called Harry. He'd never even seen the boy. It might have been Harvey. Or

Harold. There was no point in worrying Mrs. Dursley; she always got so upset at any mention of her sister. He didn't blame her -- if he'd had a sister like that... but all the same, those people in cloaks...

He found it a lot harder to concentrate on drills that afternoon and when he left the building at five o'clock, he was still so worried that he walked straight into someone just outside the door.

"Sorry," he grunted, as the tiny old man stumbled and almost fell. It was a few seconds before Mr. Dursley realised that the man was wearing a violet cloak. He didn't seem at all upset at being almost knocked to the ground. On the contrary, his face split into a wide smile and he said in a squeaky voice that made passersby stare, "Don't be sorry, my dear sir, for nothing could upset me today! Rejoice, for You-Know-Who has gone at last! Even Muggles like yourself should be celebrating, this happy, happy day!"

And the old man hugged Mr. Dursley around the middle and walked off.

Mr. Dursley stood rooted to the spot. He had been hugged by a complete stranger. He also thought he had been called a Muggle, whatever that was. He was rattled. He hurried to his car and set off for home, hoping he was imagining things, which he had never hoped before, because he didn't approve of imagination.

As he pulled into the driveway of number four, the first thing he saw -- and it didn't improve his mood -- was the tabby cat he'd spotted that morning. It was now sitting on his garden wall. He was sure it was the same one; it had the same markings around its eyes.

"Shoo!" said Mr. Dursley loudly. The cat didn't move. It just gave him a stern look. Was this normal cat behavior? Mr. Dursley wondered. Trying to pull himself together, he let himself into the house. He was still determined not to mention anything to his wife.

Mrs. Dursley had had a nice, normal day. She told him over dinner all about Mrs. Next Door's problems with her daughter and how Dudley had learned a new word ("Shan't!"). Mr. Dursley tried to act normally. When Dudley had been put to bed, he went into the living room in time to catch the last report on the evening news:

"And finally, bird-watchers everywhere have reported that the nation's owls have been behaving very unusually today. Although owls normally hunt at night and are hardly ever seen in daylight, there have been hundreds of sightings of these birds flying in every direction since sunrise. Experts are unable to explain why the owls have suddenly changed their sleeping pattern." The newscaster allowed himself a grin. "Most mysterious. And now, over to Jim McGuffin with the weather. Going to be any more showers of owls tonight, Jim?"

"Well, Ted," said the weatherman, "I don't know about that, but it's not only the owls that have been acting oddly today. Viewers as far apart as Kent, Yorkshire, and Dundee have been phoning in to tell me that instead of the rain I promised yesterday, they've had a downpour of shooting stars! Perhaps people have been celebrating Bonfire Night early -- it's not until next week, folks! But I can promise a wet night tonight."

Mr. Dursley sat frozen in his armchair. Shooting stars all over Britain? Owls flying by daylight? Mysterious people in cloaks all over the place? And a whisper, a whisper about the Potters...

Mrs. Dursley came into the living room carrying two cups of tea. It was no good. He'd have to say something to her. He cleared his throat nervously. "Er -- Petunia, dear -- you haven't heard from your sister lately, have you?"

As he had expected, Mrs. Dursley looked shocked and angry. After all, they normally pretended she didn't have a sister.

"No," she said sharply. "Why?"

"Funny stuff on the news," Mr. Dursley mumbled. "Owls... shooting stars... and there were a lot of funny-looking people in town today..."

"So?" snapped Mrs. Dursley.

"Well, I just thought... maybe... it was something to do with... you know... her lot."

Mrs. Dursley sipped her tea through pursed lips. Mr. Dursley wondered whether he dared tell her he'd heard the name "Potter." He decided he didn't dare. Instead he said, as casually as he could, "Their son -- he'd be about Dudley's age now, wouldn't he?"

"I suppose so," said Mrs. Dursley stiffly.

"What's his name again? Howard, isn't it?"

"Harry. Nasty, common name, if you ask me."

"Oh, yes," said Mr. Dursley, his heart sinking horribly. "Yes, I quite agree."

He didn't say another word on the subject as they went upstairs to bed. While Mrs. Dursley was in the bathroom, Mr. Dursley crept to the bedroom window and peered down into the front garden. The cat was still there. It was staring down Privet Drive as though it were waiting for something.

Was he imagining things? Could all this have anything to do with the Potters? If it did... if it got out that they were related to a pair of -- well, he didn't think he could bear it.

The Dursleys got into bed. Mrs. Dursley fell asleep quickly but Mr. Dursley lay awake, turning it all over in his mind. His last, comforting thought before he fell asleep was that even if the Potters were involved, there was no reason for them to come near him and Mrs. Dursley. The Potters knew very well what he and Petunia thought about them and their kind.... He couldn't see how he and Petunia could get mixed up in anything that might be going on -- he yawned and turned over -- it couldn't affect them....

How very wrong he was.

Mr. Dursley might have been drifting into an uneasy sleep, but the cat on the wall outside was showing no sign of sleepiness. It was sitting as still as a statue, its eyes fixed unblinkingly on the far corner of Privet Drive. It didn't so much as quiver when a car door slammed on the next street, nor when two owls swooped overhead. In fact, it was nearly midnight before the cat moved at all.

A man appeared on the corner the cat had been watching, appeared so suddenly and silently you'd have thought he'd just popped out of the ground. The cat's tail twitched and its eyes narrowed.

Nothing like this man had ever been seen on Privet Drive. He was tall, thin, and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak that swept the ground, and high-heeled, buckled boots. His blue eyes were light, bright, and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice. This man's name was Albus Dumbledore.

Albus Dumbledore didn't seem to realise that he had just arrived in a street where everything from his name to his boots was unwelcome. He was busy rummaging in his cloak, looking for something. But he did seem to realise he was being watched, because he looked up suddenly at the cat, which was still staring at him from the other end of the street. For some reason, the sight of the cat seemed to amuse him. He chuckled and muttered, "I should have known."

He found what he was looking for in his inside pocket. It seemed to be a silver cigarette lighter. He flicked it open, held it up in the air, and clicked it. The nearest street lamp went out with a little pop. He clicked it again -- the next lamp flickered into darkness. Twelve times he clicked the Put-Outer, until the only lights left on the whole street were two tiny pinpricks in the distance, which were the eyes of the cat watching him. If anyone looked out of their window now, even beady-eyed Mrs. Dursley, they wouldn't be able to see anything that was happening down on the pavement. Dumbledore slipped the Put-Outer back inside his cloak and set off down the street toward number four, where he sat down on the wall next to the cat. He didn't look at it, but after a moment he spoke to it.

"Fancy seeing you here, Professor McGonagall."

He turned to smile at the tabby, but it had gone. Instead he was smiling at a rather severe-looking woman who was wearing square glasses exactly the shape of the markings the

cat had had around its eyes. She, too, was wearing a cloak, an emerald one. Her black hair was drawn into a tight bun. She looked distinctly ruffled.

"How did you know it was me?" she asked.

"My dear Professor, I 've never seen a cat sit so stiffly."

"You'd be stiff if you'd been sitting on a brick wall all day," said Professor McGonagall.

"All day? When you could have been celebrating? I must have passed a dozen feasts and parties on my way here."

Professor McGonagall sniffed angrily.

"Oh yes, everyone's celebrating, all right," she said impatiently. "You'd think they'd be a bit more careful, but no -- even the Muggles have noticed something's going on. It was on their news." She jerked her head back at the Dursleys' dark living-room window. "I heard it. Flocks of owls... shooting stars.... Well, they're not completely stupid. They were bound to notice something. Shooting stars down in Kent -- I'll bet that was Dedalus Diggle. He never had much sense."

"You can't blame them," said Dumbledore gently. "We've had precious little to celebrate for eleven years."

"I know that," said Professor McGonagall irritably. "But that's no reason to lose our heads. People are being downright careless, out on the streets in broad daylight, not even dressed in Muggle clothes, swapping rumors."

She threw a sharp, sideways glance at Dumbledore here, as though hoping he was going to tell her something, but he didn't, so she went on. "A fine thing it would be if, on the very day You-Know-Who seems to have disappeared at last, the Muggles found out about us all. I suppose he really has gone, Dumbledore?"

"It certainly seems so," said Dumbledore. "We have much to be thankful for. Would you care for a sherbet lemon?"

"A what?"

"A sherbet lemon. They're a kind of Muggle sweet I'm rather fond of."

"No, thank you," said Professor McGonagall coldly, as though she didn't think this was the moment for sherbet lemons. "As I say, even if You-Know-Who has gone -"

"My dear Professor, surely a sensible person like yourself can call him by his name? All this 'You-Know-Who' nonsense -- for eleven years I have been trying to persuade people to call him by his proper name: Voldemort." Professor McGonagall flinched, but Dumbledore, who was unsticking two sherbet lemons, seemed not to notice. "It all gets so confusing if we keep saying 'You-Know-Who.' I have never seen any reason to be frightened of saying Voldemort's name."

"I know you haven't, said Professor McGonagall, sounding half exasperated, half admiring. "But you're different. Everyone knows you're the only one You-Know- oh, all right, Voldemort, was frightened of."

"You flatter me," said Dumbledore calmly. "Voldemort had powers I will never have."

"Only because you're too -- well -- noble to use them."

"It's lucky it's dark. I haven't blushed so much since Madam Pomfrey told me she liked my new earmuffs."

Professor McGonagall shot a sharp look at Dumbledore and said, "The owls are nothing next to the rumors that are flying around. You know what everyone's saying? About why he's disappeared? About what finally stopped him?"

It seemed that Professor McGonagall had reached the point she was most anxious to discuss, the real reason she had been waiting on a cold, hard wall all day, for neither as a cat nor as a woman had she fixed Dumbledore with such a piercing stare as she did now. It was plain that whatever "everyone" was saying, she was not going to believe it until Dumbledore told her it was true. Dumbledore, however, was choosing another sherbet lemon and did not answer.

"What they're saying," she pressed on, "is that last night Voldemort turned up in Godric's Hollow. He went to find the Potters. The rumor is that Lily and James Potter are -- are -- that they're -- dead. "

Dumbledore bowed his head. Professor McGonagall gasped.

"Lily and James... I can't believe it... I didn't want to believe it... Oh, Albus..."

Dumbledore reached out and patted her on the shoulder. "I know... I know..." he said heavily.

Professor McGonagall's voice trembled as she went on. "That's not all. They're saying he tried to kill the Potters' son, Harry. But -- he couldn't. He couldn't kill that little boy. No one knows why, or how, but they're saying that when he couldn't kill Harry Potter, Voldemort's power somehow broke -- and that's why he's gone."

Dumbledore nodded glumly.

"It's -- it's true?" faltered Professor McGonagall. "After all he's done... all the people he's killed... he couldn't kill a little boy? It's just astounding... of all the things to stop him... but how in the name of heaven did Harry survive?"

"We can only guess," said Dumbledore. "We may never know."

Professor McGonagall pulled out a lace handkerchief and dabbed at her eyes beneath her spectacles. Dumbledore gave a great sniff as he took a golden watch from his pocket and examined it. It was a very odd watch. It had twelve hands but no numbers; instead, little planets were moving around the edge. It must have made sense to Dumbledore, though, because he put it back in his pocket and said, "Hagrid's late. I suppose it was he who told you I'd be here, by the way?"

"Yes," said Professor McGonagall. "And I don't suppose you're going to tell me why you're here, of all places?"

"I've come to bring Harry to his aunt and uncle. They're the only family he has left now."

"You don't mean -- you can't mean the people who live here?" cried Professor McGonagall, jumping to her feet and pointing at number four. "Dumbledore -- you can't. I've been watching them all day. You couldn't find two people who are less like us. And they've got this son -- I saw him kicking his mother all the way up the street, screaming for sweets. Harry Potter come and live here!"

"It's the best place for him," said Dumbledore firmly. "His aunt and uncle will be able to explain everything to him when he's older. I've written them a letter."

"A letter?" repeated Professor McGonagall faintly, sitting back down on the wall. "Really, Dumbledore, you think you can explain all this in a letter? These people will never understand him! He'll be famous -- a legend -- I wouldn't be surprised if today was known as Harry Potter day in the future -- there will be books written about Harry -- every child in our world will know his name!"

"Exactly," said Dumbledore, looking very seriously over the top of his half-moon glasses. "It would be enough to turn any boy's head. Famous before he can walk and talk! Famous for something he won't even remember! Can't you see how much better off he'll be, growing up away from all that until he's ready to take it?"

Professor McGonagall opened her mouth, changed her mind, swallowed, and then said, "Yes -- yes, you're right, of course. But how is the boy getting here, Dumbledore?" She eyed his cloak suddenly as though she thought he might be hiding Harry underneath it.

"Hagrid's bringing him."

"You think it -- wise -- to trust Hagrid with something as important as this?"

"I would trust Hagrid with my life," said Dumbledore.

"I'm not saying his heart isn't in the right place," said Professor McGonagall grudgingly, "but you can't pretend he's not careless. He does tend to -- what was that?"

A low rumbling sound had broken the silence around them. It grew steadily louder as they looked up and down the street for some sign of a headlight; it swelled to a roar as they

both looked up at the sky -- and a huge motorbike fell out of the air and landed on the road in front of them.

If the motorbike was huge, it was nothing to the man sitting astride it. He was almost twice as tall as a normal man and at least five times as wide. He looked simply too big to be allowed, and so wild - long tangles of bushy black hair and beard hid most of his face, he had hands the size of dustbin lids, and his feet in their leather boots were like baby dolphins. In his vast, muscular arms he was holding a bundle of blankets.

"Hagrid," said Dumbledore, sounding relieved. "At last. And where did you get that motorbike?"

"Borrowed it, Professor Dumbledore, sir," said the giant, climbing carefully off the motorbike as he spoke. "Young Sirius Black lent it to me. I've got him, sir."

"No problems, were there?"

"No, sir -- house was almost destroyed, but I got him out all right before the Muggles started swarmin' around. He fell asleep as we was flyin' over Bristol."

Dumbledore and Professor McGonagall bent forward over the bundle of blankets. Inside, just visible, was a baby boy, fast asleep. Under a tuft of jet-black hair over his forehead they could see a curiously shaped cut, like a bolt of lightning.

"Is that where --?" whispered Professor McGonagall.

"Yes," said Dumbledore. "He'll have that scar forever."

"Couldn't you do something about it, Dumbledore?"

"Even if I could, I wouldn't. Scars can come in handy. I have one myself above my left knee that is a perfect map of the London Underground. Well -- give him here, Hagrid -- we'd better get this over with."

Dumbledore took Harry in his arms and turned toward the Dursleys' house.

"Could I -- could I say good-bye to him, sir?" asked Hagrid. He bent his great, shaggy head over Harry and gave him what must have been a very scratchy, whiskery kiss. Then, suddenly, Hagrid let out a howl like a wounded dog.

"Shhh!" hissed Professor McGonagall, "you'll wake the Muggles!"

"S-s-sorry," sobbed Hagrid, taking out a large, spotted handkerchief and burying his face in it. "But I c-c-can't stand it -- Lily an' James dead -- an' poor little Harry off ter live with Muggles --"

"Yes, yes, it's all very sad, but get a grip on yourself, Hagrid, or we'll be found," Professor McGonagall whispered, patting Hagrid gingerly on the arm as Dumbledore stepped over the low garden wall and walked to the front door. He laid Harry gently on the doorstep, took a letter out of his cloak, tucked it inside Harry's blankets, and then came back to the other two. For a full minute the three of them stood and looked at the little bundle; Hagrid's shoulders shook, Professor McGonagall blinked furiously, and the twinkling light that usually shone from Dumbledore's eyes seemed to have gone out.

"Well," said Dumbledore finally, "that's that. We've no business staying here. We may as well go and join the celebrations."

"Yeah," said Hagrid in a very muffled voice, "I'll be takin' Sirius his bike back. G'night, Professor McGonagall -- Professor Dumbledore, sir."

Wiping his streaming eyes on his jacket sleeve, Hagrid swung himself onto the motorbike and kicked the engine into life; with a roar it rose into the air and off into the night.

"I shall see you soon, I expect, Professor McGonagall," said Dumbledore, nodding to her. Professor McGonagall blew her nose in reply.

Dumbledore turned and walked back down the street. On the corner he stopped and took out the silver Put-Outer. He clicked it once, and twelve balls of light sped back to their street lamps so that Privet Drive glowed suddenly orange and he could make out a tabby cat slinking around the corner at the other end of the street. He could just see the bundle of blankets on the step of number four.

"Good luck, Harry," he murmured. He turned on his heel and with a swish of his cloak, he was gone.



A breeze ruffled the neat hedges of Privet Drive, which lay silent and tidy under the inky sky, the very last place you would expect astonishing things to happen. Harry Potter rolled over inside his blankets without waking up. One small hand closed on the letter beside him and he slept on, not knowing he was special, not knowing he was famous, not knowing he would be woken in a few hours' time by Mrs. Dursley's scream as she opened the front door to put out the milk bottles, nor that he would spend the next few weeks being prodded and pinched by his cousin Dudley... He couldn't know that at this very moment, people meeting in secret all over the country were holding up their glasses and saying in hushed voices: "To Harry Potter -- the boy who lived!"

## CHAPTER TWO

### THE VANISHING GLASS

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all. The sun rose on the same tidy front gardens and lit up the brass number four on the Dursleys' front door; it crept into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had seen that fateful news report about the owls. Only the photographs on the mantelpiece really showed how much time had passed. Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-coloured bobble hats -- but Dudley Dursley was no longer a baby, and now the photographs showed a large blond boy riding his first bicycle, on a roundabout at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too.

Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her shrill voice that made the first noise of the day.

"Up! Get up! Now!"

Harry woke with a start. His aunt rapped on the door again.

"Up!" she screeched. Harry heard her walking toward the kitchen and then the sound of the frying pan being put on the cooker. He rolled onto his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorbike in it. He had a funny feeling he'd had the same dream before.

His aunt was back outside the door.

"Are you up yet?" she demanded.

"Nearly," said Harry.

"Well, get a move on, I want you to look after the bacon. And don't you dare let it burn, I want everything perfect on Duddy's birthday."

Harry groaned.

"What did you say?" his aunt snapped through the door.

"Nothing, nothing..."

Dudley's birthday -- how could he have forgotten? Harry got slowly out of bed and started looking for socks. He found a pair under his bed and, after pulling a spider off one of them, put them on. Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept.

When he was dressed he went down the hall into the kitchen. The table was almost hidden beneath all Dudley's birthday presents. It looked as though Dudley had got the new computer he wanted, not to mention the second television and the racing bike. Exactly why Dudley wanted a racing bike was a mystery to Harry, as Dudley was very fat and hated exercise -- unless of course it involved punching somebody. Dudley's favourite punch-bag was Harry, but he couldn't often catch him. Harry didn't look it, but he was very fast.

Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was

because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobbly knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Sellotape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead that was shaped like a bolt of lightning. He had had it as long as he could remember, and the first question he could ever remember asking his Aunt Petunia was how he had got it.

"In the car crash when your parents died," she had said. "And don't ask questions."

Don't ask questions -- that was the first rule for a quiet life with the Dursleys.

Uncle Vernon entered the kitchen as Harry was turning over the bacon.

"Comb your hair!" he barked, by way of a morning greeting.

About once a week, Uncle Vernon looked over the top of his newspaper and shouted that Harry needed a haircut. Harry must have had more haircuts than the rest of the boys in his class put together, but it made no difference, his hair simply grew that way -- all over the place.

Harry was frying eggs by the time Dudley arrived in the kitchen with his mother. Dudley looked a lot like Uncle Vernon. He had a large pink face, not much neck, small, watery blue eyes, and thick blond hair that lay smoothly on his thick, fat head. Aunt Petunia often said that Dudley looked like a baby angel -- Harry often said that Dudley looked like a pig in a wig.

Harry put the plates of egg and bacon on the table, which was difficult as there wasn't much room. Dudley, meanwhile, was counting his presents. His face fell.

"Thirty-six," he said, looking up at his mother and father. "That's two less than last year."

"Darling, you haven't counted Auntie Marge's present, see, it's here under this big one from Mummy and Daddy."

"All right, thirty-seven then," said Dudley, going red in the face. Harry, who could see a huge Dudley tantrum coming on, began wolfing down his bacon as fast as possible in case Dudley turned the table over.

Aunt Petunia obviously scented danger, too, because she said quickly, "And we'll buy you another two presents while we're out today. How's that, popkin? Two more presents. Is that all right?"

Dudley thought for a moment. It looked like hard work. Finally he said slowly, "So I'll have thirty ... thirty..."

"Thirty-nine, sweetums," said Aunt Petunia.

"Oh." Dudley sat down heavily and grabbed the nearest parcel. "All right then."

Uncle Vernon chuckled. "Little tyke wants his money's worth, just like his father. 'Atta boy, Dudley!" He ruffled Dudley's hair.

At that moment the telephone rang and Aunt Petunia went to answer it while Harry and Uncle Vernon watched Dudley unwrap the racing bike, a cine-camera, a remote control airplane, sixteen new computer games, and a video recorder. He was ripping the paper off a gold wristwatch when Aunt Petunia came back from the telephone looking both angry and worried.

"Bad news, Vernon," she said. "Mrs. Figg's broken her leg. She can't take him." She jerked her head in Harry's direction.

Dudley's mouth fell open in horror, but Harry's heart gave a leap. Every year on Dudley's birthday, his parents took him and a friend out for the day, to adventure parks, hamburger bars, or the cinema. Every year, Harry was left behind with Mrs. Figg, a mad old lady who lived two streets away. Harry hated it there. The whole house smelled of cabbage and Mrs. Figg made him look at photographs of all the cats she'd ever owned.

"Now what?" said Aunt Petunia, looking furiously at Harry as though he'd planned this. Harry knew he ought to feel sorry that Mrs. Figg had broken her leg, but it wasn't easy

when he reminded himself it would be a whole year before he had to look at Tibbles, Snowy, Mr. Paws, and Tufty again.

"We could phone Marge," Uncle Vernon suggested.

"Don't be silly, Vernon, she hates the boy."

The Dursleys often spoke about Harry like this, as though he wasn't there -- or rather, as though he was something very nasty that couldn't understand them, like a slug.

"What about what's-her-name, your friend -- Yvonne?"

"On vacation in Majorca," snapped Aunt Petunia.

"You could just leave me here," Harry put in hopefully (he'd be able to watch what he wanted on television for a change and maybe even have a go on Dudley's computer).

Aunt Petunia looked as though she'd just swallowed a lemon.

"And come back and find the house in ruins?" she snarled.

"I won't blow up the house," said Harry, but they weren't listening.

"I suppose we could take him to the zoo," said Aunt Petunia slowly, "... and leave him in the car...."

"That car's new, he's not sitting in it alone...."

Dudley began to cry loudly. In fact, he wasn't really crying -- it had been years since he'd really cried -- but he knew that if he screwed up his face and wailed, his mother would give him anything he wanted.

"Dinky Duddydums, don't cry, Mummy won't let him spoil your special day!" she cried, flinging her arms around him.

"I... don't... want... him... t-t-to come!" Dudley yelled between huge, pretend sobs.

"He always sp- spoils everything!" He shot Harry a nasty grin through the gap in his mother's arms.

Just then, the doorbell rang -- "Oh, good Lord, they're here!" said Aunt Petunia frantically -- and a moment later, Dudley's best friend, Piers Polkiss, walked in with his mother. Piers was a scrawny boy with a face like a rat. He was usually the one who held people's arms behind their backs while Dudley hit them. Dudley stopped pretending to cry at once.

Half an hour later, Harry, who couldn't believe his luck, was sitting in the back of the Dursleys' car with Piers and Dudley, on the way to the zoo for the first time in his life. His aunt and uncle hadn't been able to think of anything else to do with him, but before they'd left, Uncle Vernon had taken Harry aside.

"I'm warning you," he had said, putting his large purple face right up close to Harry's, "I'm warning you now, boy -- any funny business, anything at all -- and you'll be in that cupboard from now until Christmas."

"I'm not going to do anything," said Harry, "honestly."

But Uncle Vernon didn't believe him. No one ever did.

The problem was, strange things often happened around Harry and it was just no good telling the Dursleys he didn't make them happen.

Once, Aunt Petunia, tired of Harry coming back from the barber's looking as though he hadn't been at all, had taken a pair of kitchen scissors and cut his hair so short he was almost bald except for his fringe, which she left "to hide that horrible scar." Dudley had laughed himself silly at Harry, who spent a sleepless night imagining school the next day, where he was already laughed at for his baggy clothes and sellotaped glasses. Next morning, however, he had got up to find his hair exactly as it had been before Aunt Petunia had sheared it off. He had been given a week in his cupboard for this, even though he had tried to explain that he couldn't explain how it had grown back so quickly.

Another time, Aunt Petunia had been trying to force him into a revolting old jumper of Dudley's (brown with orange bobbles) -- The harder she tried to pull it over his head, the smaller it seemed to become, until finally it might have fitted a glove puppet, but certainly wouldn't fit Harry. Aunt Petunia had decided it must have shrunk in the wash and, to his great relief, Harry wasn't punished.

On the other hand, he'd got into terrible trouble for being found on the roof of the school kitchens. Dudley's gang had been chasing him as usual when, as much to Harry's surprise as anyone else's, there he was sitting on the chimney. The Dursleys had received a very angry letter from Harry's headmistress telling them Harry had been climbing school buildings. But all he'd tried to do (as he shouted at Uncle Vernon through the locked door of his cupboard) was jump behind the big dustbins outside the kitchen doors. Harry supposed that the wind must have caught him in mid-jump.

But today, nothing was going to go wrong. It was even worth being with Dudley and Piers to be spending the day somewhere that wasn't school, his cupboard, or Mrs. Figg's cabbage-smelling living room.

While he drove, Uncle Vernon complained to Aunt Petunia. He liked to complain about things: people at work, Harry, the council, Harry, the bank, and Harry were just a few of his favourite subjects. This morning, it was motorbikes.

"... roaring along like maniacs, the young hoodlums," he said, as a motorbike overtook them.

"I had a dream about a motorbike," said Harry, remembering suddenly. "It was flying."

Uncle Vernon nearly crashed into the car in front. He turned right around in his seat and yelled at Harry, his face like a gigantic beetroot with a mustache: "MOTORBIKES DON'T FLY!"

Dudley and Piers sniggered.

"I know they don't," said Harry. "It was only a dream."

But he wished he hadn't said anything. If there was one thing the Dursleys hated even more than his asking questions, it was his talking about anything acting in a way it shouldn't, no matter if it was in a dream or even a cartoon -- they seemed to think he might get dangerous ideas.

It was a very sunny Saturday and the zoo was crowded with families. The Dursleys bought Dudley and Piers large chocolate ice creams at the entrance and then, because the smiling lady in the van had asked Harry what he wanted before they could hurry him away, they bought him a cheap lemon ice lolly. It wasn't bad, either, Harry thought, licking it as they watched a gorilla scratching its head who looked remarkably like Dudley, except that it wasn't blond.

Harry had the best morning he'd had in a long time. He was careful to walk a little way apart from the Dursleys so that Dudley and Piers, who were starting to get bored with the animals by lunchtime, wouldn't fall back on their favourite hobby of hitting him. They ate in the zoo restaurant, and when Dudley had a tantrum because his knickerbocker glory didn't have enough ice cream on top, Uncle Vernon bought him another one and Harry was allowed to finish the first.

Harry felt, afterward, that he should have known it was all too good to last.

After lunch they went to the reptile house. It was cool and dark in there, with lit windows all along the walls. Behind the glass, all sorts of lizards and snakes were crawling and slithering over bits of wood and stone. Dudley and Piers wanted to see huge, poisonous cobras and thick, man-crushing pythons. Dudley quickly found the largest snake in the place. It could have wrapped its body twice around Uncle Vernon's car and crushed it into a dustbin -- but at the moment it didn't look in the mood. In fact, it was fast asleep.

Dudley stood with his nose pressed against the glass, staring at the glistening brown coils.

"Make it move," he whined at his father. Uncle Vernon tapped on the glass, but the snake didn't budge.

"Do it again," Dudley ordered. Uncle Vernon rapped the glass smartly with his knuckles, but the snake just snoozed on.

"This is boring," Dudley moaned. He shuffled away.

Harry moved in front of the tank and looked intently at the snake. He wouldn't have been surprised if it had died of boredom itself -- no company except stupid people drumming their fingers on the glass trying to disturb it all day long. It was worse than having a cupboard as a bedroom, where the only visitor was Aunt Petunia hammering on the door to wake you up; at least he got to visit the rest of the house.

The snake suddenly opened its beady eyes. Slowly, very slowly, it raised its head until its eyes were on a level with Harry's.

It winked.

Harry stared. Then he looked quickly around to see if anyone was watching. They weren't. He looked back at the snake and winked, too.

The snake jerked its head toward Uncle Vernon and Dudley, then raised its eyes to the ceiling. It gave Harry a look that said quite plainly:

"I get that all the time."

"I know," Harry murmured through the glass, though he wasn't sure the snake could hear him. "It must be really annoying."

The snake nodded vigorously.

"Where do you come from, anyway?" Harry asked.

The snake jabbed its tail at a little sign next to the glass. Harry peered at it.

Boa Constrictor, Brazil.

"Was it nice there?"

The boa constrictor jabbed its tail at the sign again and Harry read on: "This specimen was bred in the zoo. "Oh, I see -- so you've never been to Brazil?"

As the snake shook its head, a deafening shout behind Harry made both of them jump.

"DUDLEY! MR. DURSLEY! COME AND LOOK AT THIS SNAKE! YOU WON'T BELIEVE WHAT IT'S DOING!"

Dudley came waddling toward them as fast as he could.

"Out of the way, you," he said, punching Harry in the ribs. Caught by surprise, Harry fell hard on the concrete floor. What came next happened so fast no one saw how it happened -- one second, Piers and Dudley were leaning right up close to the glass, the next, they had leapt back with howls of horror.

Harry sat up and gasped; the glass front of the boa constrictor's tank had vanished. The great snake was uncoiling itself rapidly, slithering out onto the floor. People throughout the reptile house screamed and started running for the exits.

As the snake slid swiftly past him, Harry could have sworn a low, hissing voice said, "Brazil, here I come.... Thanks, amigo."

The keeper of the reptile house was in shock.

"But the glass," he kept saying, "where did the glass go?"

The zoo director himself made Aunt Petunia a cup of strong, sweet tea while he apologised over and over again. Piers and Dudley could only gibber. As far as Harry had seen, the snake hadn't done anything except snap playfully at their heels as it passed, but by the time they were all back in Uncle Vernon's car, Dudley was telling them how it had nearly bitten off his leg, while Piers was swearing it had tried to squeeze him to death. But worst of all, for Harry at least, was Piers calming down enough to say, "Harry was talking to it, weren't you, Harry?"

Uncle Vernon waited until Piers was safely out of the house before starting on Harry. He was so angry he could hardly speak. He managed to say, "Go -- cupboard -- stay -- no meals," before he collapsed into a chair, and Aunt Petunia had to run and get him a large brandy.

Harry lay in his dark cupboard much later, wishing he had a watch. He didn't know what time it was and he couldn't be sure the Dursleys were asleep yet. Until they were, he couldn't risk sneaking to the kitchen for some food.

He'd lived with the Dursleys almost ten years, ten miserable years, as long as he could remember, ever since he'd been a baby and his parents had died in that car crash. He couldn't remember being in the car when his parents had died. Sometimes, when he strained his memory during long hours in his cupboard, he came up with a strange vision: a blinding flash of green light and a burning pain on his forehead. This, he supposed, was the crash, though he couldn't imagine where all the green light came from. He couldn't remember his parents at all. His aunt and uncle never spoke about them, and of course he was forbidden to ask questions. There were no photographs of them in the house.

When he had been younger, Harry had dreamed and dreamed of some unknown relation coming to take him away, but it had never happened; the Dursleys were his only family. Yet sometimes he thought (or maybe hoped) that strangers in the street seemed to know him. Very strange strangers they were, too. A tiny man in a violet top hat had bowed to him once while out shopping with Aunt Petunia and Dudley. After asking Harry furiously if he knew the man, Aunt Petunia had rushed them out of the shop without buying anything. A wild-looking old woman dressed all in green had waved merrily at him once on a bus. A bald man in a very long purple coat had actually shaken his hand in the street the other day and then walked away without a word. The weirdest thing about all these people was the way they seemed to vanish the second Harry tried to get a closer look.

At school, Harry had no one. Everybody knew that Dudley's gang hated that odd Harry Potter in his baggy old clothes and broken glasses, and nobody liked to disagree with Dudley's gang.

### **My Unknown Friend**

*By Stephen Leacock*

He stepped into the smoking compartment of the Pullman, where I was sitting alone. He had on a long fur-lined coat, and he carried a fifty-dollar suit case that he put down on the seat.

Then he saw me.

"Well! well!" he said, and recognition broke out all over his face like morning sunlight.

"Well! well!" I repeated.

"By Jove!" he said, shaking hands vigorously, "who would have thought of seeing you?"

"Who, indeed", I thought to myself.

He looked at me more closely.

"You haven't changed a bit", he said.

"Neither have you", said I heartily.

"You may be a *little* stouter", he went on critically.

"Yes", I said, "a little; but you're stouter yourself."

This of course would help to explain away any undue stoutness on my part.

"No", I continued boldly and firmly, "you look -just about the same as ever".

And all the time I was wondering who he was. I didn't know him from Adam; I couldn't recall him a bit. I don't mean that my memory is weak. On the contrary, it is singularly tenacious. True, I find it very hard to remember people's *names*; very often, too, it is hard for me to recall *a face*, and frequently I fail to recall a person's appearance, and of course clothes are a thing one doesn't notice. But apart from these details I never forget anybody, and I am proud of it. But when it does happen that a name or face escapes me I never lose my presence of mind. I know just how to deal with the situation. It only needs coolness and intellect, and it all comes right.

My friend sat down.

"It's a long time since we met", he said.

"A long time", I repeated with something of a note of sadness. I wanted him to feel that I, too, had suffered from it.

"But it has gone very quickly".

"Like a flash", I assented cheerfully.

"Strange", he said, "how life goes on and we lose track of people, and things alter. I often think about it. I sometimes wonder", he continued, "where all the old gang are gone to".

"So do I", I said. In fact I was wondering about it at the very moment. I always find in circumstances like these that a man begins sooner or later to talk of the "old gang" or "the boys" or "the crowd". That's where the opportunity comes in to gather who he is.

"Do you ever go back to the old place?" he asked.

"Never", I said, firmly and flatly. This had to be absolute. I felt that once and for all the "old place" must be ruled out of the discussion till I could discover where it was.

"No", he went on, "I suppose you'd hardly care to".

"Not now", I said very gently.

"I understand. I beg your pardon", he said, and there was silence for a few moments.

So far I had scored the first point. There was evidently an old place somewhere to which I would hardly care to go. That was something to build on.

Presently he began again.

"Yes", he said. "I sometimes meet some of the old boys and they begin to talk of you and wonder what you're doing".

"Poor things", I thought, but I didn't say it.

I knew it was time now to make a bold stroke; so I used the method that I always employ. I struck in with great animation.

"Say!" I said, "where's Billy? Do you ever hear anything of Billy now?"

This is really a very safe line. Every old gang has a Billy in it.

"Yes", said my friend, "sure — Billy is ranching out in Montana. I saw him in Chicago last spring, — weighed about two hundred pounds, — you wouldn't know him".

"No, I certainly wouldn't", I murmured to myself.

"And where's Pete?" I said. This was safe ground. There is always a Pete

"You mean Billy's brother", he said.

"Yes, yes, Billy's brother Pete. I often think of him".

"Oh", answered the unknown man, "old Pete's quite changed, — settled down altogether". Here he began to chuckle, "Why, Pete's married!"

I started to laugh, too. Under these circumstances it is always supposed to be very funny if a man has got married. The notion of old Peter (whoever he is) being married is presumed to be simply killing. I kept on chuckling away quietly at the mere idea of it. I was hoping that I might manage to keep on laughing till the train stopped. I had only fifty miles more to go. It's not hard to laugh for fifty miles if you know how.

But my friend wouldn't be content with it.

"I often meant to write to you", he said, his voice falling to a confidential tone, "especially when I heard of your loss".

I remained quiet. What had I lost? Was it money? And if so, how much? And why had I lost it? I wondered if it had ruined me or only partly ruined me.

"One can never get over a loss like that", he continued solemnly.

Evidently I was plumb ruined. But I said nothing and remained under cover, waiting to draw his fire.

"Yes", the man went on, "death is always sad".

Death! Oh, that was it, was it? I almost hiccupped with joy. That was easy. Handling a case of death in these conversations is simplicity itself. One has only to sit quiet and wait to find out who is dead.

"Yes", I murmured, "very sad. But it has its other side, too".

"Very true, especially, of course, at that age".

"As you say at that age, and after such a life".

"Strong and bright to the last I suppose", he continued, very sympathetically.

"Yes", I said, falling on sure ground, "able to sit up in bed and smoke within a few days of the end".

"What", he said, perplexed, "did your grandmother" — My grandmother! That was it, was it?

"Pardon *me*", I said provoked at my own stupidity; "When I say *smoked*, I mean able to sit up and be smoked to, a habit she had, — being read to, and being smoked to, — only thing that seemed to compose her — "

As I said this I could hear the rattle and clatter of the train running past the semaphores and switch points and slacking to a stop.

My friend looked quickly out of the window.

His face was agitated.

"Great heavens!" he said, "that's the junction. I've missed my stop. I should have got out at the last station. Say, porter", he called out into the alleyway, "how long do we stop here?"

"Just two minutes, sah"<sup>1</sup>, called a voice back. "She's late now, she's makin' up **tahm!**"<sup>2</sup>

My friend had hopped up now and had pulled out a bunch of keys and was fumbling at the lock of the suit case.

"I'll have to wire back or something", he gasped. "Confound this lock — my money's in the suit case".

My one fear now was that he would fail to get off.

"Here", I said, pulling some money out of my pocket, "don't bother with the lock. Here's money".

"Thanks", he said grabbing the roll of money out of my hand, — in his excitement he took all that I had. — "I'll just have time".

He sprang from the train. I saw him through the window, moving toward the waiting-room. He didn't seem going very fast.

I waited.

The porters were calling, "All abawd!"<sup>3</sup> All abawd". There was the clang of a bell, a hiss of steam, and in a second the train was off.

"Idiot", I thought, "he's missed it"; and there was his fifty-dollar suit case lying on the seat.

I waited, looking out of the window and wondering who the man was, anyway.

Then presently I heard the porter's voice again. He evidently was guiding someone through the car.

"Ah looked all through the kyar"<sup>4</sup> for it, sah", he was saying.

"I left it in the seat in the car there behind my wife", said the angry voice of a stranger, a well-dressed man who put his head into the door of the compartment.

Then his face, too, beamed all at once with recognition. But it was not for me. It was for the fifty-dollar valise.

"Ah, there it is", he cried, seizing it and carrying it off.

I sank back in dismay. The "old gang!" Pete's marriage! My grandmother's death! Great heavens! And my money! I saw it all; the other man was "making talk", too, and making it with a purpose.

Stung!

And next time that I fall into talk with a casual stranger in a car, I shall not try to be quite so extraordinarily clever.

### **В ГИБДД рассказали о главных сезонных угрозах на дороге**

Осень - сложная пора для автомобилистов. Дожди и первые заморозки, плохая видимость и высокая интенсивность движения - все эти факторы обостряют проблемы дорожной безопасности. В зоне риска оказываются не только водители. Как показывает официальная статистика Госавтоинспекции, в осенние месяцы возрастает количество наездов на пешеходов. В прошлом октябре произошло 5 811 подобных ДТП, при этом в июле и январе число наездов не превысило 4 000.



Главной опасностью любого межсезонья является внезапная смена погодных условий, считает шеф-тренер по защитному вождению международного класса Владимир Бахарев: "Если на дождь водитель реагирует в лучшем случае включением дворников, то на изменение температуры до перехода через 0°C не реагирует никак. Даже небольшого минуса ночью достаточно, чтобы замёрзли лужи, в то время как резина осталась летняя, как и привычки вождения". На смену погоды необходимо реагировать в первую очередь коррекцией скоростного режима, а для этого нужно выезжать заблаговременно, учитывая пробки, которые осенью возрастают многократно. Важно следить за чистотой стёкол и зеркал, ведь чем больше грязи на улицах - тем больше её на автомобиле, тем меньше обзор и тем сложнее вовремя заметить человека на дороге.

Когда виноваты пешеходы

Нередко виновниками ДТП становятся сами пешеходы. Например, когда переходят дорогу вне пешеходного перехода, внезапно выходят на проезжую часть из-за укрытий или не обозначают себя на дороге в тёмное время суток. Последнее требование появилось в ПДД не так давно. 1 июля 2015 года вступили в силу поправки в п. 4.1, обязывающие всех, кто передвигается вдоль дороги в тёмное время суток или в условиях недостаточной видимости, пользоваться световозвращающими элементами. За нарушение предусмотрен штраф в размере 500 рублей.

Обновлённое правило касается передвижения вне населённого пункта, в остальных случаях оно носит рекомендательный характер. Однако защитный элемент необходим в любом месте, где недостаёт освещения. Этот факт подтверждают эксперименты со световозвращателями. По данным исследования экспертного центра "Движение без опасности", световозвращающие элементы обеспечивают видимость пешехода в дальнем свете фар на расстоянии до 400 метров, в то время как без них человек замечен в темноте лишь с расстояния в 60 метров. С учётом увеличения тормозного пути в непогоду разница может оказаться решающей. "За счёт преломления и отражения света от фар световозвращатель на пешеходе буквально вспыхивает в темноте", - отмечает Александр Жемулючкин, старший технический эксперт компании-производителя световозвращающих материалов.

Стандарты качества

Световозвращающие элементы бывают двух типов: съёмные аксессуары, например, браслеты, брелки, наклейки; и несъёмные, нашитые на ткань при производстве одежды. Не все светоотражатели одинаково эффективно работают. Надёжнее всего изделия жёлтого или белого цвета - у них выше коэффициент световозврата. Если элемент содержит рисунок, краска должна быть светопроницающей. Проверить фликер можно под лучом обычного фонарика: элемент должен ярко светиться под любым углом.

Долгое время в вопросах выбора качественного изделия, покупателям приходилось полагаться только на себя. Однако в этом году появился государственный стандарт - ГОСТ Р 57422-2017 "Световозвращающие элементы и изделия для пешеходов и других участников дорожного движения". ГОСТ устанавливает минимальные значения коэффициента световозвращения, необходимые для обеспечения видимости пешехода, а также требования по устойчивости элементов к воздействиям температур, осадков и других внешних факторов.

Доступная защита

Эксперты надеются, что четкие стандарты позволят участникам дорожного движения лучше ориентироваться при выборе световозвращателя для себя и своих детей. Но помимо качества, есть ещё и проблема доступности светящихся аксессуаров. "Важно, чтобы различные браслеты и значки, светящиеся в темноте, продавались на автобусных остановках, в билетных кассах и даже в продуктовых магазинах, - подчеркнула президент экспертного центра "Движение без опасности" Наталья Агре. - Учитывая короткий световой день большую часть года, сложные погодные условия и

низкий уровень освещенности даже в крупных городах, мы обязаны обеспечить видимость детей на дороге".

Как показал недавний опрос ВЦИОМ, 30% россиян не предпринимают никаких дополнительных мер, чтобы обезопасить своего ребёнка при плохой видимости на дорогах. К собственной безопасности так относятся 58% опрошенных. Беспечность обходится дорого. "Общее число погибших пешеходов на переходах нам удастся снижать, - рассказал заместитель Руководителя российской Госавтоинспекции Владимир Кузин. - Но есть еще и проблема безопасности пешеходов вне пешеходных переходов. А их сегодня гибнет примерно две трети из общего числа погибших пешеходов. Как правило, такие наезды совершаются в условиях недостаточной освещенности, отсутствия пешеходной дорожки, тротуаров. В основном это проблема загородных дорог. Поэтому использование световозвращающих элементов приобретает для нас все большую значимость. И не только с точки зрения детей, но и с точки зрения взрослых".

Осознать важность

Госавтоинспекция России непрерывно работает над тем, чтобы поведение каждого участника дорожного движения способствовало общей безопасности. Сотрудники Госавтоинспекции МВД регулярно посещают образовательные и социальные учреждения, работают с различными категориями населения. Проводятся масштабные акции. Так, акция "Засветись", прошедшая этой весной, охватила свыше 12 000 школьников.

В рамках Федеральной целевой программы "Повышение безопасности дорожного движения в 2013-2020 годах" по всей стране реализуются социальные кампании, привлекающие внимание к разным аспектам дорожной безопасности: культуре вождения, детской безопасности и использованию автокресел, соблюдению скоростного режима и правильной дистанции на дороге. В конце августа завершилась масштабная социальная кампания "Навстречу безопасности", которая проводилась Госавтоинспекцией совместно с экспертным центром "Движение без опасности". Участие в мероприятиях проекта приняли свыше 23 000 человек. Организаторы напомнили им основы ПДД для всех участников дорожного движения и рассказали о важности использования световозвращающих элементов, которые помогают спасти жизнь.

"Сложности перехода" - ещё одна кампания, реализованная при поддержке Российского союза автостраховщиков (РСА). Госавтоинспекцией МВД при поддержке экспертного центра "Движение без опасности". В ходе этого проекта организаторы раздали россиянам тысячи светящихся аксессуаров для безопасного перехода дороги и движения вдоль обочины в условиях плохой видимости и объяснили, почему их необходимо использовать и как это правильно делать.

Работа по привлечению внимания населения к проблемам дорожной безопасности не носит сезонного характера и ведётся круглый год. Но есть периоды, когда и водителям и пешеходам стоит быть особенно осторожными на дороге. Как показывает статистика ГИБДД, осеннее межсезонье именно такое время.

### **Чашка Сталина и заброшенные станции: 10 малоизвестных фактов о метро**

Московское метро работает с 15 мая 1935 года. За это время оно обросло историями, легендами и вымыслами. Спускался ли Сталин в метро во время войны, есть ли у подземки заброшенные станции и правда ли, что Кольцевую линию построили по отпечатку чашки кофе на карте Москвы? Об о всем этом рассказал директор народного музея московского метрополитена Константин Черкасский.

Метро на Красной площади

Одним из них самых инновационных проектов начала XX века стал проект инженера Петра Балинского 1902 года – метро на Красной площади. Однако

Московская Городская Дума отказала новатору "в его домогательствах". В итоге, метро в Москве появилось много позже. 15 мая 1935 года открылись первые 13 станций Сокольнической линии.

#### Первый пассажир Московского метро

Рабочий Латышев купил билет №1 на станции "Сокольники", по которому и прошел в метро.

В первое время на станциях метро работали контролеры, которые вели простейший учет пассажиропотока. Всего же билетов №1 было три. Один – в "Сокольниках", другой – на "Парке культуры им. Горького" и еще один на "Смоленской".

#### След чашки Сталина

Ходят слухи, что маршрут Кольцевой линии проложили по контуру чашки Иосифа Сталина. Якобы она стояла на карте Москвы, а кофе перелился через край. Это миф. На самом деле Кольцевую линию изначально планировали строить по Садовому кольцу. Это следует из еще из проектов 1912 года. Но когда линию начали строить, на севере решили местами уйти от Садового кольца, чтобы максимально соединить все вокзалы. Это коснулось станции "Комсомольская", "Белорусская" и "Киевская". Только станцию "Новослободскую" немного не дотянули до Савеловского вокзала.

#### Единственный день, когда московское метро не работало

15 октября 1941 года – единственный день в истории метрополитена, когда движение поездов пришлось остановить. Это вызвало в Москве панику, поэтому в середине дня решение отменили. К вечеру поезда по Сокольнической линии удалось запустить. А вот по зеленой линии (Горьковско-Замоскворецкой) поезда поехали только на следующий день. Дело в том, что там успели частично демонтировать эскалаторы.

Из-за объявления воздушных тревог коррективы в график метро вводились и в другие дни. Самое раннее окончание движения произошло в ноябре 1941 года в 17:00.

#### Самая теплая и холодная линия

Кольцевая линия – самая теплая в московском метро зимой. Она же – самая прохладная летом. Метро – саморегулирующаяся система. Поступающий летом в подземку теплый воздух через отделку тоннеля постепенно прогревает грунты и сам тоннель. Когда линия мелкого заложения, прогревание до тоннеля идет быстрее, и летом там становится жарко. Кольцевая линия – вся глубокого заложения, поэтому саморегулирование здесь работает лучше всего.

#### Заброшенные станции

Заброшенных станций в московском метро нет, но есть станции, которые закрыты для пассажиров. Одна из них – старая станция "Первомайская", которая строилась в электродепо Измайлово. Станция появилась в 1954 году, но когда Москва стала расти дальше, новую линию проложили в стороне от депо. Сейчас на эту станцию водят экскурсии. Еще одна станция в депо – старая "Калужская". Она расположена по соседству с современной станцией "Калужская". Попасть на нее невозможно, потому что в депо идет очередная реконструкция. Раньше там были подсобные помещения, но размеры линии выросли и сейчас станция превращается в место отстоя и ремонта электропоездов.

#### Каркас дирижаблей на "Маяковской"

Металлическая огранка колонн станции "Маяковская" была изготовлена в подмосковном поселке Дирижабльстрой (ныне город Долгопрудный, прим. Москвы 24) из специальной стали для дирижаблей. Сталь использовали для каркаса

дирижаблей, который обтягивали специальной тканью. Сами дирижабли так и не стали массовым транспортом, хотя летное поле в Долгопрудном сохранялось вплоть до начала 1990-х годов.

#### Вестибюль "Арбатской" внутри рынка

В центре Москвы был Арбатский рынок. По плану, вестибюль строили прямо на месте рынка, который пришлось убрать уже во время строительных работ. Если смотреть на станцию "Арбатская" Филевской линии сверху – вестибюль выглядит как звезда.

#### Грибы в метро

Во время войны были попытки выращивать грибы в помещениях метро, где можно искусственно поднять влажность. Необходимо было завозить грунт и саженцы. Все это делалось ночью. Однако ресурсов на это не хватило и в итоге от идеи отказались.

#### Укрывались люди в метро

В годы войны люди укрывались от бомбежек на всех станциях метро. При этом фотографировали именно станцию "Маяковская", потому что она оказалась самой фотогеничной. Отсюда пошел миф, что только эта станция укрывала людей. На деле вокруг "Маяковской" располагались крупные жилые массивы, и на станции укрывалось больше всего людей.

#### Сталин в метро

Иосиф Сталин 6 ноября 1941 года спустился на эскалаторе в метро на станцию "Белорусская". Сел в поезд и как ни в чем не бывало поехал. Приехал вождем на станцию "Маяковская", где в этот день прошел торжественный митинг. Трибуну вождя разместили перед эскалатором, у Сталина был путь для отхода на случай ЧП. То, что Сталин приехал на "Маяковскую" на поезде прямиком из Кремля – чистая выдумка.

#### Нос собаки

В 90-е годы появилась легенда, что тот, кто потрет бронзовую скульптуру "Пограничник с собакой" на "Площади революции", удачно сдаст экзамен. Судя по крайне затертому носу собаки, студентов в Москве очень много.

#### **В Самаре испытают устройство для набора текста силой мысли**

Самарский медицинский университет стал площадкой для испытания нового устройства "Нейрочат". Оно позволяет пациентам, перенесшим инсульт или имеющим тяжелые нарушения речи, общаться с окружающими. Устройство считывает мысли пациента и передает их в виде текстового сообщения.

О развитии новой технологии в России стало известно в ходе международной научной конференции "Нейрокомпьютерный интерфейс: наука и практика", которая в четверг начала работу в Самаре.

Как сообщил исполнительный директор отраслевого союза "Нейронет" Александр Семенов, в настоящее время готовы опытные образцы устройства для клинических испытаний. Оно работает на основе интерфейса "мозг-компьютер". К голове человека подключается беспроводная гарнитура с электродами, которые считывают импульс, посылаемый корой головного мозга, когда человек фокусирует внимание на конкретной букве на клавиатуре. В итоге идет набор текста.

Промышленное производство устройства планируется запустить в конце следующего года. Окончательная цена продукта пока не называется.

Потребность в подобных помощниках велика. По данным разработчиков, до четырех миллионов пациентов в России в настоящее время страдают тяжелыми

нарушениями речи и двигательной функции и обречены на отсутствие полноценного общения.

### Тематика итоговых презентаций по дисциплине

Не предусмотрены.

## 6. Учебно-методическое обеспечение и информационное обеспечение дисциплины

### 6.1. Список источников и литературы

#### *Основная литература*

Введение в технику перевода (когнитивный теоретико-прагматичный аспект): Учебное пособие / Л.Л. Нелюбин. - М.: Флинта: Наука, 2009. - 216 с.: 60x88 1/16. (обложка) ISBN 978-5-9765-0788-3 - Режим доступа: <http://znanium.com/catalog/product/203065>:

Сапогова, Л.И. Переводческое преобразование текста : учеб.пособие / Л.И. Сапогова. — 5-е изд., стер. — Москва : ФЛИНТА, 2016. - 317 с. - ISBN 978-5-9765-0698-5. - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372> - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372>

Бродский, М. Ю. Устный перевод : учебник для вузов / М. Ю. Бродский. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. — 159 с. — (Специалист). — ISBN 978-5-534-07254-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/434642> (дата обращения: 13.11.2019).

Аликина, Е. В. Переводческая семантография. Запись при устном переводе : учебное пособие для академического бакалавриата / Е. В. Аликина. — Москва : Издательство Юрайт, 2019. — 145 с. — (Бакалавр и магистр. Академический курс). — ISBN 978-5-534-09830-3. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/438114> (дата обращения: 13.11.2019).

Технология последовательного перевода : учебное пособие / Л.А. Гаврилов, Р.И. Зарипов. — 2-е изд., испр. и доп. — М. : ФОРУМ : ИНФРА-М, 2017. — 146 с. — (Высшее образование: Бакалавриат). — [www.dx.doi.org/10.12737/24842](http://www.dx.doi.org/10.12737/24842). - Режим доступа: <http://znanium.com/catalog/product/546730>

### 6.2. Перечень БД и ИСС

п/п	Наименование
	Международные реферативные наукометрические БД, доступные в рамках национальной подписки в 2020 г. Web of Science Scopus
	Профессиональные полнотекстовые БД, доступные в рамках национальной подписки в 2020 г. Журналы Cambridge University Press ProQuest Dissertation & Theses Global SAGE Journals Журналы Taylor and Francis

	Профессиональные полнотекстовые БД JSTOR Издания по общественным и гуманитарным наукам Электронная библиотека Grebennikon.ru
	Компьютерные справочные правовые системы Консультант Плюс, Гарант

### 7. Состав программного обеспечения (ПО)

п/п	Наименование ПО	Производитель	Способ распространения (лицензионное или свободно распространяемое)
	Adobe Master Collection CS4	Adobe	лицензионное
	Microsoft Office 2010	Microsoft	лицензионное
	Windows 7 Pro	Microsoft	лицензионное
	AutoCAD 2010 Student	Autodesk	свободно распространяемое
	Archicad 21 Rus Student	Graphisoft	свободно распространяемое
	SPSS Statistics 22	IBM	лицензионное
	Microsoft Share Point 2010	Microsoft	лицензионное
	SPSS Statistics 25	IBM	лицензионное
	Microsoft Office 2013	Microsoft	лицензионное
0	ОС «Альт Образование» 8	ООО «Базальт СПО	лицензионное
1	Microsoft Office 2013	Microsoft	лицензионное
2	Windows 10 Pro	Microsoft	лицензионное
3	Kaspersky Endpoint Security	Kaspersky	лицензионное
4	Microsoft Office 2016	Microsoft	лицензионное
5	Visual Studio 2019	Microsoft	лицензионное
6	Adobe Creative Cloud	Adobe	лицензионное
7	Zoom	Zoom	лицензионное

### 8. Обеспечение образовательного процесса для лиц с ограниченными возможностями здоровья и инвалидов

В ходе реализации дисциплины используются следующие дополнительные методы обучения, текущего контроля успеваемости и промежуточной аттестации обучающихся в зависимости от их индивидуальных особенностей:

- для слепых и слабовидящих:

- лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
- письменные задания выполняются на компьютере со специализированным программным обеспечением, или могут быть заменены устным ответом;
- обеспечивается индивидуальное равномерное освещение не менее 300 люкс;
- для выполнения задания при необходимости предоставляется увеличивающее устройство; возможно также использование собственных увеличивающих устройств;
- письменные задания оформляются увеличенным шрифтом;
- экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

- для глухих и слабослышащих:

- лекции оформляются в виде электронного документа, либо предоставляется звукоусиливающая аппаратура индивидуального пользования;
- письменные задания выполняются на компьютере в письменной форме;
- экзамен и зачёт проводятся в письменной форме на компьютере; возможно проведение в форме тестирования.

- для лиц с нарушениями опорно-двигательного аппарата:

- лекции оформляются в виде электронного документа, доступного с помощью компьютера со специализированным программным обеспечением;
- письменные задания выполняются на компьютере со специализированным программным обеспечением;
- экзамен и зачёт проводятся в устной форме или выполняются в письменной форме на компьютере.

При необходимости предусматривается увеличение времени для подготовки ответа.

Процедура проведения промежуточной аттестации для обучающихся устанавливается с учётом их индивидуальных психофизических особенностей. Промежуточная аттестация может проводиться в несколько этапов.

При проведении процедуры оценивания результатов обучения предусматривается использование технических средств, необходимых в связи с индивидуальными особенностями обучающихся. Эти средства могут быть предоставлены университетом, или могут использоваться собственные технические средства.

Проведение процедуры оценивания результатов обучения допускается с использованием дистанционных образовательных технологий.

Обеспечивается доступ к информационным и библиографическим ресурсам в сети Интернет для каждого обучающегося в формах, адаптированных к ограничениям их здоровья и восприятия информации:

- для слепых и слабовидящих:

- в печатной форме увеличенным шрифтом;
- в форме электронного документа;
- в форме аудиофайла.

- для глухих и слабослышащих:

- в печатной форме;
- в форме электронного документа.

- для обучающихся с нарушениями опорно-двигательного аппарата:

- в печатной форме;
- в форме электронного документа;
- в форме аудиофайла.

Учебные аудитории для всех видов контактной и самостоятельной работы, научная библиотека и иные помещения для обучения оснащены специальным оборудованием и учебными местами с техническими средствами обучения:

- для слепых и слабовидящих:

- устройством для сканирования и чтения с камерой SARA CE;
  - дисплеем Брайля PAC Mate 20;
  - принтером Брайля EmBraille ViewPlus;
  - для глухих и слабослышащих:
    - автоматизированным рабочим местом для людей с нарушением слуха и слабослышащих;
    - акустический усилитель и колонки;
  - для обучающихся с нарушениями опорно-двигательного аппарата:
    - передвижными, регулируемые эргономическими партами
- СИ-1;
- компьютерной техникой со специальным программным обеспечением.

## 9. Методические материалы

### 7.1. Планы практических занятий

#### *Тематические разделы плана семинарских занятий*

#### **Семинары № 1-47, 6 семестр.**

#### **Перевод общественно-политических текстов. (94 часов)**

##### ***Вопросы семинара***

Особенности публицистического текста. Различия в характере и организации публицистического текста в русскоязычной и англоязычной традициях. Авторское отношение. Выбор выразительных средств. Нейтральность vs эмоциональное вовлечение читателя. Безэквивалентная лексика. Журналистские клише. Перевод заголовков. Языковая игра в публицистике. Перевод названий, должностей, иноязычных имен и фамилий. Принципы перевода текстов, принадлежащих к различным видам публицистики. Генерирование и первичное редактирование переводов. Особенности официального дискурса. Различия в его характере в русскоязычной и англоязычной традиции. Нейтральность vs эмоциональность. Клише официального языка. Лаконичность формулировок. Особенности рекламно-информационного дискурса. Эмоциональность рекламного текста. Взаимодействие текста и иллюстрации. Языковая игра в рекламе. Лаконичность рекламного и информационного текста. Особенности технического текста. Нейтральность технического текста. Терминологическая насыщенность, клише технического языка. Синтаксис технического дискурса: разница в синтаксической организации технического текста на русском и английском языке. Принципы перевода текстов, принадлежащих к различным видам официального дискурса. Принципы перевода текстов, принадлежащих к различным видам рекламных и информационных материалов. Принципы перевода текстов, принадлежащих к различным видам технического дискурса. Генерирование и первичное редактирование переводов.

##### ***Контрольные (проблемные) вопросы***

1. В чем состоят основные особенности публицистического текста?
2. В чем состоят различия в характере и организации публицистического текста в русскоязычной и англоязычной традициях?
3. Что такое авторское отношение и как оно может проявляться в тексте?
4. Нейтральность vs эмоциональное вовлечение читателя.
5. Что такое безэквивалентная лексика и каковы технологии ее перевода?
6. Что такое журналистские клише? Приведите примеры.



7. В чем сложность перевода англоязычных заголовков?
8. Приведите пример языковой игры в публицистике и ее перевода.
9. В чем состоят особенности технического текста? В чем его сложность для перевода?
10. В чем проявляется разница в синтаксической организации технического текста на русском и английском языке?
11. В чем заключаются особенности языка деловых документов?
12. Приведите примеры клише, свойственных деловому языку, и их соответствий на русском языке.
13. В чем заключаются особенности деловой терминологии на русском языке?
14. В чем сходство и различие в характере официального дискурса в русскоязычной и англоязычной традиции?
15. В чем состоят особенности официального дискурса?
16. В чем состоят особенности рекламно-информационного дискурса?
17. Как проявляется эмоциональность рекламного текста?
18. Какими способами рекламный текст воздействует на читателя?
19. Как взаимодействуют в рекламном и информационном дискурсе текста и иллюстрации?
20. Приведите пример языковой игры в рекламе и ее перевода.

### ***Литература***

Введение в технику перевода (когнитивный теоретико-прагматичный аспект): Учебное пособие / Л.Л. Нелюбин. - М.: Флинта: Наука, 2009. - 216 с.: 60x88 1/16. (обложка) ISBN 978-5-9765-0788-3 - Режим доступа: <http://znanium.com/catalog/product/203065>:

Сапогова, Л.И. Переводческое преобразование текста : учеб.пособие / Л.И. Сапогова. — 5-е изд., стер. — Москва : ФЛИНТА, 2016. - 317 с. - ISBN 978-5-9765-0698-5. - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372> - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372>

### **Семинары № 1-47, 7 семестр.**

#### **Перевод научных (лингвистических) текстов. (94 часов)**

##### **Вопросы семинара**

Особенности научного текста. Различия в характере и организации научного текста в русскоязычной и англоязычной традициях. Нейтральность научного текста. Терминологическая насыщенность научного текста. Безэквивалентная лексика. Клише научного языка. Принципы перевода текстов, принадлежащих к различным видам научного дискурса. Генерирование и первичное редактирование переводов.

##### ***Контрольные (проблемные) вопросы***

1. В чем состоят особенности построения русскоязычного научного текста в отличие от английского?
2. В чем проявляется эмоциональная нейтральность научного текста?
3. Какие проблемы для перевода представляет терминологическая насыщенность научного текста?
4. Какую роль в научном тексте играет безэквивалентная лексика?
5. Приведите примеры клише, свойственных научному языку, и их соответствий на русском языке.

### ***Литература***

Введение в технику перевода (когнитивный теоретико-прагматичный аспект): Учебное пособие / Л.Л. Нелюбин. - М.: Флинта: Наука, 2009. - 216 с.: 60x88 1/16. (обложка) ISBN 978-5-9765-0788-3 - Режим доступа: <http://znanium.com/catalog/product/203065>:

Сапогова, Л.И. Переводческое преобразование текста : учеб.пособие / Л.И. Сапогова. — 5-е изд., стер. — Москва : ФЛИНТА, 2016. - 317 с. - ISBN 978-5-9765-0698-5. - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372> - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372>

### **Семинары № 1-47, 8 семестр.**

Перевод художественных текстов: (94 часов)

#### **Вопросы семинара**

Стилевые особенности художественного текста — стилистическая неоднородность. Регистры. Безэквивалентная лексика. Ошибки в переводе и причины их возникновения. Переводчик как толкователь. Отражение личности переводчика в тексте перевода. Границы переводческой свободы. Принципы перевода текстов, принадлежащих к разным стилям, регистрам, жанрам и родам литературы. Генерирование и первичное редактирование переводов. Языковые сложности, возникающие при переводе текстов сниженного регистра. Актуализованные метафоры, игра слов, каламбуры в переводе. Речевая характеристика персонажей; акценты, диалекты, просторечие, слэнг в переводе. Переводческая компенсация. Перевод цитат, пародий. Генерирование и первичное редактирование переводов.

#### ***Контрольные (проблемные) вопросы***

1. В чем отличие перевода художественного текста от перевода текстов других типов?
2. Что такое речевые регистры?
3. Каковы подходы к переводу языковой игры?
4. Каковы подходы к передаче в переводе акцентов, диалектов, слэнга?
5. Что такое переводческая компенсация?
6. Какова техника перевода пародийных текстов?
7. Какие ошибки могут возникать при переводе и почему?
8. Что такое безэквивалентная лексика и каковы подходы к ее передаче в переводе?
9. Как может отражаться в переводе личность переводчика?
10. Чем отличается перевод от пересказа?

#### ***Литература***

Введение в технику перевода (когнитивный теоретико-прагматичный аспект): Учебное пособие / Л.Л. Нелюбин. - М.: Флинта: Наука, 2009. - 216 с.: 60x88 1/16. (обложка) ISBN 978-5-9765-0788-3 - Режим доступа: <http://znanium.com/catalog/product/203065>:

Сапогова, Л.И. Переводческое преобразование текста : учеб.пособие / Л.И. Сапогова. — 5-е изд., стер. — Москва : ФЛИНТА, 2016. - 317 с. - ISBN 978-5-9765-0698-5. - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372> - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372>

### **Семинары № 1-26, 9 семестр.**

Перевод с русского языка на английский (58 часов)

### Вопросы семинара

Особенности перевода на иностранный язык. Переводческие соответствия, автоматизация навыков их употребления. Клишированные словосочетания. Лексико-семантические преобразования. Основные техники перевода на иностранный язык. Явление языковой интерференции и способы ее преодоления. Ложные друзья переводчика. Приемы, позволяющие добиться идиоматичности порождаемого текста. Генерирование и первичное редактирование переводов.

### **Контрольные (проблемные) вопросы**

1. Каковы основные особенности перевода на иностранный язык?
2. Что такое языковая интерференция?
3. Что такое «ложные друзья переводчика»?
4. Приведите примеры «ложных друзей переводчика».

### **Литература (основная)**

Новый большой англо-русский словарь. В 3 т. - М., 1999.

Казакова, Т. А. Практические основы перевода. - СПб., 2002. - 319 с.

### **Литература**

Введение в технику перевода (когнитивный теоретико-прагматичный аспект): Учебное пособие / Л.Л. Нелюбин. - М.: Флинта: Наука, 2009. - 216 с.: 60x88 1/16. (обложка) ISBN 978-5-9765-0788-3 - Режим доступа: <http://znanium.com/catalog/product/203065>:

Сапогова, Л.И. Переводческое преобразование текста : учеб.пособие / Л.И. Сапогова. — 5-е изд., стер. — Москва : ФЛИНТА, 2016. - 317 с. - ISBN 978-5-9765-0698-5. - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372> - Текст : электронный. - URL: <http://znanium.com/catalog/product/1035372>

### **Семинары № 27—60, 9 семестр.**

Устный последовательный перевод. (60 часа)

### Вопросы семинара

Основные особенности устного последовательного перевода. Приемы сокращенной переводческой записи. Мнемотехника. Активация линейной памяти. Запоминание тематических рядов на русском и английском языке. Лексико-синтаксические конверсивы. Переводческие соответствия, автоматизация навыков их употребления. Клишированные словосочетания. Речевая компрессия. Лексическое свертывание. Лексико-семантические преобразования. Использование базовых и специфических приемов в текстах разных жанров. Особенности произношения носителей различных акцентов английского языка. Этика устного перевода. Генерирование и первичное редактирование переводов.

### **Контрольные (проблемные) вопросы**

1. Назовите известные вам приемы переводческой записи.
2. Что такое мнемотехника?
3. Что такое лексико-синтаксические конверсивы?
4. Что такое переводческие соответствия?
5. Как добиться автоматизации употребления переводческих соответствий?
6. Что такое речевая компрессия?

7. Что такое лексическое свертывание?
8. Назовите известные вам лексико-семантические преобразования.
9. Приведите примеры особенностей диалектной речи.

### *Литература*

Бродский, М. Ю. Устный перевод : учебник для вузов / М. Ю. Бродский. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2019. — 159 с. — (Специалист). — ISBN 978-5-534-07254-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/434642> (дата обращения: 13.11.2019).

Аликина, Е. В. Переводческая семантография. Запись при устном переводе : учебное пособие для академического бакалавриата / Е. В. Аликина. — Москва : Издательство Юрайт, 2019. — 145 с. — (Бакалавр и магистр. Академический курс). — ISBN 978-5-534-09830-3. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://biblio-online.ru/bcode/438114> (дата обращения: 13.11.2019).

Технология последовательного перевода : учебное пособие / Л.А. Гаврилов, Р.И. Зарипов. — 2-е изд., испр. и доп. — М. : ФОРУМ : ИНФРА-М, 2017. — 146 с. — (Высшее образование: Бакалавриат). — [www.dx.doi.org/10.12737/24842](http://www.dx.doi.org/10.12737/24842). - Режим доступа: <http://znanium.com/catalog/product/546730>

## 7.2. Методические рекомендации по подготовке письменных работ

Письменные работы в рамках курса представляют собой письменный перевод текстов объемом ок. 2500 знаков. Оформляются в текстовом редакторе Microsoft Word или его аналогов: 12 кегль, междустрочный интервал – 1,5, поля: верхнее и нижнее 2 см, левое 2 см, правое – 5 см.

## 7.3 Иные материалы: методические указания для обучающихся по освоению дисциплины

Методические рекомендации предназначены для рационального распределения времени студента по видам самостоятельной работы и разделам дисциплины «Практический перевод второго иностранного языка».

Вид работы	Содержание (перечень вопросов)	Трудоемкость самостоятельной работы (в часах)	Рекомендации
1	2	3	4
РАЗДЕЛ I. Перевод публицистических текстов.	Особенности официального дискурса. Различия в его характере в русскоязычной и англоязычной традиции. Нейтральность vs эмоциональность. Клише официального языка. Лаконичность формулировок. Особенности рекламно-информационного дискурса. Эмоциональность рекламного текста. Взаимодействие текста и иллюстрации. Языковая игра в рекламе. Лаконичность рекламного и информационного текста. Особенности технического текста. Нейтральность технического текста. Терминологическая насыщенность, клише технического языка. Синтаксис технического дискурса: разница в синтаксической организации технического текста на русском и английском языке. Принципы перевода текстов, принадлежащих к различным видам официального дискурса. Принципы перевода текстов, принадлежащих к различным видам рекламных и информационных материалов. Принципы перевода текстов, принадлежащих к различным видам технического дискурса.	42 ак.ч.	См. описание семинаров в Плане семинарских занятий. Там же контрольные вопросы для самоподготовки, список литературы
Подготовка к промежуточной аттестации		6 ак.ч.	Список литературы для дополнительного использования и научные труды

			(см. общий список литературы), интернет-ресурсы. <b>Требования к оформлению текста перевода:</b> Выполняется при помощи Microsoft Word или его аналогов. Объем – ок. 2500 знаков.
РАЗДЕЛ II. Перевод научных текстов.	Особенности научного текста. Различия в характере и организации научного текста в русскоязычной и англоязычной традициях. Нейтральность научного текста. Терминологическая насыщенность научного текста. Безэквивалентная лексика. Клише научного языка. Принципы перевода текстов, принадлежащих к различным видам научного дискурса.	42 ак.ч.	См. описание <b>семинаров</b> в Плане семинарских занятий. Там же контрольные вопросы для самоподготовки, список литературы
Подготовка к промежуточной аттестации	-	6 ак.ч.	Список литературы для дополнительного использования и научные труды (см. общий список литературы), интернет-ресурсы. <b>Требования к оформлению текста перевода:</b> Выполняется при помощи Microsoft Word или его аналогов. Объем – ок. 2500 знаков.
РАЗДЕЛ III. Перевод художественных текстов	Стилевые особенности художественного текста – стилистическая неоднородность. Регистры. Безэквивалентная лексика. Ошибки в переводе и причины их возникновения. Переводчик как толкователь. Отражение личности переводчика в тексте перевода. Границы переводческой свободы. Принципы перевода текстов, принадлежащих к разным стилям, регистрам, жанрам и родам литературы. Языковые сложности, возникающие при переводе текстов сниженного регистра. Актуализованные метафоры, игра слов, каламбуры в переводе. Речевая характеристика персонажей; акценты,	42 ак.ч.	См. описание <b>семинаров</b> в Плане семинарских занятий. Там же контрольные вопросы для самоподготовки, список литературы

	диалекты, просторечие, слэнг в переводе. Переводческая компенсация. Перевод цитат, пародий.		
Подготовка к промежуточной аттестации	-	6 ак.ч.	Список литературы для дополнительного использования и научные труды (см. общий список литературы), интернет-ресурсы. <b>Требования к оформлению текста перевода:</b> Выполняется при помощи Microsoft Word или его аналогов. Объем – ок. 2500 знаков.
РАЗДЕЛ VI. Перевод с русского языка.	Особенности перевода на иностранный язык. Переводческие соответствия, автоматизация навыков их употребления. Клишированные словосочетания. Речевая компрессия. Лексическое свертывание. Лексико-семантические преобразования. Использование базовых и специфических приемов в текстах разных жанров. Основные техники перевода на иностранный язык. Явление языковой интерференции и способы ее преодоления. Ложные друзья переводчика. Приемы, позволяющие добиться идиоматичности порождаемого текста.	28 ак.ч.	См. описание <b>семинаров</b> в Плане семинарских занятий. Там же контрольные вопросы для самоподготовки, список литературы
РАЗДЕЛ V. Устный последовательный перевод	Основные особенности устного последовательного перевода. Приемы сокращенной переводческой записи. Мнемотехника. Активация линейной памяти. Запоминание тематических рядов на русском и английском языке. Лексико-синтаксические конверсивы. Переводческие соответствия, автоматизация навыков их употребления. Клишированные словосочетания. Речевая компрессия. Лексическое свертывание. Лексико-семантические преобразования. Использование базовых и специфических приемов в текстах разных жанров. Особенности произношения носителей различных акцентов английского языка. Этика устного перевода.	26 ак.ч.	См. описание <b>семинаров</b> в Плане семинарских занятий. Там же контрольные вопросы для самоподготовки, список литературы

Подготовка к промежуточной аттестации	-	6 ак.ч.	Список литературы для дополнительного использования и научные труды (см. общий список литературы), интернет-ресурсы. <b>Требования к оформлению текста перевода:</b> Выполняется при помощи Microsoft Word или его аналогов. Объем – ок. 2500 знаков.
<b>Итого по дисциплине</b>		204 ак. часов	

*Система оценки качества сформированных компетенций по итогам освоения дисциплины:*

Способность студентов выполнить адекватный и эквивалентный перевод любого текста с учетом всех его характеристик и заложенной в нем имплицитной и эксплицитной информации.



### Аннотация

Курс «Практический курс перевода второго иностранного языка (английского)» входит в состав дисциплин базовой части образовательного цикла дисциплин программы специалитета по специальности 45.05.01 «Перевод и переводоведение», специализация «Лингвистическое обеспечение межгосударственных отношений», разработан и преподается сотрудниками Кафедры европейских языков для студентов Института лингвистики РГГУ 3--5-го года обучения.

Дисциплина реализуется в Институте лингвистики кафедрой европейских языков. Содержание дисциплины охватывает круг вопросов, связанных с практическим переводом текстов, относящихся к различным функциональным стилям.

*Дисциплина направлена на формирование следующих компетенций выпускника:*

Коды компетенции	Содержание компетенций	Перечень планируемых результатов обучения по дисциплине
УК-4.5	<p>Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.</p> <p>Демонстрирует умение выполнять перевод академических и профессиональных текстов с иностранного (-ых) на государственный язык</p>	<p><i>Знать:</i> современные коммуникативные технологии; социокультурные различия в формате корреспонденции;</p> <p><i>Уметь:</i> вести деловую переписку на государственном и иностранном языках;</p> <p><i>Владеть:</i> стилистикой официальных и неофициальных писем</p>
ОПК-1.1	<p>Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности. Демонстрирует знания основных грамматических структур, лексико-фразеологических единиц, словообразовательных моделей языка перевода</p>	<p><i>Знать:</i> закономерности функционирования языков перевода;</p> <p><i>Уметь:</i> использовать полученные лингвистические знания;</p> <p><i>Владеть:</i> способность применять знания иностранных языков в профессиональной деятельности</p>
ОПК-2.1	<p>Способен адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе семантической,</p>	<p><i>Знать:</i> требования, предъявляемые к переводу;</p> <p><i>Уметь:</i> применять систему знаний о видах, приемах, стратегиях,</p>

	<p>коммуникативной и структурной связи между частями высказывания.</p> <p>Владеет навыками использования различных переводческих стратегий и приемов, способен применять переводческие трансформации</p>	<p>технологиях и закономерностях перевода; проводить предпереводческий анализ и окончательное редактирование текста;</p> <p><i>Владеть:</i> навыками использования различных переводческих стратегий и приемов, применения переводческих трансформаций</p>
ОПК-2.2	<p>Способен адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе семантической, коммуникативной и структурной связи между частями высказывания.</p> <p>Учитывает требования, предъявляемые к переводу, проводит предпереводческий анализ и окончательное редактирование текста</p>	
ОПК-4.1	<p>Способен работать с электронными словарями, различными источниками информации, осуществлять поиск, хранение, обработку и анализ информации, представлять ее в требуемом формате с использованием информационных, компьютерных и сетевых технологий.</p> <p>Демонстрирует умение работы с электронными носителями информации, поиском в сети необходимой для перевода информации</p>	<p><i>Знать:</i> методы работы с электронными носителями информации, поиском в сети необходимой для перевода информации</p> <p><i>Уметь:</i> работать с электронными словарями, различными источниками информации</p> <p><i>Владеть:</i> навыками применения справочно-информационных баз данных, тематических глоссариев и сетевых технологий</p>
ОПК-4.2	<p>Способен работать с электронными словарями, различными источниками информации, осуществлять поиск, хранение, обработку и анализ информации, представлять ее в требуемом формате с использованием информационных, компьютерных и сетевых технологий.</p>	

	Владеет навыками применения справочно-информационных баз данных, тематических глоссариев и сетевых технологий	
--	---	--

В результате освоения дисциплины обучающийся должен:

**1. Знать:**

- основные переводческие приемы и подходы к переводу.

**2. Уметь:**

- пользоваться переводческим инструментарием;
- учитывать важность контекста и особенности целевой аудитории;
- порождать текст, соединяющий в себе эквивалентность оригиналу и соответствие речевым и стилистическим нормам русского языка.

**3. Владеть:** способностью отбирать и использовать в научной деятельности необходимую информацию по проблемам, связанным с предметом курса, с использованием как традиционных, так и современных образовательных технологий; способностью самостоятельно изучать и ориентироваться в массиве научно-популярной и научно-исследовательской, художественной литературы и публицистики с учетом полученных знаний.

*Программой предусмотрены следующие виды контроля:*

- текущий контроль успеваемости в форме: устного опроса; собеседования в режиме: «вопрос – ответ – консультация»; письменных контрольных работ.
- промежуточная аттестация: дифференцированный зачет/экзамен.

Общая трудоемкость освоения дисциплины составляет 18 зачетных единиц.

**ЛИСТ ИЗМЕНЕНИЙ**

№	Текст актуализации или прилагаемый к РПД документ, содержащий изменения	Дата	№ протокола
1			
2			