

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

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«Південноукраїнський національний педагогічний університет
імені К. Д. Ушинського»**

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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
«ТЕОРІЯ ТА ПРАКТИКА ПЕРЕКЛАДУ»
ДЛЯ СТУДЕНТІВ МАГІСТРАТУРИ спеціальності 014 Середня освіта
(Мова і література (англійська))**

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Демчук А. І. Методичні рекомендації з навчальної дисципліни «Теорія та практика перекладу» для самостійної роботи студентів магістратури спеціальності 014 Середня освіта (Мова і література (англійська))

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Методичні рекомендації до курсу «Теорія та практика перекладу (основна іноземна мова» розроблено для студентів I курсу магістратури факультету іноземних мов, денної та заочної форм навчання, спеціальності 014 Середня освіта (мова та література (англійська)).

Методичні рекомендації складаються з програми навчальної дисципліни, критеріїв оцінювання за різними видами робіт, теоретичних питань для завдань для практичних занять та індивідуальних завдань, модульного тесту, питань до заліку та списку рекомендованих джерел.

Методичні рекомендації призначені для самостійної роботи студентів, для підготовки до семінарських занять, а також поточного та підсумкового контролю знань.

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Пояснювальна записка

Мета навчальної дисципліни – ознайомити студентів з теоретичними основами перекладу, загальними принципами перекладу, розкрити механізми практичного оволодіння перекладом з та на англійську мову, навчити студентів використовувати лексичні, граматичні та стилістичні перекладацькі прийоми та трансформації.

Передумови для вивчення дисципліни: для вивчення навчальної дисципліни «Теорія та практика перекладу» студенти мають опанувати знання з таких навчальних дисциплін, як практика усного та писемного мовлення (основна іноземна мова), практична граматики (основна іноземна мова), лінгвокраїнознавство (основна іноземна мова), лексикологія, стилістика.

Очікувані результати навчання дисципліни:

Здобувач вищої освіти:

- 1) знає основні поняття теорії перекладу;
- 2) визначає закономірності і структуру перекладацького процесу як особливого спеціалізованого виду мовленнєвої діяльності;
- 3) пояснює лексичні, граматичні і стилістичні розбіжності між англійською і рідною мовою;
- 4) знає лексичні, стилістичні перекладацькі прийоми та граматичні перекладацькі трансформації.

Здобувач вищої освіти вміє:

- 1) диференціювати базисні категорії теорії перекладу;
- 2) знаходити відповідники і перекладати фразеологізми, безеквівалентну лексику, власні імена;
- 3) вибирати адекватні лексичні, стилістичні, граматичні перекладацькі прийоми у відповідності до комунікативної ситуації, обраного типу дискурсу, соціокультурного контексту;
- 4) використовувати лексичні, стилістичні перекладацькі прийоми

та граматичні трансформації відповідно до поставлених перекладацьких завдань;

- 5) здійснювати переклад текстів художнього, публіцистичного, офіційно-ділового і наукового стилів;
- б) досягати різних ступенів еквівалентності при перекладі тексту та фрагментів тексту, що належать до різних дискурсів та різних жанрів.

Унаслідок досягнення результатів навчання здобувачі вищої освіти у контексті змісту навчальної дисципліни мають опанувати такі компетентності:

Загальні компетентності:

ЗК. 01 Знання та розуміння предметної області і професійної діяльності.

Спеціальні (фахові, предметні) компетентності:

СК. 07 Здатність вільно користуватись набутою системою знань з мовознавчих дисциплін, оперувати спеціальною мовознавчою термінологією та використовувати отримані знання в практиці викладання профільних та професійно-орієнтованих мовознавчих дисциплін предметної галузі.

СК. 10 Здатність до реалізації всіх видів мовленнєвої діяльності, до використання англійської мови (на рівні С2.1) в умовах комунікативного контексту, володіння стратегіями соціальної взаємодії з метою запланованого прагматичного ефекту у вигляді бажаного впливу на партнера по комунікації.

СК. 11 Здатність працювати з різними типами текстів/дискурсів різних жанрів, стилів і підстилів, здатність їх створювати, розуміти та інтерпретувати з урахуванням ситуації спілкування.

Міждисциплінарні зв'язки: лінгвокраїнознавство, історія англійської мови, лексикологія, стилістика.

Критерії оцінювання

Критерії оцінювання за різними видами роботи

Вид роботи	бали	Критерії
Практичні заняття	0 балів	Завдання не виконано, відповіді на запитання не надано.
	3 бали	Завдання виконано більш ніж на 50 %, з грубими помилками, надано неповні відповіді на деякі запитання. Студент має прогалини у теоретичних знаннях з відповідної теми і недостатньо ілюструє вивчені перекладознавчі явища та закономірності відповідними прикладами; має труднощі з використанням відповідних перекладацьких прийомів на практиці.
	4 бали	Завдання виконано у повному обсязі з негрубими помилками, надано відповіді на усі запитання, але деякі з них не повні. Студент демонструє повне знання теоретичного матеріалу, але на практиці допускається незначних помилок.
	5 балів	Завдання виконано у повному обсязі, без помилок, надано вичерпні відповіді на запитання. Студент демонструє глибоке і повне опанування теоретичного матеріалу і застосовує відповідні уміння та навички
Індивідуальне навчально-дослідне	0 балів	Переклад не виконано.
	1-5	Переклад виконано на низькому рівні: не

завдання	балів	<p>відповідає задуму автора; потребує значного редагування змісту і характеризується значною неправильністю передачі змісту оригіналу; значні порушення логічності і послідовності викладу думок автора; незначні порушення темо-рематичних зв'язків; відсутні прагматична чи соціокультурна адаптація (за потреби); частково коректні і доцільні застосовано прийоми перекладу (трансформації); наявна певна кількість змістових помилок (неточностей, незрозумілостей, викривлень, буквалізмів, порушень смислових зв'язків), наявні неперекладені фрагменти.</p>
	6-10 балів	<p>Переклад виконано на середньому рівні: частково відповідає задуму автора, комунікативної ситуації, потребує часткового редагування змісту і характеризується частковою правильністю передачі змісту, комунікативних намірів автора; наявні незначні порушення темо-рематичних зв'язків, але відповідає змісту оригіналу; частково коректно і доцільно застосовано прийоми перекладу (трансформації); наявна невелика кількість змістових помилок (неточностей, незрозумілостей, буквалізмів,); відсутні неперекладені фрагменти.</p>

	11-15 балів	<p>Переклад виконано на достатньому рівні: відповідає задуму автора, комунікативній ситуації; потребує певного редагування і характеризується правильністю передачі змісту оригіналу, комунікативних намірів автора; збережено темо-рематичних зв'язки; повністю відповідає змісту оригіналу; наявні прагматична та соціокультурна адаптація (за потреби); відносно коректно і доцільно застосовано прийоми перекладу (трансформації); наявна невелика кількість змістових помилок (неточностей, незрозумілостей, буквалізмів); відсутні неперекладені фрагменти.</p>
	16-20 балів	<p>Переклад виконано на високому рівні: відбито стиль оригіналу, максимально збережено стилістичні засоби оригіналу; збережено темо-рематичні зв'язки; наявна прагматична та соціокультурна адаптація (за потреби); коректно і доцільно застосовано прийоми перекладу (трансформації), відсутні будь-які змістовні помилки (неточності, незрозумілості, буквалізми, порушення смислових зв'язків) та неперекладені фрагменти. Переклад не потребує редагування і характеризується правильністю передачі змісту,</p>

		комунікативних намірів автора.
Контрольна модульна робота	0 балів	Контрольна робота не виконано.
	1- 10 балів	Виконано менш ніж 50 % завдань.
	11-15 балів	Виконано 50-60 % завдань.
	16-20 балів	Виконано 65-80 % завдань.
	21-25 балів	Виконано 80-100 % завдань.

Критерії оцінювання за всіма видами контролю

Сума балів	Критерії оцінки
Відмінно (90–100 А)	<p>Здобувач вищої освіти має ґрунтовні знання про основні поняття теорії перекладу.</p> <p>На високому рівні визначає закономірності і структуру перекладацького процесу як особливого спеціалізованого виду мовленнєвої діяльності;</p> <p>На високому рівні виявляє розуміння лексичних, граматичних і стилістичних розбіжностей між англійською і рідною мовою;</p> <p>На високому рівні знає лексичні, стилістичні перекладацькі прийоми та граматичні перекладацькі трансформації.</p> <p>Усні відповіді повні, логічні й обґрунтовані.</p> <p>На високому рівні вміє:</p> <ul style="list-style-type: none"> диференціювати базисні категорії теорії перекладу; знаходити відповідники і перекладати фразеологізми, безеквівалентну лексику, власні імена; вибирати адекватні лексичні, стилістичні, граматичні

	<p>перекладацькі прийоми у відповідності до комунікативної ситуації, обраного типу дискурсу, соціокультурного контексту; використовувати лексичні, стилістичні перекладацькі прийоми та граматичні трансформації відповідно до поставлених перекладацьких завдань;</p> <p>здійснювати переклад текстів художнього, публіцистичного, офіційно-ділового і наукового стилів;</p> <p>досягати різних ступенів еквівалентності при перекладі тексту та фрагментів тексту, що належать до різних дискурсів та різних жанрів.</p> <p>Виявляє творчий підхід у використанні перекладацьких трансформації на практиці.</p>
<p>Добре (82–89 В)</p>	<p>Здобувач вищої освіти має достатні знання про основні поняття теорії перекладу.</p> <p>На достатньому рівні визначає закономірності і структуру перекладацького процесу як особливого спеціалізованого виду мовленнєвої діяльності; виявляє розуміння лексичних, граматичних і стилістичних розбіжностей між англійською і рідною мовою;</p> <p>На достатньому рівні знає лексичні, стилістичні перекладацькі прийоми та граматичні перекладацькі трансформації.</p> <p>Усні відповіді повні, логічні, натомість не завжди обґрунтовані.</p> <p>На достатньому рівні володіє вміннями диференціювати базисні категорії теорії перекладу, проте подекуди не може знайти відповідники і перекласти фразеологізми, безеквівалентну лексику, власні імена;</p> <p>У цілому здатен вибирати адекватні лексичні, стилістичні,</p>

	<p>граматичні перекладацькі прийоми у відповідності до комунікативної ситуації, обраного типу дискурсу, соціокультурного контексту, але іноді припускається незначних помилок.</p> <p>Достатньо усвідомлено використовує лексичні, стилістичні перекладацькі прийоми та граматичні трансформації відповідно до поставлених перекладацьких завдань;</p> <p>У цілому вміє здійснювати переклад текстів художнього, публіцистичного, офіційно-ділового і наукового стилів;</p> <p>досягати різних ступенів еквівалентності при перекладі тексту та фрагментів тексту, що належать до різних дискурсів та різних жанрів, але потребує незначної допомоги з боку викладача.</p>
<p>Добре (74–81 С)</p>	<p>Здобувач вищої освіти має знання про основні поняття теорії перекладу, але у визначенні деяких припускається певних помилок;</p> <p>Визначення закономірностей і структури перекладацького процесу як особливого спеціалізованого виду мовленнєвої діяльності викликає певні труднощі.</p> <p>Не завжди виявляє розуміння лексичних, граматичних і стилістичних розбіжностей між англійською і рідною мовою;</p> <p>Усні відповіді цілком логічні, проте не завжди повні й аргументовані.</p> <p>На середньому рівні володіє вміннями диференціювати базисні категорії теорії перекладу; подекуди не може знайти відповідники і перекласти фразеологізми, безеквівалентну лексику, власні імена;</p> <p>Не завжди може обрати адекватні лексичні, стилістичні, граматичні перекладацькі прийоми у відповідності до</p>

	<p>комунікативної ситуації, обраного типу дискурсу, соціокультурного контексту, іноді потребує допомоги.</p> <p>Здатний використовувати лексичні, стилістичні перекладацькі прийоми, натомість потребує допомоги під час використання граматичні трансформації відповідно до поставлених перекладацьких завдань;</p> <p>На середньому рівні вміє здійснювати переклад текстів художнього, публіцистичного, офіційно-ділового і наукового стилів; але досягнення різних ступенів еквівалентності при перекладі тексту та фрагментів тексту, що належать до різних дискурсів та різних жанрів, викликає певні труднощі.</p>
<p>Задовільно (64–73 D)</p>	<p>Здобувач вищої освіти має недостатні знання про основні поняття теорії перекладу, у визначенні деяких припускається значних помилок;</p> <p>На задовільному рівні визначає закономірностей і структури перекладацького процесу як особливого спеціалізованого виду мовленнєвої діяльності.</p> <p>Не завжди адекватно розуміє лексичні, граматичні і стилістичні розбіжності між англійською і рідною мовою;</p> <p>Усні відповіді не повні, здобувач вищої освіти ускладнюється в їх обґрунтуванні..</p> <p>На задовільному рівні володіє вміннями диференціювати базисні категорії теорії перекладу; подекуди не може знайти відповідники і перекласти фразеологізми, безеквівалентну лексику, власні імена;</p> <p>Має труднощі під час вибору лексичних, стилістичних, граматичних перекладацьких прийомів у відповідності до комунікативної ситуації, обраного типу дискурсу,</p>

	<p>соціокультурного контексту, потребує значної допомоги викладача.</p> <p>Не завжди вміє використовувати лексичні, стилістичні перекладацькі прийоми, натомість потребує допомоги під час використання граматичні трансформації відповідно до поставлених перекладацьких завдань.</p> <p>На задовільному рівні вміє здійснювати переклад текстів художнього, публіцистичного, офіційно-ділового і наукового стилів; досягнення різних ступенів еквівалентності при перекладі тексту та фрагментів тексту, що належать до різних дискурсів та різних жанрів, викликає значні труднощі.</p>
<p>Задовільно (60–63 E)</p>	<p>Здобувач вищої освіти на репродуктивному рівні має знання про основні поняття теорії перекладу, у визначенні деяких припускається суттєвих помилок;</p> <p>На низькому знає визначає закономірності і структури перекладацького процесу як особливого спеціалізованого виду мовленнєвої діяльності.</p> <p>Не цілком розуміє лексичні, граматичні і стилістичні розбіжності між англійською і рідною мовою.</p> <p>Усні відповіді не повні й не обґрунтовані.</p> <p>На низькому рівні володіє вміннями диференціювати базисні категорії теорії перекладу; подекуди не може знайти відповідники і перекласти фразеологізми, безеквівалентну лексику, власні імена.</p> <p>Має значні труднощі під час вибору лексичних, стилістичних, граматичних перекладацьких прийомів у відповідності до комунікативної ситуації, обраного типу дискурсу, соціокультурного контексту, потребує значної допомоги</p>

	<p>викладача.</p> <p>Не виявляє здатності використовувати лексичні, стилістичні перекладацькі прийоми, натомість потребує допомоги під час використання граматичні трансформації відповідно до поставлених перекладацьких завдань.</p> <p>На низькому рівні володіє вміннями здійснювати переклад текстів художнього, публіцистичного, офіційно-ділового і наукового стилів; досягнення різних ступенів еквівалентності при перекладі тексту та фрагментів тексту, що належать до різних дискурсів та різних жанрів, викликає суттєві труднощі.</p>
<p>Незадовільно (35-59 FX)</p>	<p>Здобувач вищої освіти має фрагментарні знання про основні поняття теорії перекладу, у визначенні більшості з них припускається грубих помилок;</p> <p>Не володіє знаннями щодо закономірності і структури перекладацького процесу як особливого спеціалізованого виду мовленнєвої діяльності.</p> <p>Не розуміє лексичні, граматичні і стилістичні розбіжності між англійською і рідною мовою.</p> <p>Усні відповіді часткові, не обґрунтовані.</p> <p>Не володіє вміннями диференціювати базисні категорії теорії перекладу; подекуди не може знайти відповідники і перекласти фразеологізми, безеквівалентну лексику, власні імена.</p> <p>Не вміє вибирати лексичних, стилістичних, граматичних перекладацьких прийомів у відповідності до комунікативної ситуації, обраного типу дискурсу, соціокультурного контексту.</p> <p>Не здатен використовувати лексичні, стилістичні перекладацькі прийоми, натомість потребує допомоги під час</p>

	<p>використання граматичні трансформації відповідно до поставлених перекладацьких завдань.</p> <p>Не володіє вміннями здійснювати переклад текстів художнього, публіцистичного, офіційно-ділового і наукового стилів; не здатен досягнути еквівалентності при перекладі тексту та фрагментів тексту, що належать до різних дискурсів та різних жанрів.</p>
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Програма навчальної дисципліни

Змістовий модуль 1. Лексичні та стилістичні перекладацькі засоби.

Тема 1. Перекладознавство як наука. Поняття перекладу. Поняття міжмовної комунікації. Предмет, об'єкт, завдання теорії перекладу. Процес перекладу як акту міжмовної комунікації. Структура перекладацького процесу.

Тема 2. Еквівалентність у перекладі. Типи еквівалентності. Прагматична адаптація у перекладі. Типи прагматичної адаптації.

Тема 3. Лексичні кореляції у перекладі: абсолютні еквіваленти, кореляції- кальки, кореляції-запозичення, множинні кореляції, okazionalni кореляції. Засоби перекладу okazionalnih кореляцій. Актуалізація значення слова в контексті. Види контекстів.

Тема 4. Лексичні засоби перекладу: описовий переклад, антонімічний переклад, конкретизація, генералізація. Процедура компенсації. Стилiстична компенсація: дистантна, контактна, вертикальна, горизонтальна. Рівні компенсації: фоно-графічний, лексичний, морфологічний, синтаксичний.

Тема 5. Власні назви та особливості їх перекладу. Способи перекладу

топонімів, урбанонімів, ідеонімів, антропонімів.

Тема 6. Стилістичні засоби перекладу: метафоричний переклад, анімалістична метафора: подолання культурних розбіжностей у перекладі. Шляхи перекладу метафор.

Тема 7. Метонімічний переклад. Шляхи перекладу метонімічних переносів: метонімічний епітет, синекдоха, антономазія. Втрата метонімічного компоненту, експлікація метонімічної основи.

Тема 8. Ідіоматичний переклад. Фразеологічні еквіваленти, фразеологізми-аналогі, безеквівалентні фразеологізми. Засоби перекладу безеквівалентних фразеологізмів. Фразеологічні синоніми з позитивним, негативним та нейтральним значенням. Програмування стилістичного ефекту.

Змістовий модуль 2. Граматичні трансформації.

Тема 9. Розбіжності у способах вираження граматичних категорій. Граматичні перекладацькі процедури: нульовий переклад, перестановка, заміщення.

Тема 10. Співвідношення синтаксичної, семантичної і комунікативної структури речення. Граматичні перекладацькі процедури: додавання, опущення, компресія, експансія.

Теми практичних занять

1. Lexical translation procedures: descriptive translation. Antonymic translation.

Points for discussion:

- 1) What is descriptive translation? When is it employed?
- 2) Give your own example of the SL realia and its description in the TL.
- 3) What is antonymic translation?

- 4) What are the cases of its employment?
- 5) Illustrate the translation of litotes.

2. Lexical correlations: single, plural and occasional.

Points for discussion:

- 1) What types of lexical correlations do you know?
- 2) What are single correlations? Give examples.
- 3) Speak about plural correlations.
- 4) What is linguistic context? How does linguistic context influence a translator's choice of plural correlations?
- 5) What is situational context? How does situational context influence a translator's choice of plural correlations?
- 6) What are occasional correlations? What types of occasional correlations do you know?
- 7) Dwell on correlations-borrowings and the ways of their translation.
- 8) Dwell on correlations-analogs. Give your examples of such correlations.
- 9) What are occasional substitutions? What are the ways of translation?

3. Lexical translation means: concretization, generalization.

Points for discussion:

- 1) Define concretization. Dwell on the English words that demand concretization.
- 2) Analyze semantics of the word "exposure". What translation device should be employed?
- 3) Define generalization. Speak about the cases of its usage.
- 4) Analyze the semantics of the words "man" and "meal". Give the variants of their translation in the particular contexts.

4. Translating proper names: geographical names, mass media, anthroponyms, urbanonyms.

Points for discussion:

- 1) Dwell upon the rules of translating anthroponyms.
- 2) Dwell on the cases when transliteration is traditionally used.
- 3) Speak about geographical names and the ways of their translation.
- 4) What are the ways of conveying the names of companies, newspapers, hotels?
- 5) Dwell on the speaking names in translation.

5. Compensation as a translation procedure: distant and contact. The levels of compensation: phono-graphical, lexical, morphological, syntactical.

Points for discussion:

1. What is compensation? What kinds of compensation do you know?
2. Explain how to employ compensation on different levels.
3. How should be dialects translated in the belles-lettres texts?
4. What translation procedures are used while translating foreigners' speech?

6. Stylistic translation procedures. Translating metaphor.

Points for discussion:

- 1) Speak about "animal" metaphor in translation.
- 2) Dwell on the differences in associations with "animal" images in the SL and TL cultures.
- 3) Dwell on the ways of translating metaphor.
- 4) How to preserve the metaphoric image of the advertisement? What are the way of translating such an image?

7. Stylistic translation procedures. Translating metonymy. Metonymic translation.

Points for discussion:

- 1) What are the ways of translating metonymy?
- 2) How should the metonymy based on the SL realia be translated?
- 3) How to preserve the metonymic image based on the SL cultural realia?
- 4) What is metonymic translation?

8. Idiomatic translation: phraseological equivalents, phraseological analogs, non-equivalents. Phraseological synonyms: negative, positive, neutral.

Points for discussion:

- 1) What are phraseological equivalents. Dwell on their subgroups.
- 2) Dwell on the peculiarities of the phraseological analogs.
- 3) What are non-equivalents? Dwell on the ways of their translation.
- 4) Phraseological synonyms: give the examples of phraseological synonyms with different connotation.
- 5) Speak about the ways of translation phraseological synonyms.

9. Grammatical transformations: zero transformation, transposition, replacement, morphological substitution.

Points for discussion:

- 1) When do translators employ zero transformation? Illustrate with your example.
- 2) What is replacement? What kinds of replacement do you know?
- 3) Define transposition. Dwell on the difference of expressing theme and rheme in SL and TL.
- 4) What is morphological substitution? Give the examples of its use in translation.

10. Grammatical transformations: addition, omission, expansion, compression.

Points for discussion:

- 1) Speak about two opposite translation devices: omission and addition.
- 2) What is expansion? Dwell on the cases of its employment.
- 3) Speak about compression and its types.

Завдання для практичних занять

Descriptive translation. Antonymic translation.

Exercise 1. Translate the following words and word combinations employing descriptive translation.

Advertising men; quickie; a career girl; a doorer; polo coat; fuller; catchall; galleyway; fringe (a group of people); swizzle; to lay / take odds; a tam; a party pooper; tap shoes; root beer; a tabloid moment; a flight line; stoopball; beanbag.

Exercise 2. Translate the sentences paying attention to the cultural English realia.

1) There were ninety seven New York advertising men in the hotel, and the way they were monopolizing the long-distance lines, the girl in 507 had to wait from noon till almost 2.30 to get her call through. 2) He was an Eagle Scout. 3) She extended both index fingers, gun-muzzle style, and said: „Don't nobody move. I've got the whole damn place surrounded” 4) Listen to me, career girl. If you ever get married again, don't tell your husband anything. 5) She crossed her long legs, arranged the hem of her polo coat over her knees, and waited. 6) The small boy, who was about five, wasn't ready to sit down. He slid out of the chair, then with the deadpan expression of a born holler, he methodically went about annoying his governess by pushing and pulling his chair several times, watching her face. 7) He began to stare at the surface of the writing table, which was a catchall for at least two dozen unopened letters and at least five or six unopened packages, all addressed to him. 8) Halfway down the passageway, a stewardess was sitting on a chair outside a galleyway, reading a magazine and smoking cigarette. 9) About an hour later, the two were sitting at a comparatively isolated table in a restaurant called Sickler's, a highly favored place among the intellectual fringe of students at the college. 10) I don't know much about it, but I'd lay odds a good psychoanalyst ... would probably take that statement. 11) All right. I don't want any party poops around here", said

Zoey and took a drag on his cigarette. 12) She was wearing a navy-blue reefer and a tarn that was very nearly the same shade of red as the blanket on the bed in van Gogh's room. 13) Zoey was now gazing abstractedly at an old root-beer stain on the ceiling plaster, which he himself had made 19 or 20 years earlier, with a water pistol. 14) It was... a tabloid moment- and, as tabloid moments go, it had full complement of eyewitnesses, for the wedding guests (myself among them) had already begun to pour out of the building, in alert, not to say goggle-eyed. 15) Oppenheim is going to hit the sack till the flight line calls us back.

Exercise 3. Translate the sentences employing antonymic translation.

- 1) «I knew you before you were born. How is your father? Not dead, is he?» — «Yes, I am afraid he is» (E. Waugh) 2) - Well, it's about that cheque papa gave you. I'm afraid it won't help us as much as you thought.- But, darling, it's a thousand pounds, isn't it?'- Just look at it, my sweet. She took it out of her bag and handed it across the table. - I don't see anything wrong with it, - said Adam. - Not the signature?- Why, good Lord, the old idiot's signed it „Charlie Chaplin”? (E. Waugh) 3) Adam said, "Margot, May I bring someone with me tonight?" "Well, Adam, I really don't think you can." (E. Waugh). 4) You don't ever think of nothing but your own pleasures do you?" (E. Waugh). 5) Oh, but Adam, I think this is beastly of you; I don't want not to see you again. (H. Waugh). 6) „I imagine you've seen quite a few bananafish in your days”, the young man said. (I. D. Salinger) 7) You can't call Low not intelligent", she said aloud „Who can't"- „I mean, isn't he intelligent?” Mary Jane said innocently. (J. D. Salinger). 8) In the living room Selena Nmed and said, Do you mind waiting here?” (I. D. Salinger). 9) - I know your sister, he said dispassionately.
- Goddam snob. Ginnie arched her back. - Who is?
- You heard me

- She is not a snob!
- The hell she's not. - said Selena's brother.
- She is not!
- The hell she's no! She's the queen. Queen of the goddam snobs.
- You don't even know cry sister.
- Hell I don't.
- I never heard her mention you, - she said.
- That worries me That worries hell out of me. (J. D. Salinger).

Exercise 2. Analyse the following sentences: how antonymic translation can be employed. Translate the sentences.

- 1) The warrant officer was unimpressed by the entire incident and seldom spoke at all unless it was to show irritation.
- 2) It seemed there was a very little basis to their conversation at all.
- 3) „Who's complaining?” Mc Watt exclaimed. „I'm just trying to figure out what I can do with it”.
- 4) Force is wrong, and two wrongs never make a right.
- 5) Just about all he could find in favour of the army was that it paid well and liberated children from the pernicious influence of their parents.
- 6) It was impossible to go to the movie with him without getting involved afterward in a discussion.
- 7) Do you happen to know where the ducks go when it gets so frozen over?
- 8) I was too depressed to care whether I had a good or bad view or whatever view at all.
- 9) He was too afraid his parents would answer, and then they would find out he was in New York.

10) "No kidding, I'm sorry", I kept telling her.

Lexical correlations

Exercise 1. Define the types of lexical correlations to the following words.

Lord, bonus, speaker, week-end, lady, walkman, embargo, cable, computer, player, price list, oxygene, high way, yankee, bootlegger, boy scout, casting, manager, marketing, steeple chase, hit trick, birch, aluminum, oak.

Exercise 2. Translate, define the types of lexical correlations.

The House of Lords and Commons, grand iury, White House, back-bencher, database development, waterfall, loud-speaker, income tax, steam-engine, non-confidence vote, two-thirds majority, maltreatment, skinheads, handball, non-taxable income, maldistribution of costs, semifinal, bilingual, wigwam, The Stock Exchange, the British lion, lobbyist, coroner, solicitor, bacon, pudding, hot dog, ale, farthing, guinea, sixpence, grammar school, jersey, pullover, tweed, twist, foot, inch, pint, ounce, sheriff.

Exercise 3. Pick up the units of non-equivalents. Define their sphere of usage.

Translate the sentences:

1) The Bill received its second reading in the Commons last night. 2) The government's intentions were revealed in a recent speech by junior Social Services Minister Tony Newton at a conference on computerized benefits. 3) The information was supplied confidentially by a councilor of Hammersmith Council. 4) At this point of the story enters the Great Detective, specially sent by Scotland Yard. 5) The serious part of the dinner comprized roast beef and Yorkshire pudding, being served as sweet course before the meal. 6) The lady looked somewhat surprised. 7) She was busy loading the table with high tea. 8) And coloured little children fought hunger

and sleepiness while Lanny tried to teach them the three R's. 9) He was afraid that as K. C he would get no work. 10) "Primaries to the US Senate took place in twenty states last week. 11) No coffins were available, so they wrapped George in a blanket and in the Union Jack. 12) The Tommies were numbered, formed fours, right turned and marched away. 13) I've got some shepherd's pie for lunch today- that you used to like so much. 14) He's upset because we don't run Jim Crow buses.

Concretisation and generalisation

Exercis 1. Translate the sentneces empyoying concretisation.

1. There we are likely to see an inhospitable land o/rock and crazily precipitous crags and mountains under a big sky.
2. The tree also is sitting quietly, doing nothing: actually all parts of the cosmos are doing the same: being.
3. The millennia pass and the big round eyes of fish stare at the various shapes in the corner of the subaqueous universe.
4. When we, human beings, can stop using language or when we can use it to cope purely and only with the present moment, we find that the quality of our living is changed.
5. When we sit quietly with the same selfconsoious concentration, we also generate organismal joy.
6. Eight hundred years ago Toba, a Japanese artist, painted a long scroll with many scenes of apes and frogs and rabbits and deer frolicking in this scroll, for example, a frog sits cross-legged in a "sacred' place, as if he were the Buddha or a Buddhist abbot.
7. Many of us tend to think of life as a parade, something planned to be a triumph ofartifice over nature.

8. True insight does not issue from specialized knowledge but comes from the preconscious intuitions of one's whole being, from one's own code.

Exercise 2. Translate the sentences employing generalisation.

1. There used to be a Walgreens pharmacy around here. I need to buy some soda water.
2. She ordered a daiquiri and went dancing.
3. You always got these very lumpy mashed potatoes on steak night, and for dessert you got Brown Betty, which nobody ate.
4. To each one he nodded, his usual eighth-of-an inch nod, then turned to me and demanded, "The refreshments, Archie?"
5. I didn't see him that evening because mother wanted me to drive down to Wiltshire with her to spend the Saturday night and Sunday with my brother.
6. Blair was determined to put every ounce of influence and political capital into one more push for a workable two-state solution.
7. She walked up the lane to the place where she had parked the Yamaha.
8. What Tale was taking wasn't coffee. He had just grasped the bottle of Courvoisier and was about to tip a further measure into the already half-full glass.
9. The Liberal Democrats are disproportionately middle-class. Three quarters work (or before retirement worked) in a salaried occupation. Only one in twenty is working class.
10. Local resident Mark Schaffer told the BBC News that he saw the moment the Cirrus SR20 hit the ground. "I looked up when I heard a low flying plane and saw it as it crashed," Mr. Schaffer said.
11. But particularly noticeable was the yellow and blue Swedish flag, some 9 inches by 6 inches, stitched across the main back pocket of her rucksack.
12. Even serious broadsheets have carried a story about a fly in a boxed lunch.

Exercise 3. Translate the sentences employing concretisation and generalisation.

1. A poor thing – a wretched poor thing!
2. The general opinion is that things are looking good for Mr. Turner's rival.
3. She let herself out of the side door and turned her face to the wind. It moved softly, and it was full of the smell of growing things.
4. Florrie was occupied in washing up breakfast things.
5. His best things have been

translated into more than 50 languages. 6. I haven't a thing to wear for tonight's party. 7. One can't have too much of a good thing. 8. I'll talk to the headmaster first thing in the morning. 8. Already the reactionary offensive of Yankee imperialism was beginning to get the inevitable answer from the Latin America peoples. 9. I apologize for stepping on your toe. 10. Now, more than two hours later, the big jet was still stuck, its fuselage and tail blocking runaway three zero. 10. When she reached the house she gave another proof of her identity.

Translating proper names

Exercise 1. Translate antroponyms and geographical names.

- a) Eugene Garside; Sophie Milkings; Graham Hancock; Jamss Dylan; Maroin Edmonds; Howard Carter; Edward Westbury, Aubry Herbert; Katharine Woolley; Giles G.; Stephens; William Catlicart; H. J. Plenderleith.
- b) Tutankhamen; Amenemhet; Pyramid of Cheops; Menelaus; Euripides; Corinth; Plidias; Zeus; Montezuma; Nebuchadnezzar; Ruth; Queen Shub-ad; Xerxes.
- c) the Gulf of Mexico; Ocean City; Mount Rainer; Wyoming; Kentucky; New Jersey; Rhode Island; Cornwall; Grosvenor Square; Oakhampton Castle; The Grand Canyon. River Dart: Devonshire; North Carolina; British Columbia;

Exercise 2. Translate the extracts paying attention to the speaking names.

a) High above his head swung Mrs. Melrose Ape's travel-wom Packard ear, bearing the dust of three continents, against the darkening sky, and up the companion way at the head of her angels strode Mrs. Mekose Ape, the woman evangelist.

"Here, Mrs, Ape." "Charity!"

"Here, Mrs. Ape." "Fortitude!" "Here, Mrs. Ape".

"CbasRfy... Where's Chastity?"

"Chastity didn't feel well, Mrs. Ape. She went below."

"That girl is more trouble than she's worth. Whenever there's any packing to be done, Chastity doesn't feel well. Are at1 the rest here-Humility, Prudence, Divine Discontent, Mercy, Justice, and Creative Endeavour?"

"Creative Endeavour lost her wings. She got talking to a gentleman in the train...Oh, there she is."

("Vile bodies" by E. Waugh)

b) "... Hullo, is that Outrage? This is Lottie. A fine chap you are, I don't think. Tearing the clothes off the back of a poor innocent girl."

Mr. Outrage had finished dinner, and, as a matter of fact, the phrasing of this accusation was not wholly inappropriate to his mood. It was some minutes before he began to realize that all this talk was only about Miss Runcible. By that time Lottie's flow of invective had come to an end, but she finished finely: "Outrage your name, and Outrage your nature," she said, banging down the receiver.

("Vile bodies" by E. Waugh)

c) Soon Imogen Quest became by word for social inaccessibility- the final goal for all climbers... Finally a message came down that Lord Monomark was interested in Mrs. Quest: could Mr. Chatterbox arrange a meeting. That day the Quests sailed for Jamaica.

("Vile bodies" by E. Waugh)

Translation procedure of compensation.

Translate the following abstracts using different types of compensation.

(1) We always had the same meal on Saturday nights at Pencey. It was supposed to be a big deal, because they gave you steak. I'll bet a thousand bucks the reason they did that was because a lot of guys' parents came up to school on Sunday, and old Thurmer probably figured everybody's mother would ask their darling boy what he had for dinner last night, and he'd say, "Steak." What a racket. You should've seen the steaks. They were these little hard, dry jobs that you could hardly even cut. You always got these very lumpy mashed potatoes on steak night, and for dessert you got Brown Betty, which nobody ate, except maybe the little kids in the lower school that didn't know any better and guys like Ackley that ate everything. (from „The catcher in the rye” J. Salinger)

(2) It was too late to call up for a cab or anything, so I walked the whole way to the station. It wasn't too far, but it was cold as hell, and the snow made it hard for walking, and my Gladstones kept banging hell out of my legs. I sort of enjoyed the air and all, though. The only trouble was, the cold made my nose hurt, and right under my upper lip, where old Stradlater'd laid one on me. He'd smacked my lip right on my teeth, and it was pretty sore. My ears were nice and warm, though. That hat I bought had earlaps in it, and I put them on--I didn't give a damn how I looked. Nobody was around anyway. Everybody was in the sack.

I was quite lucky when I got to the station, because I only had to wait about ten minutes for a train. While I waited, I got some snow in my hand and washed my face with it. I still had quite a bit of blood on. Usually I like riding on trains, especially at night, with the lights on and the windows so black, and one of those guys coming up the aisle selling coffee and sandwiches and magazines. I usually buy a ham sandwich and about four

magazines. If I'm on a train at night, I can usually even read one of those dumb stories in a magazine without puking. You know. One of those stories with a lot of phony, lean-jawed guys named David in it, and a lot of phony girls named Linda or Marcia that are always lighting all the goddam Davids' pipes for them. I can even read one of those lousy stories on a train at night, usually. But this time, it was different. I just didn't feel like it. I just sort of sat and not did anything. All I did was take off my hunting hat and put it in my pocket.

(from „The catcher in the rye” J. Salinger)

(3) It was nearly a mile to the cottage, and Connie senior was well bored by Connie junior by the time the game-keeper's picturesque little home was in sight. The child was already as full to the brim with tricks as a little monkey, and so self-assured.

At the cottage the door stood open, and there was a rattling heard inside. Connie lingered, the child slipped her hand, and ran indoors.

“Gran! Gran!”

“Why, are yer back a'ready!”

The grandmother had been blackleading the stove, it was Saturday morning. She came to the door in her sacking apron, a blacklead-brush in her hand, and a black smudge on her nose. She was a little, rather dry woman.

“Why, whatever?” she said, hastily wiping her arm across her face as she saw Connie standing outside.

“Good morning!” said Connie. “She was crying, so I just brought her home”.

The grandmother looked around swiftly at the child:

“Why, wheer was yer Dad?”

The little girl clung to her grandmother's skirts and simpered.

“He was there,” said Connie, “but he’d shot a poaching cat, and the child was upset.”

“Oh, you'd no right t'ave bothered, Lady Chatterley, I'm sure! I'm sure it was very good of you, but you shouldn't 'ave bothered. Why, did ever you see!--and the old woman turned to the child: 'Fancy Lady Chatterley takin' all that trouble over yer! Why, she shouldn't 'ave bothered!’”

“It was no bother, just a walk,” said Connie smiling.

“Why, I'm sure 'twas very kind of you, I must say! So she was crying! I knew there'd be something afore they got far. She's frightened of 'im, that's wheer it is. Seems 'e's almost a stranger to 'er, fair a stranger, and I don't think they're two as'd hit it off very easy. He's got funny ways.”

Connie didn't know what to say.

“Look, Gran!” simpered the child.

The old woman looked down at the sixpence in the little girl's hand.

“A' sixpence an' all! Oh, your Ladyship, you shouldn't, you shouldn't. Why, isn't Lady Chatterley good to yer! My word, you're a lucky girl this morning!”

She pronounced the name, as all the people did: “Chat'ley. - Isn't Lady Chat'ley *good* to you!” - Connie couldn't help looking at the old woman's nose, and the latter again vaguely wiped her face with the back of her wrist, but missed the smudge.

(from “Lady Chatterley’s lover” H. D. Lawrence)

Translating metaphor

Exercise 1. Analyze the metaphors in the given sentences and translate.

1. The tool business is one of the most competitive industries in America - dog eat dog down to the puppies.
2. The Tory card-castle of illusions of the British Empire’s glorious future lay in ruins.
3. The owners of the coal mines knew which side their bread was buttered on.
4. I always knew you to be a rolling

stone that gathered no moss, but I never thought you would have taken away what little moss there was for my children to lie upon. 5. No amount of eating your cake and wanting to have it could take the place of common honesty. 6. Jolyon stood a moment without speaking. Between this devil and this deep sea – the pain of a dreadful disclosure and the grief of losing his wife for two months – he secretly hoped for the devil, yet if she wished for the deep sea he must put up with it. 7. The racists in South Africa began to feel the waves of Africa liberation lapping round their ankles. 8. Father Brown seemed to take it quite naturally and even casually, that he should be called in to consider the queer conduct of one of his flock, whether she was to be regarded as a black sheep or as a lost lamb. 9. Mel, airport general manager – lean, rangy and a powerhouse of disciplined energy – was standing by the Snow Control Desk, high in the control power. 10. As his unusual emotions subsided, these misgivings gradually melted away. 11. Mr. Dombey’s cup of satisfaction was so full at this moment, however, that he felt he could afford a drop or two of its contents, even to sprinkle on the dust in the by-path of his little daughter. 12. Never before had Lucy met that negative English silence in its full perfection, in its full cruelty. Her own edges began to curl up in sympathy. 13. They passed so, that resemblance of a thrush and a hawk in terrific immobility in mid-air, this an apparition like suddenness: a soft clatter of hooves in the sore needle and were gone, the man stooping, the woman leaning forward like a tableau of flight and pursuit on a lightning bolt. 14. Mr. Dombey’s cup of satisfaction was so full at this moment, however, that he felt he could afford a drop or two of its contents, even to sprinkle on the dust in the by-path of his little daughter.

Exercise 2. Identify metaphors in the following sentences and suggest the ways of rendering them into the TL.

1. I passed a crocodile of choir boys, in starched collars and peculiar caps, on their way to Tom Gate. 2. All undergraduates and graduates and wives and tradespeople

walked that unmistakable English church-going pace which eschewed equally both haste and idle sauntering. 3. Crisscross about the world he travelled with them, waxing in wickedness like a Hogarthian page boy. 4. She was entrancing, with that fragile beauty which in extreme youth sings out for love and withers at the first cold wind. 5. I went there full of curiosity and the faint, unrecognized apprehension that here, at last, I should find that low door in the wall, which opened on an enclosed and enchanted garden, which was somewhere, not overlooked by any window, in the heart of that grey city. 6. Long hours of work in her youth, authority in middle life, repose and security in her age, had set their stamp on her lined and serene face. 7. Here was planted the seed of what would become his life's harvest. 8. A nightmare distorted the images of the evening into horrific shapes. 9. Everything was black and dead-still in the quadrangle; only at the quarter-hours the bells awoke and sang over the gables. 10. He could tell her nothing new of the wonders of his presentation and knighthood; and his civilities were worn out like his information.

Translating metonymy

Exercise 1. Identify the metonymies and translate the sentences.

1. If I'd been driving my own Thunderbird, they'd all be touching their hats.
2. The dimly lit, huge dome of St. Paul's dominated in the rapidly darkening urban space.
3. Paul's trial, which took place some weeks later at the Old Bailey, was a bitter disappointment to the public, the news editors and the jury.
4. On his rare visits to London he usually stayed at the Ritz.
5. A winter morning; a sombre and secluded library; the sound of London traffic; overhead, in blue and white plaster, an elegant Adam ceiling; a huge heap of glowing coal in the marble fireplace – what more is needed to complete a picture of a leisured writer embarking upon his delicate labour?
6. He wanted to write books on Art and, by and while, trotted round Europe studying the Rubenses.
7. Professor Franks, who was here last week, said it was recognized as the finest piece of domestic Tudor in England.
8. I had to disillusion him as to the

lengths to which the literary London will go in pursuing me for my “ungainly” book. 9. I have tried my best, but I may have exaggerated, especially in the attempts to transcribe my persecutor’s dialogue. 10. What I like most about England is the civilized quality of living there, the comfort and convenience of the public transport, the English pubs, and the milk and the newspapers delivered to your door. I still remember roast Angus, and a wine bar in the Strand where we used to go every Wednesday to eat Stilton. There are values which must be preserved if England becomes continental – and this is quite likely, when we get our cooking from Paris, our politics from Moscow, and our morals from Cairo. As soon as we stop to cite John Ruskin, to tune Lennon and McCartney, to role-play Shakespeare and to trust in Time, we are the lost nation on the way to nowhere. 11. It is the Elysee which exercises control over the interministerial committee for Europe. (T.) 12. As the two miles of pompous grief passed through the streets of London, every citizen stood at his doorway holding a lighted taper. (Morton) 13. His last conscious vision was that of Carl waving a despairing handkerchief. 14. Miss Fox’s hand trembled she slipped it through Mr. Dombey’s arm, and felt herself escorted up the steps, preceded by a cocked hat and a Babylonian collar. (Dickens) 15. The flood has hurt us a great deal”, the Pakistan Prime Minister told the correspondents last week as he toured the destruction in the flooded provinces. (N.) 16. The unfinished Murder at Mountrichard Castle lay on the chest of drawers in my club bedroom, reproaching me morning, evening and night. 17. He wanted to talk only about Internal Combustion, its characters and scenic perspectives. 18. He used to belong to the Wimpole, with its porters, waiters, and the best wine in London.

Idiomatic translation

Exercise 1. Translate the sentences paying attention to the idioms.

1. “Ministers appear determined to use the Coroners and Justice Bill as a Trojan horse with which to smuggle authoritarian measures on to the statute book.” 2. “And a deal sooner I would,” says Fletcher; “for what’s more against one’s stomach than a man coming and making himself bad company with his religion, and giving out as the Ten Commandments are not enough for him, and all the while he’s worse than half the men at the tread-mill? 3. “They were always fight – I mean, father had – that is, I mean, WE had more trouble keeping peace between them than we did between any of the rest of the Aiders,” corrected Pollyanna, a little breathless from her efforts to steer between the Scylla of her father’s past commands in regard to speaking of church quarrels, and the Charybdis of her aunt’s present commands in regard to speaking of her father. 4. A pause – in which I began to steady the palsy of my nerves, and to feel that the Rubicon was passed; and that the trial, no longer to be shirked, must be firmly sustained. 5. Man is unaware that not only his own life is in his hands, not only the life of the whole living world on Earth, but also the Idea of life itself, with all its previous manifestations, searches, strivings, sufferings and joys. Who gave him the right to take charge of everything living on Earth (included himself) as though it was his property? Who permitted him to behave according to the principle: “after us the deluge”? 6. No matter what foolish declarations people make about money, they one and all, if they live in Paris, must grovel before accounts, do homage to figures, and kiss the forked hoof of the golden calf. 7. Then good-bye and good-bye, and charming occasion worthy of the Golden Age, and more about the flitch of bacon, and the like of that; and Twemlow goes staggering across Piccadilly with his hand to his forehead, and is nearly run down by a flushed letter cart, and at last drops safe in his easy-chair, innocent good gentleman, with his hand to his forehead still, and his head in a whirl. 8. They have got to live a man’s life, pushing all these things before them, and get on as well as they can. How many

a poor immortal soul have I met well-nigh crushed and smothered under its load, creeping down the road of life, pushing before it a barn seventy-five feet by forty, its Augean stables never cleansed, and one hundred acres of land, tillage, mowing, pasture, and woodlot! 9. They worry that any decision they make about testing will open a Pandora's box. 10. This book is concerned not with the loss of the faith but with its regaining, of the lost sheep who returned to the fold. 11. Those people, a dominant force in mainstream American media, comprise a fifth column in support of those skilled at waging war by way of deception.

Exercise 2. Translate by choosing an appropriate phraseological analog.

1. A band of self-appointed secular (as they dub themselves) fundamentalist "lumpen-activists" has now developed the habit of shedding crocodile tears every time women activists inside Iran are arrested.
2. Coming from a daughter of Nicholas, a Liberal of the old school and most tyrannical, it was a startling remark – showing in a flash what a lot of water had run under bridges since the death of Aunt Ann in '86, just when the proprietorship of Soames over his wife's body was acquiring the uncertainty which had led to such disaster.
3. Heidi ran backwards and forwards as busy as a bee and brought out everything she could find in the cupboard, for she did not know how to be pleased enough that she could help to entertain the doctor.
4. The scientists' work sheds light on factors underpinning seamount biodiversity, suggesting ways to improve their environmental management.
5. There is little room for mistakes. As much as there is a need for proper planning, there is also a need for attention to detail and learning from past mistakes. There is a need for caution and as we have labeled it here, a need to measure twice but cut once.
6. This is how our brave security personals are being treated and our ruling elites shed the crocodile tears when they lose their lives and we also walk with them.
7. Ana. You are preparing some torment for me. Don Juan. All that is superstition, Ana. Remember: the devil is not so black as he is painted.

Exercise 3. Translate by choosing idiomatic analogs.

1. "I'm sorry," said Miss Finch, "but she just doesn't like men." Like mistress, like maid, was what Sloan's grandmother would have said to that, but Sloan himself, wise in his own generation, kept silent. 2. Every man has his faults; I have and so have you – you will allow me to say so! 3. For a while she had kept both herself and the child on the twelve shillings a week that twelve hours' drudgery a day procured her, paying six shillings out of it for the child, and keeping her own body and soul together on the remainder. Six shillings a week does not keep body and soul together very unitedly. They want to get away from each other when there is only such a very slight bond as that between them ... 4. Karma is a much used term in New Age and Theosophical circles. It means in short: the law of cause and effect. Etymologically karma means action. Superficially it means to many people something like: "He that mischief hatches, mischief catches." 5. Never, under no circumstances, as in I'd never visit them again, not for love or money. 6. Republican Senator Chuck Grassley of Iowa told ABC television news that he had not asked about those remarks on Tuesday 'because so many other people asked about it and how many times can you beat a dead horse to death'. 7. The fellow was a sly one, for his tithe was not too high, and Pastor Soren seemed well aware of it, for he talked to the man so that a dog would not have taken a piece of bread from his hand; and the more he scolded, the angrier he himself became ... Well, Heaven knows, every man has his faults. 8. Unexpectedly, with a submissive alacrity that he found positively disquieting, she agreed with him. Oh, absolutely agreed! It was no use crying over spilt milk. No use building castles in the air. What was needed was a plan – lots of plans – serious, practical, sensible plans for the new life. 9. My dear, I was avoiding honest work before you were born – don't teach Grandpa how to suck eggs. 10. When it dawned on us, we gazed at each other incredulously. "It can't be," I said slowly. "It's impossible." "It could be," she answered, logically. "And it is just possible." I pressed both hands to my head ... "For God's sake," I said, "don't let's cross bridges before we come to them. We've weeks of work yet before we make the final antigen

test.” 11. You have to accept the crotchets of an author of great parts. Homer sometimes nods and Shakespeare can write passages of empty rhetoric. 12. It is an ill wind that blows nobody any good, but then John Quinlan was about as close to being a nobody as anyone could get.

Grammatical transformations in translation.

Exercise 1. Translate the sentences employing compression, expansion, transposition.

1. For the Liberal Party to be treated as a serious organisation, there must be a great deal of money backing this remnant of a once powerful party, whose president is a director of 12 companies, some of them operating in British colonies.
2. Once more the two big parties of American capitalism have rulled off a very useful trick. They have kept the allegiance of American masses in their fold and have prevented the rise of a powerful third party.
3. A 12-men Soviet steel delegation arrived at London airport last night to start a three week visit at the invitation of the Government.
4. Britons will be among over 100 experts meeting at Luxembourg today to discuss improved mining safety.
5. Paris bakery owners yesterday called off a two-day refusal to sell bread launched as a part of a bitter struggle to starve Paris into agreeing to an increase in bread prices.
6. Polio struck Manchester again when seven new cases ended a period of two days respite in the epidemic.
7. Typhoon Freda killed seven people, injured nine and left 4,000 homeless when she swept across Northern Formosa on Sunday, according to police reports yesterday.
8. The Chartists had not planned to assemble in arms on Kensington Common. Or march thence to the Houses of Parliament.

9. It's pretty tough to make people understand you when you're talking to them with- two crab apples in your cheeks.
10. It was a busy night; the bar was busy, the crap table was busy, the ping-pong table was busy.
11. It was a sturdy and complex monument to his powers of determination.
12. It was truly a splendid structure, and he throbbed with a mighty sense of accomplishment each time he gazed at it and reflected that none of the work that had gone into it was his.
13. In a bed in the small private section at the end of the ward was the solemn middle-aged colonel who was visited every day by a gentle, sweet-faced woman.
14. Most Americans were either indifferent to or indignant at the purchase of Alaska from Russia by Secretary of State William Seward, and Alaska was widely referred to as "Seward's Folly" and «Seward's Icebox».
15. The heat pressed heavily on the roof, stifling sound.
16. There we are likely to see an inhospitable land of rocks and crazily precipitous crags and mountains under a big sky.
17. The tree also is sitting quietly, doing nothing; actually all parts of the cosmos are doing the same thing – being.
18. When we, human beings, can stop using language or when we can use it to cope purely and only with the present moment, we find that the quality of our living is changed.
19. Eight hundred years ago Toba, a Japanese artist, painted a long scroll with many scenes of apes and frogs and rabbits and deer frolicking; in this scroll, for example, a frog sits cross-legged in a 'sacred' place, as if he were the Buddha or a Buddhist abbot.
20. Many of us tend to think of life as a parade, something planned to be a triumph of artifice over nature.

Exercise 2. Translate the sentences employing grammatical transformations.

1. They walked without hats for long hours in the Gardens attached to their house, books in their hands, a fox-terrier at their heels. 2. It ought to be remembered that it was not the North but the South which undertook the war, the former acting only in defence. 3. Charles Dickens was born in Landport, on the 7th February, 1812, Mr. John Dickens, his father, being a clerk in the Navy Pay Office at the seaport. 4. He had gotten the gun to firing over the horse's back, and he fired two pans, the gun chattering, the empty shells pitching into the snow, the smell of burnt hair from the burnt hide where the muzzle rested, him firing at what came up the hill, forcing them to scatter for cover. 5. Her momentary weakness past, the child again summoned her resolution. 6 Then the bird fluttered away, running, trailing the broken wing, with him in pursuit. 7. It was a pleasant Saturday morning in the Pennines, with the sun breaking through to mingle with the mists rising from the ground. 8. With the first road in Scotland blocked by snow this season and lighting-up time brought forward, motorists had their first real taste of winter yesterday. 9. With heavy seas in the North Atlantic, fishing boats stay in harbor. 10. Ground in the Arctic is frozen to the depth of 1,000 feet or more, with only a shallow thaw in summer. 11. So with the lamps all put out, the moon sunk and a thin rain drumming on the roof, a downpouring of immense darkness began.

Exercise 3. Translate the sentences employing addition and omission.

1. The introduction of automatic controls will make it possible to control the output of lighting systems and reach the level of light required in the office.
2. We are looking for preliminary information only and would like you to send us details of your range.
3. Can I be of any assistance to you?
4. I'd much appreciate the opportunity to call on you in person and discuss your further requirements with you and with your consultant if he/she is available.

5. Protective relays are coordinated to isolate equipment near the part, experiencing abnormal voltages or currents.
6. The fuel-air mixture is burned and the products of combustion are rejected to the surroundings.
7. After being pumped through a diverter or priority valve, water circulates around.
8. Large portable generators can provide emergency power to hospitals and factories.
9. An experimental power station in the open sea will harvest not only large waves, but also waves from any direction.
10. Quality of input materials and process of production must be maintained at desired levels to achieve specified output quality.
11. To improve worker involvement, management uses different methods: installs “ideas boxes”, in which employees can insert their ideas written on pieces of paper; sets up “quality circles”; informs workers of all important decisions in a monthly newsletter.
12. The experiment was not carried out until the precisely required conditions had been created in the lab.

Exercise 4. Translate the text employing various grammatical transformations.

WILL AMERICAN DEMOCRACY ENDURE?

Albert Einstein, summarizing the condition of our land and the world in 1939, says: “The production and distribution of commodities is entirely unorganized so that everyone must live in fear of being eliminated from the economic cycle, in this way suffering from want of everything”. But take no notice of him – the man is an alien.

Verily it is. said: “Man is born free and is everywhere in chains”. And all the chains (chain hotels, chain drugstores, chain oil stations, chain radio stations, chain bakeries, chain barber shops, chain movie theatres, chain newspapers, etc.)

howling in chorus that “the American way” is for the government to stop interfering with them, so that – there can be no other motive – they can still further enslave the slaves.

Do not be deceived by the specious arguments offered by newspapers and magazines which are themselves a branch of the corporative interests. In the same year as the Declaration of Independence was accepted Adam Smith wrote: “Civil government is maintained for the defense of the rich against the poor”. That is just as essentially true for America as for any oilier country under this system, all the cant about “the American way” to the contrary notwithstanding: except that now the owners of our corporations are not content with a mere five hundred slaves. They require and have thousands each, even though they know not who or where they are. Indeed, since the First World War our great fortunes have doubled and redoubled until those with an income of one million or more a year make a large directory.

Is that the “American way” to mortgage the lives of American boys for the sake of extra billions from Europe and South America and the Far East when we are not making use of half what the good Lord gave us right here at home? Is following England on the path of world imperialism the American way? What is American about the insane scramble of the old imperialists to become a World Power? Who wants to be a World Power? What ordinary, normal American?

Being a world power has done nothing for the people of England. See how they live now. See how little they have of material things, how little democracy. The world power business is an obsession. For world power means millions bowing down to you. It means dictatorship in your subject countries and leads by quick stages to dictatorship at home. It means competition in armaments building and that means war. Armaments have never yet been built to rust in storerooms and never will be. Every wise man drew that conclusion from the First World War. Lord Grey of Fallodon, British Foreign Secretary from 1905 to 1915, wrote: “Great armaments lead inevitably to war. If there are armaments

on one side, there must be armaments on other sides... The increase of armaments that is intended in each nation to produce consciousness of strength and a sense of security, docs not produce these effects. On the contrary, it produces a consciousness of the strength of other nations and a sense of fear. Tear begets suspicion and distrust and evil imaginings of all sorts”.

A commonplace in the years following 1918. Forgotten now in the hysteria and panic of a new armaments race resulting from nothing but the interimperialist dog-fight to redivide the world.

Sample module test

1. *The kind of translation when an interpreter listens to the speaker and interprets practically at the same time is called ...*

- a) consecutive translation
- b) special translation
- c) simultaneous translation

2. *Choose the term the definition of which is "... is the modification of the form or content to preserve the communicative influence on the receivers of the original and the translation".*

- a) equivalence
- b) transformation
- c) deformation
- d) translation

3. *Name the type of the transformation used to translate the given sentence:*

A loud bang brought Harry back to where he stood	Голосно бахнуло і Гаррі знов опинився там, де стояв раніше
--	--

- a) compression
- b) expansion
- c) replacement

4. *Choose the most appropriate translation procedure for the following sentence. Translate the sentence.*

It seemed *there was a very little basis to their conversation* at all.

- a) compression
- b) antonymic translation
- c) logical development
- d) descriptive translation

5. Define the type of the transformation used to translate the given sentence:

He started walking backwards, beaming, drinking them in.	Він розвернувся й пішов спиною вперед, сяючи усмішкою й радіючи, що бачить друзів.
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- a) logical development
- b) transposition
- c) compression

6. Translation theory is a science that studies

- a) the result of the translation;
- b) the process and the result of the translation;
- c) the process of the translation.

7. Define the appropriate lexical transformation in the given translations:

1) You could hear him putting away **his toilet articles**. // Було чути, як він прибирає **свої мильниці та щітки**.

- a) generalization b) descriptive translation c) concretization

2) Parked by a solicitor's office opposite the cafe was a **green Aston-Martin tourer**. // У конторы адвоката напроти кафе стояв елегантний спортивний **автомобіль зеленого кольору**.

- a) modulation b) generalization c) metonymic substitution

8. Choose from the group of the phraseological synonyms the most appropriate for the given context.

Одним махом цю комплексну проблему не вирішити.

- a) in a flash b) at one stroke c) before you know it d) in two shakes

9. Match the phraseological euphemisms with their Ukrainian equivalents:

1) to kick the bucket	a) склеїти ласти
2) to pass away	b) віддати богу душу

3) to slip one's cable	с) піти до праотців
4) to go to a better world	д) врізати дуба
5) to turn one's toes	е) зіграти в ящик

10. Which translation device is used to render Cockney dialect?

- a) logical development;
- b) compensation;
- c) transcription;
- d) morphological substitution

11. Choose the correct variant of translation of the word-combination

“досліджувати місцевість”:

- a) to discover the environment;
- b) to research the environment;
- c) to investigate the environment;
- d) to explore the environment.

12. Specify the transformations (see the italics) used by the author while translating an English report extract into Ukrainian:

The White House which has announced its desire <i>to lift sanctions</i> against Azerbaijan, is not taking any Resolute steps, in this direction. <i>It must think about its own presidential elections and Vice President Albert Gore's chances in them.</i>	<i>Білий дім, що заявляє про бажаність зняття санкцій з Азербайджану, рішучих дій у цьому напрямку не починає.</i> Попереду - президентські вибори, в яких візьме участь теперішній віце-президент Альберт Гор.
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13. Specify the transformations used by the author while translating a Ukrainian belles-lettres extract into English:

<p>Десь нагло розітнувся далекий рев. Лютий і страшний. І покотивсь, покотивсь. Урвавсь... Гавкнуло десь із другого боку, так само хижо і тужно... Закричав спросоння глухар... Зрадливі звуки, притаєні шелести... Через самий місяць шугнула нечутію сова. Тайга лише починала жити.</p>	<p>It was cut suddenly by a distant roar, fierce and frightening, it rolled over and suddenly stopped. In reply came a fierce yet sorrowful bark... A grouse yelled in his sleep ... deceitful sounds, rustling ... an owl flew quietly across the moon. The taiga was just coming to life.</p>
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14. Modification of the source text in order to produce the text which conforms to the needs of a new language environment is called...

- a) sociocultural adaptation;
- b) global adaptation;
- c) pragmatic adaptation.

Теми на самостійне опрацювання

1. Lexical translation procedures in belles-lettres and publicistic discourses (presentation).
2. Lexical correlations: distinguishing and analyzing different types of lexical correlations in the original and translation of the belles-lettres text (1200 words).
3. Lexical translation means: employment of generalization and concretization in the translation of the publicistic texts (preparing a report).
4. Translating proper names: geographical names, mass media, anthroponyms, urbanonyms (extra tasks).
5. Analysis of compensation as a translation procedure in the translation of the belles-lettres text (a fragment of 800 words).
6. Analysis of metaphor translation in the advertisement texts (3 texts).
7. Analysis of metonymy translation in the newspaper headlines (8 headlines)
8. Idiomatic translation: compiling thesaurus of phraseological equivalents,

phraseological analogs, phraseological synonyms.

9. Analysis of the grammatical transformations (transposition, replacement, morphological substitution) in the translation of English short stories (1 short story).
10. Analysis of the grammatical transformations (addition, omission, expansion, compression) in the translation of English short stories (1 short story).

Індивідуальні завдання

Авторський переклад фрагменту англійськомовного художнього тексту (орієнтовний обсяг: 400-450 слів).

Sample #1

It was the hunter's first time outside Montana. He woke, stricken still with the hours-old vision of ascending through rose-lit cumulus, of houses and barns like specks deep in the snowed-in valleys, all the scrolling country below looking December—brown and black hills streaked with snow, flashes of iced-over lakes, the long braids of a river gleaming at the bottom of a canyon. Above the wing the sky had deepened to a blue so pure he knew it would bring tears to his eyes if he looked long enough.

Now it was dark. The airplane descended over Chicago, its galaxy of electric lights, the vast neighborhoods coming clearer as the plane glided toward the airport—streetlights, headlights, stacks of buildings, ice rinks, a truck turning at a stoplight, scraps of snow atop a warehouse and winking antennae on faraway hills, finally the long converging parallels of blue runway lights, and they were down.

He walked into the airport, past the banks of monitors. Already he felt as if he'd lost something, some beautiful perspective, some lovely dream fallen away. He had come to Chicago to see his wife, whom he had not seen in twenty years. She was there to perform her magic for a higher-up at the state university. Even universities, apparently, were interested in what she could do. Outside the terminal the sky was thick and gray and hurried by wind. Snow was coming. A woman from the university met him and escorted him to her Jeep. He kept his gaze out the window.

(from “The Hunter’s Wife” by A. Doerr)

Sample # 2

They were in the car for forty-five minutes, passing first the tall, lighted architecture of downtown, then naked suburban oaks, heaps of ploughed snow, gas

stations, power towers, and telephone wires. The woman said, "So you regularly attend your wife's performances?"

"No," he said. "Never before."

She parked in the driveway of an elaborate modern mansion, with square balconies suspended over two garages, huge triangular windows in the façade, sleek columns, domed lights, a steep shale roof.

Inside the front door about thirty nametags were laid out on a table. His wife was not there yet. No one, apparently, was there yet. He found his tag and pinned it to his sweater. A silent girl in a tuxedo appeared and disappeared with his coat.

The granite foyer was backed with a grand staircase, which spread wide at the bottom and tapered at the top. A woman came down. She stopped four or five steps from the bottom and said, "Hello, Anne" to the woman who had driven him there and "You must be Mr. Dumas" to him. He took her hand, a pale, bony thing, weightless, like a featherless bird.

(from "The Hunter's Wife" by A. Doerr)

Sample # 3

They've been married for ten years and for a long time everything was O.K.—swell—but now they argue. Now they argue quite a lot. It's really all the same argument. It has circularity. It is, Ray thinks, like a dog track. When they argue, they're like greyhounds chasing the mechanical rabbit. You go past the same scenery time after time, but you don't see it. You see the rabbit.

He thinks it might be different if they'd had kids, but she couldn't. They finally got tested, and that's what the doctor said. It was her problem. A year or so after that, he bought her a dog, a Jack Russell she named Biznezz. She'd spell it for people who asked. She loves that dog, but now they argue anyway.

They're going to Wal-Mart for grass seed. They've decided to sell the house—they can't afford to keep it—but Mary says they won't get far until they do something about the plumbing and get the lawn fixed. She says those bald patches

make it look shanty Irish. It's because of the drought. It's been a hot summer and there's been no rain to speak of. Ray tells her grass seed won't grow without rain no matter how good it is. He says they should wait.

"Then another year goes by and we're still there," she says. "We can't wait another year, Ray. We'll be bankrupts." When she talks, Biz looks at her from his place in the back seat. Sometimes he looks at Ray when Ray talks, but not always. Mostly he looks at Mary.

(from "Premium harmony" by S. King)

Sample # 4

"What do you think?" he says. "It's going to rain just so you don't have to worry about going bankrupt?"

"We're in it together, in case you forgot," she says. They're driving through Castle Rock now. It's pretty dead. What Ray calls "the economy" has disappeared from this part of Maine. The Wal-Mart is on the other side of town, near the high school where Ray is a janitor. The Wal-Mart has its own stoplight. People joke about it.

"Penny wise and pound foolish," he says. "You ever hear that one?"

"A million times, from you."

He grunts. He can see the dog in the rearview mirror, watching her. He sort of hates the way Biz does that. It occurs to him that neither of them knows what they are talking about.

"And pull in at the Quik-Pik," she says. "I want to get a kickball for Tallie's birthday." Tallie is her brother's little girl. Ray supposes that makes her his niece, although he's not sure that's right, since all the blood is on Mary's side.

"They have balls at Wal-Mart," Ray says. "And everything's cheaper at Wally World."

"The ones at Quik-Pik are purple. Purple is her favorite color. I can't be sure there'll be purple at Wal-Mart."

(from “Premium harmony” by S. King)

Sample #5

“If there aren’t, we’ll stop at the Quik-Pik on the way back.” He feels a great weight pressing down on his head. She’ll get her way. She always does on things like this. He sometimes thinks marriage is like a football game and he’s quarterbacking the underdog team. He has to pick his spots. Make short passes.

“It’ll be on the wrong side coming back,” she says—as if they are caught in a torrent of city traffic instead of rolling through an almost deserted little town where most of the stores are for sale. “I’ll just dash in and get the ball and dash right back out.”

At two hundred pounds, Ray thinks, your dashing days are over.

“They’re only ninety-nine cents,” she says. “Don’t be such a pinchpenny.”

Don’t be so pound foolish, he thinks, but what he says is “Buy me a pack of smokes while you’re in there. I’m out.”

“If you quit, we’d have an extra forty dollars a week. Maybe more.”

He saves up and pays a friend in South Carolina to ship him a dozen cartons at a time. They’re twenty dollars a carton cheaper in South Carolina. That’s a lot of money, even in this day and age. It’s not like he doesn’t try to economize. He has told her this before and will again, but what’s the point? In one ear, out the other.

(from “Premium harmony” by S. King)

Sample # 6

“I used to smoke two packs a day,” he says. “Now I smoke less than half a pack.” Actually, most days he smokes more. She knows it, and Ray knows she knows it. That’s marriage after a while. The weight on his head gets a little heavier. Also, he can see Biz still looking at her. He feeds the damn dog, and he makes the money that pays for the food, but it’s her he’s looking at. And Jack Russells are supposed to be smart.

He turns into the Quik-Pik.

“You ought to buy them on Indian Island if you’ve got to have them,” she says. “They haven’t sold tax-free smokes on the rez for ten years,” he says. “I’ve told you that, too. You don’t listen.” He pulls past the gas pumps and parks beside the store. There’s no shade. The sun is directly overhead. The car’s air-conditioner only works a little. They are both sweating. In the back seat, Biz is panting. It makes him look like he’s grinning.

“Well, you ought to quit,” Mary says.

“And you ought to quit those Little Debbies,” he says. He doesn’t want to say this—he knows how sensitive she is about her weight—but out it comes. He can’t hold it back. It’s a mystery.

(from “Premium harmony” by S. King)

Sample # 7

Dexter knew that there was something dismal about this Northern spring, just as he knew there was something gorgeous about the fall. Fall made him clench his hands and tremble and repeat idiotic sentences to himself, and make brisk abrupt gestures of command to imaginary audiences and armies. October filled him with hope which November raised to a sort of ecstatic triumph, and in this mood the fleeting brilliant impressions of the summer at Sherry Island were ready grist to his

mill. He became a golf champion and defeated Mr. T. A. Hedrick in a marvellous match played a hundred times over the fairways of his imagination, a match each detail of which he changed about untiringly - sometimes he won with almost laughable ease, sometimes he came up magnificently from behind. Again, stepping from a Pierce-Arrow automobile, like Mr. Mortimer Jones, he strolled frigidly into the lounge of the Sherry Island Golf Club - or perhaps, surrounded by an admiring crowd, he gave an exhibition of fancy diving from the spring-board of the club raft. . . . Among those who watched him in open-mouthed wonder was Mr. Mortimer Jones.

And one day it came to pass that Mr. Jones--himself and not his ghost-- came up to Dexter with tears in his eyes and said that Dexter was the----best caddy in the club, and wouldn't he decide not to quit if Mr. Jones made it worth his while, because every other caddy in the club lost one ball a hole for him regularly.

(from "Winter dreams" by F. S. Fitzgerald)

Sample # 8

The little girl who had done this was eleven--beautifully ugly as little girls are apt to be who are destined after a few years to be inexpressibly lovely and bring no end of misery to a great number of men. The spark, however, was perceptible. There was a general ungodliness in the way her lips twisted ,down at the corners when she smiled, and in the--Heaven help us!--in the almost passionate quality of her eyes. Vitality is born early in such women. It was utterly in evidence now,

shining through her thin frame in a sort of glow. She had come eagerly out on to the course at nine o'clock with a white linen nurse and five small new golf-clubs in a white canvas bag which the nurse was carrying. When Dexter first saw her she was standing by the caddy house, rather ill at ease and trying to conceal the fact by engaging her nurse in an obviously unnatural conversation graced by startling and irrelevant grimaces from herself.

“Well, it's certainly a nice day, Hilda,” Dexter heard her say. She drew down the corners of her mouth, smiled, and glanced furtively around, her eyes in transit falling for an instant on Dexter.

Then to the nurse: “Well, I guess there aren't very many people out here this morning, are there?” The smile again--radiant, blatantly artificial--convincing. “I don't know what we're supposed to do now,” said the nurse, looking nowhere in particular. “Oh, that's all right. I'll fix it up”.

(from “Winter dreams” by F. S. Fitzgerald)

Sample # 9

Now, of course, the quality and the seasonability of these winter dreams varied, but the stuff of them remained. They persuaded Dexter several years later to pass up a business course at the State university--his father, prospering now, would have paid his way--for the precarious advantage of attending an older and more famous university in the East, where he was bothered by his scanty funds. But do not get the impression, because his winter dreams happened to be concerned at first with musings on the rich, that there was anything merely snobbish in the boy. He wanted not association with glittering things and glittering people--he wanted the glittering things themselves. Often he reached out for the best without knowing why he wanted it--and sometimes he ran up against the mysterious denials and prohibitions in which life indulges. It is with one of those denials and not with his career as a whole that this story deals.

He made money. It was rather amazing. After college he went to the city from which Black Bear Lake draws its wealthy patrons. When he was only twenty-three and had been there not quite two years, there were already people who liked to say: “Now there's a boy” All about him rich men's sons were peddling bonds precariously, or investing patrimonies precariously, or plodding through the two dozen volumes of the “George Washington Commercial Course,” but Dexter borrowed a thousand dollars on his college degree and his confident mouth, and bought a partnership in a laundry.

(from “Winter dreams” by F. S. Fitzgerald)

Sample # 10

Even after the new addition to the Button family had had his hair cut short and then dyed to a sparse unnatural black, had had his face shaved so close that it glistened, and had been attired in small-boy clothes made to order by a flabbergasted tailor, it was impossible for Button to ignore the fact that his son was a excuse for a first family baby. Despite his aged stoop, Benjamin Button—for it was by this name they called him instead of by the appropriate but invidious Methuselah—was five feet eight inches tall. His clothes did not conceal this, nor did the clipping and dyeing of his eyebrows disguise the fact that the eyes under—were faded and watery and tired. In fact, the baby-nurse who had been engaged in advance left the house after one look, in a state of considerable indignation.

But Mr. Button persisted in his unwavering purpose. Benjamin was a baby, and a baby he should remain. At first he declared that if Benjamin didn't like warm milk he could go without food altogether, but he was finally prevailed upon to allow his son bread and butter, and even oatmeal by way of a compromise. One day he brought home a rattle and, giving it to Benjamin, insisted in no uncertain terms that

he should "play with it," whereupon the old man took it with—a weary expression and could be heard jingling it obediently at intervals throughout the day.

(from "The curious case of Benjamin Button" by F. S. Fitzgerald)

Sample # 11

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

(from "The story of an hour" by K. Chopin)

Sample # 12

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

(from "The story of an hour" by K. Chopin)

Sample # 13

As long ago as 1860 it was the proper thing to be born at home. At present, so I am told, the high gods of medicine have decreed that the first cries of the young shall be uttered upon the anaesthetic air of a hospital, preferably a fashionable one. So young Mr. and Mrs. Roger Button were fifty years ahead of style when they decided, one day in the summer of 1860, that their first baby should be born in a hospital. Whether this

anachronism had any bearing upon the astonishing history I am about to set down will never be known.

I shall tell you what occurred, and let you judge for yourself.

The Roger Buttons held an enviable position, both social and financial, in ante-bellum Baltimore. They were related to the This Family and the That Family, which, as every Southerner knew, entitled them to membership in that enormous peerage which largely populated the Confederacy. This was their first experience with the charming old custom of having babies—Mr. Button was naturally nervous. He hoped it would be a boy so that he could be sent to Yale College in Connecticut, at which institution Mr. Button himself had been known for four years by the somewhat obvious nickname of "Cuff."

On the September morning consecrated to the enormous event he arose nervously at six o'clock dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom.

(from "The curious case of Benjamin Button" by F. S. Fitzgerald)

Sample # 14

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon

a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being! "Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

(from "The curious case of Benjamin Button" by F. S. Fitzgerald)

Sample # 15

Mr. Roger Button, the president of Roger Button & Co., Wholesale Hardware, began to run toward Doctor Keene with much less dignity than was expected from a Southern gentleman of that picturesque period. "Doctor Keene!" he called. "Oh, Doctor Keene!"

The doctor heard him, faced around, and stood waiting, a curious expression settling on his harsh, medicinal face as Mr. Button drew near.

"What happened?" demanded Mr. Button, as he came up in a gasping rush.

"What was it? How is she? A boy? Who is it? What?"

"Talk sense!" said Doctor Keene sharply. He appeared somewhat irritated.

"Is the child born?" begged Mr. Button.

Doctor Keene frowned. "Why, yes, I suppose so—after a fashion." Again he threw a curious glance at Mr. Button.

"Is my wife all right?"

"Yes."

"Is it a boy or a girl?"

“Here now!” cried Doctor Keene in a perfect passion of irritation, “I’ll ask you to go and see for yourself. Outrageous!” He snapped the last word out in almost one syllable, then he turned away muttering: “Do you imagine a case like this will help my professional reputation? One more would ruin me—ruin anybody.”

(from “The curious case of Benjamin Button” by F. S. Fitzgerald)

Питання до заліку
Credit questions

1. Translation theory as a scientific discipline: the subject, the object, the main tasks.
2. Translation as an act of interlingual communication: the main traits. The process of translation and its participants.
3. Lexical correlations in translation: single and plural correlations.
4. Lexical correlations in translation: occasional correlations.
5. Idioms and their groups. The ways of translating non-equivalents.
6. Pragmatic adaptation in translation.
7. Antonymic translation.
8. Concretization as a lexical translation device.
9. Generalization as a lexical translation device.
10. Compensation and its types in translation.
11. Proper names and the peculiarities of their translation.
12. Metaphor and the ways of its translation.
13. Metonymy and the ways of its translation.
14. Grammatical transformations in translation: addition, omission, transposition.
15. Grammatical transformations in translation: replacement.
16. Grammatical transformations in translation: compression.
17. Grammatical transformations in translation: expansion.

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