

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені ВОЛОДИМИРА ДАЛЯ

МЕТОДИЧНІ ВКАЗІВКИ
до практичних занять з дисципліни
«ПРАКТИКУМ УСНОГО ПЕРЕКЛАДАЧА (ОСНОВНА ІНОЗЕМНА МОВА)»
(для здобувачів вищої освіти спеціальності 035 «Філологія»)
(Електронне видання)

ЗАТВЕРДЖЕНО
на засіданні кафедри
іноземної філології та перекладу
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Методичні вказівки до практичних занять з дисципліни «Практикум усного перекладача (основна іноземна мова)» (для здобувачів вищої освіти спеціальності 035 «Філологія») (Електронне видання) / Укладач: К. М. Ігошев. – Київ: вид-во СНУ ім. В. Даля, 2025. – 69 с.

Запропоновані методичні вказівки можуть бути використані здобуваачами вищої освіти для підготовки до практичних занять та самостійної роботи в рамках вибіркової дисципліни «Практикум усного перекладача (основна іноземна мова)». Ці методичні вказівки призначені для здобувачів денної та заочної форм навчання спеціальності 035 «Філологія» за спеціалізацією 035.041 «Германські мови та літератури (переклад включно), перша – англійська».

Методичні матеріали розраховані на здобувачів вищої освіти.

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Вступ

Запропоновані матеріали до практичних занять розроблено відповідно до освітньої програми спеціальності 035 «Філологія» та навчальної робочої програм з дисципліни «Практикум усного перекладача (основна іноземна мова)» для здобувачів вищої освіти спеціалізації 035.041 «Германські мови та літератури (переклад включно), перша – англійська».

До методичного видання входять практичні завдання (плани ПЗ) та списки джерел інформації за темами курсу «Практикум усного перекладача (основна іноземна мова)», що призначені для опрацювання як на практичних заняттях з дисципліни так і для самостійного освоєння.

Дисципліна спрямована на удосконалення навичок усного послідовного перекладу в різних галузях знань. Актуальність вивчення даної дисципліни зумовлена тим, що в практичному курсі перекладу з англійської мови приділяється недостатньо уваги усному послідовному перекладу текстів різних жанрів. В сучасних умовах майбутній перекладач повинен не тільки вміти адекватно перекладати тексти письмово, але і усно. Навички базового усного послідовного перекладу в парі українська-англійська можуть бути використані в багатьох ситуаціях, наприклад за необхідності перекладу доповідей на конференціях, семінарах, при перекладацькому супроводі ділових зустрічей представників різних держав та міжнародних організацій.

Метою вибіркового курсу «Практикум усного перекладача (основна іноземна мова)» є формування загальних і фахових навичок, необхідних для виконання усного перекладу. Вивчення цієї дисципліни передбачає формування у студентів фахової перекладацької та професійно-орієнтованої міжкультурної комунікативної компетенції.

При вивченні дисципліни здобувачі вищої освіти опановують навички усного послідовного перекладу конференцій та зустрічей, тренуючи оперативну і постійну пам'ять, увагу та вміння виділяти в текстах усних повідомлень найголовніше, працювати під тиском та в умовах стресу.

В наслідок вивчення даного навчального курсу здобувач вищої освіти набуде наступних компетентностей:

1. Здатність до пошуку, опрацювання та аналізу інформації з різних наукових, довідкових та інтернет-джерел;

2. Здатність вільно, гнучко й ефективно використовувати англійську мову в усній та письмовій формі, у різних жанрово-стильових різновидах і реєстрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у різних сферах життя та в рамках професійної діяльності перекладача;

3. Здатність до збирання й аналізу, систематизації та інтерпретації мовних фактів для перекладу наукових та технічних текстів;

4. Здатність до усвідомлення засад і технологій створення усних і письмових текстів наукового стилю державною та іноземними мовами;

5. Здатність здійснювати двосторонній усний переклад у парі мов англійська-українська на базовому рівні в різних комунікативних ситуаціях;

6. Здатність співпрацювати з колегами, представниками інших культур та релігій тощо; здатність забезпечити ефективну міжкультурну комунікацію;

7. Здатність використовувати інформаційні й комунікаційні технології у професійній діяльності для реалізації конкретних перекладацьких завдань.

8. Здатність реферувати й анотувати тексти;

Мета методичних матеріалів – надати загальну інформацію щодо основних тем дисципліни та зорієнтувати здобувачів на самостійне поглиблене вивчення окремих питань. Видання призначене для студентів II курсу, що навчаються за спеціалізацією 035.041 «Германські мови та літератури (переклад включно), перша – англійська». Збірку структуровано на розділи згідно з темами курсу «Практикум усного перекладача (основна іноземна мова)». Також кожен з розділів містить план практичного заняття (що включає усні та письмові практичні завдання) та перелік літератури та інших корисних ресурсів з тем курсу.

Тематичний план з даної дисципліни наступний:

№	Тема	Години (Л/ЛБ/ПЗ) за формами навчання	Стислий зміст	Інструменти і завдання
1.	Специфіка усного перекладу як виду перекладацької діяльності. Етичний кодекс перекладача	Денна 0/0/2 Заочна 0/0/0,25	Види усного перекладу (послідовний переклад, усний переклад з аркушу, переклад-нашіптування тощо). Базові навички, що складають основи підготовки усного перекладача. Професійна етика і моральний кодекс перекладача	Участь в обговоренні Індивідуальні завдання
2.	Розвиток навичок запам'ятовування. Методика переведення сприйнятого на слух усного повідомлення у «внутрішню мову» перекладача	Денна 0/0/4 Заочна 0/0/0,5	Техніки на розвиток оперативної пам'яті. Оволодіння методикою переведення сприйнятого на слух усного повідомлення у «внутрішню мову» перекладача шляхом пошуку та відбору синонімічних лексичних, морфологічних та синтаксичних одиниць	Участь в обговоренні Практичні завдання
3.	Удосконалення навичок сприйняття україномовних та англійськомовних текстів на слух	Денна 0/0/2 Заочна 0/0/0,25	Удосконалення навичок сприйняття україномовних та англійськомовних текстів на слух з урахуванням можливих труднощів сприйняття усного мовлення (швидкий темп мовлення; фонетичні особливості мовлення, зокрема акценти, притаманні носіям різних варіантів англійської мови, або особам, які не є носіями англійської мови; лексичні та синтаксичні прогалини в усних повідомленнях)	Практичні завдання Індивідуальні завдання

			тощо)	
4.	Вдосконалення навичок переключення з однієї мови на іншу	Денна 0/0/4 Заочна 0/0/0,5	Вдосконалення навичок переключення з англійської мови на українську і навпаки шляхом виконання практичних рецептивно-продуктивних вправ	Практичні завдання Індивідуальні завдання
5.	Семантичні аспекти усного перекладу	Денна 0/0/4 Заочна 0/0/0,5	Смисловий аналіз повідомлення. Тема-рематичні відносини в реченні, їх роль у сприйнятті усного повідомлення. Семантична надмірність усного повідомлення та засоби її забезпечення. Лексико-семантична когезія усного повідомлення	Участь в обговоренні Практичні завдання Індивідуальні завдання
6.	Структурно-семантичний і прагматичний аспекти тексту	Денна 0/0/4 Заочна 0/0/0,5	Місце групи підмета і присудка. Складносурядні і складнопідрядні речення. Вказівка мети. Окличні і питальні речення. Переклад прецизійної лексики. Основні прагматичні характеристики тексту. Передача оцінного компонента усного повідомлення	Участь в обговоренні Практичні завдання Індивідуальні завдання
7.	Формування навичок зорово-усного перекладу	Денна 0/0/4 Заочна 0/0/0,5	Специфіка зорово-усного перекладу і його етапи. Формування навичок зорово-усного перекладу з англійської мови. Формування навичок зорово-усного перекладу з української мови	Участь в обговоренні Практичні завдання Індивідуальні завдання
8.	Формування навичок усного послідовного перекладу на основі абзацно-фразового перекладу.	Денна 0/0/6 Заочна 0/0/1	Формування навичок усного послідовного перекладу на основі абзацно-фразового перекладу на матеріалі двомовного інтерв'ю, прес-конференції, переговорів. Формування навичок виконання	Участь в обговоренні Практичні завдання Індивідуальні завдання

	Психологічні аспекти роботи усного перекладача		перекладацьких завдань за умов стресу. Розвиток здатності до обґрунтованої імпровізації. Розвиток навичок публічного мовлення	Залік
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В результаті вивчення дисципліни здобувач вищої освіти отримає:

- знання вимог, які висуваються до професійного до усного послідовного перекладу;
- знання про етапи і технології роботи з текстовою інформацією;
- знання видів та способів застосування основних перекладацьких трансформацій;
- знання способів забезпечення когезії тексту;
- вміння сприймати та запам'ятовувати фрагменти інформації значного обсягу;
- вміння швидко переключатися з однієї мови на іншу;
- вміння здійснювати усний двосторонній переклад у парі мов англійська-українська на базовому рівні;
- вміння бути спроможним до обґрунтованої імпровізації та публічного мовлення.
- вміння дотримуватися правил академічної доброчесності.

Дисципліна «Практикум усного перекладача (основна іноземна мова)» є вибірковою для вивчення здобувачами вищої освіти за освітньою програмою 035 (Філологія) бакалаврського рівня зі спеціальності 035.041 – «Германські мови та літератури (переклад включно), перша – англійська».

Обсяг дисципліни в кредитах ЄКТС – 5,0.

Денна форма навчання:

Загальний об'єм 150 годин, практичні заняття – 30 годин, самостійна робота – 120 годин.

Мова викладання: англійська, українська

Вид семестрового контролю: залік

Заочна форма навчання:

Загальний об'єм 150 годин, практичні заняття – 4 години, самостійна робота – 146 годин.

Мова викладання: англійська, українська

Вид семестрового контролю: залік

Консультативну допомогу здобувачі вищої освіти можуть отримати у науково-педагогічних працівників кафедри германо-романської філології та перекладу, які безпосередньо проводять заняття, за розкладом, або звернувшись з письмовим запитом до викладача через функцію «Повідомлення» на платформі Moodle (<http://moodle2.snu.edu.ua>).

Дисципліна «Практикум усного перекладача (основна іноземна мова)» передбачає у слухача сформовані протягом попередніх семестрів навчання україномовна та іншомовна (англійська як перша іноземна мова) комунікативні компетенції.

За повністю виконані завдання здобувач вищої освіти може отримати визначену кількість балів:

Інструменти і завдання	Кількість балів
Участь в обговоренні	40
Тести	16
Завдання для самостійної роботи	24
Заліковий тест	20
Разом	100

Тема 1: Специфіка усного перекладу як виду перекладацької діяльності.

Етичний кодекс перекладача

Практичне заняття № 1-2

Мета практичного заняття: розглянути специфіку усного перекладу як виду перекладацької діяльності.

Задачі практичного заняття:

- розглянути і описати види усного перекладу;
- визначити базові навички, що складають основу підготовки усного перекладача;
- ознайомитись із професійною етикою і моральним кодексом перекладача.

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

- 1) Seventy seven benevolent elephants
- 2) Santa's Short Suit Shrunk
- 3) Willy's real rear wheel
- 4) Six sleek swans swam swiftly southwards
- 5) How much pot, could a pot roast roast, if a pot roast could roast pot.
- 6) I stood sadly on the silver steps of Burgess's fish sauce shop, mimicking him hiccuping, and wildly welcoming him within.

2. The ethics of translation has often been thought to consist of the translator assuming an entirely external perspective on his or her work, thinking about it purely from the user's point of view: thinking, for example, that accuracy is the only possible goal of translation; that the translator has no right to a personal opinion or interpretation; that the finished product, the translated text, is the only thing that matters. What other ethical considerations are important? Is it possible to allow translators their full humanity – their opinions, interpretations, likes and dislikes, enthusiasms and boredoms – while still insisting on ethical professional behavior that meets users' expectations? Write a short answer to this question.

3. Translators are usually, and understandably, hostile toward machine translation systems, which promise clients enormous increases in speed at a fraction of the cost of human translation. Translators typically point to the low quality or reliability of machine-translated texts, but in some technical fields, where style is not a high priority, the use of constrained source languages (specially written so as to be unambiguous for machine parsing) makes reliability possible along with speed and low cost. How should translators meet this challenge? Translate faster and charge less? Retrain to become pre- and post-editors of machine translation texts? Learn to translate literature? Write a short answer to this question.

4. List most important traits, which in your opinion, one need to possess in order to become a good translator. Make up two lists of traits: one with the traits of an «ideal translator», the other with traits you already have. Also, write down some thoughts on what you can do or change in order to become closer to the ideal of a good translator.

5. Read the following satire on the freelance translator, originally posted on a translation forum but quickly removed.

Mario Abbicci (abbicci)

Italy

Getting rich fast applying low rates!

The background

Honours degree in Archaeology at University of Rome, 1999, I passed my Greats with a dissertation on «The Ruins of Intelligence and the Rests of Idiocy in the Modern World, Especially among Professionals». PhD in Gardening, dissertation with Sir Edward Mumford Blase on «The Giardini allTtaliana and The Figure of Labyrinth: Is That an Attitude or What?». Full time professional freelance translator and reviewer since 2000. Actually, I started translating for money in 1987. Yes I was fifteen but I was full of promise, yet dad's spending money was not enough to buy cigarettes, filthy magazines and holy smoke. Furthermore, my Auntie Gina said I was doing it very well. She was deaf and blind, but loved me very much. I started studying to acquire a position

in society, yet my interest in learning and widening my knowledge was very limited and I didn't give a shit about it all, but I wanted an easy income with the least possible effort. My studies were mnemonic and I just can't remember that much of it, but the method seemed to work and I feel like recommending it strongly to the generations to come. Next step: you know, in European countries there's not much chance to work without effort and competence, so I jumped at the Internet and started as a localizer.

The areas of specialisation

In line with my educational background my areas of specialisation are Information Technology, Software, Hardware, Technical/Industry, Medical/ Pharmacy, Legal, Scriptures. I have ample experience in these sectors and I can quickly provide strictly unfounded references.

The experience

I have been a native Italian freelance translator/reviewer/editor/proofreader since 2000. In May 2001 I set up a team with three reliable colleagues, cooperating to provide high quality results wasting little time. Let me introduce you to Mr. Jonathan Babelfish, Mrs. Gloria Altavista, Dr. Gianni Google and Dr. Juan Do Cojocojo. They are very flexible and fanciful professionals and always really pluck an unexpected solution out of a source text. Please note that they're collaborating with most of the professionals on this site and they represent in many cases the only reference their translations are built upon.

The references

References of company and agency contacts that have assigned the above-mentioned projects to me are available upon request and referees are kept in total ignorance. We can also provide you with our up-to-date resumes, just ask and we make it up instantly. Please also note that we are available to perform paid translation tests not exceeding 75 words of source text and only if you can assure us total anonymity. In fact, we still do not understand why you customers and agencies persist in forcing translators to perform free tests, whereas you should pay for this from now on, neither do we agree on the test practice itself which is plainly contrary to the entrepreneurial principle that quality doesn't need prove.

The methods

First, I accept a text about an argument I've never heard of. Then I perform an extensive query on-line using the method of random guessing and abuse various translation forums, eventually choosing the least reliable and most fancy solution. If this still doesn't help, I ask the customer to postpone the deadline asserting that the material is very challenging for a satisfying linguistic solution and I am currently involved in a fine-tuning phase. We are always keeping ourselves up to date and are continuously involved in professional research and upgrades. We do not miss a line of the most known and crowded newsgroups and mailing lists. We do prefer Langit to Lantra because of the aseptic environment of the first. While politics are not allowed there, you can enjoy packs of rowdy translators insulting each other about rates, wordcounts, and clients, with a peculiar social attitude that poor Aristotle was wrong to consider «political». As a result one can improve their professionalism learning how to breed suspicion about an agency they have failed a test for, how to set up new translators guilds, how to quote jewels of funny deja-vu social theory in native German while they hardly speak a correct Italian, without any intervention of the local moderators, strictly committed to preserve the Subject syntax correctness.

The policies

Our official rates are fairly rigid, based upon the material complexity, though not low. We need you to understand the reasons of these policies. We are forced to act this way in the presence of our honourable colleagues. But we are willing to grossly knock rates down in private bids or if you contact us directly. Our rates are based upon gobbledygook accounting methods and we use the Cartella, the Canna and the Pertica as translation unit measures, according to Editto de lo Merchante which dates back to 1312, Patavia. For your convenience, let us clarify that Cartella is 65 keystrokes for a square of 60 rows per side, 360 white spaces of hypotenuse, and as long as you do not use Strong Papyrus, in which case it takes more time to count because of the peculiar sensitivity of the medium. Bill collection must be performed no later than 30 days from the billing date and VAT code must be specified in the invoice. We reserve the right to collect on the side. Whatever cannot be safely collected on the side, please refer it to

«Donations and Charitable Acts» so we can deduct it from our income tax return and save our souls. We are left-wingers but not morons, after all.

Mario Abbicci

Freelance native translations

Via Sonzogno, 77 – Milazzo

Italy

E-mail address:

marioabbicci@katamail.com (preferred)

marioabc@microsoft.com (deterred)

6. Who do you think wrote the satire? If it was an agency person, what do you think his or her motivations were in writing it? If it was a freelancer, what could his or her motivations have been? What other possible job experiences can you imagine that would have led someone to write a satire like this?

7. Based on Mario's education, what would you say the author believes is an appropriate or useful education for the translator? What is wrong with this particular educational background? What is the bit about being fifteen and translating for money to make money for cigarettes and filthy magazines trying to say? What does it mean to say «my studies were mnemonic and I just can't remember that much of it»?

8. What does this mean: «Next step: you know, in European countries there's not much chance to work without effort and competence, so I jumped at the Internet and started as a localizer»?

9. What is the problem with the translator's references in «areas of specialization», «experience», and «references»? What does it mean for references to be «unfounded»? What should they be? What does it mean to say: «Please note that they're collaborating with most of the professionals on this site and they represent in many cases the only reference their translations are built upon»? Why is it a problem if referees are «kept in total ignorance»?

10. The four professionals with whom Mario teamed up in 2001 (he says there are three) represent on-line translation help: Babelfish is the automatic

translation program on Altavista, a search engine; Google is also a major search engine with a translation program built-in. Why is it a bad thing for this author that Mario relies on these on-line resources? If the fact that he formed this team in 2001 (and posted this website in 2002) is taken to be satirical, what is wrong with having started so recently?

11. The second paragraph of the section on «experience» is about free tests. What is at issue here? What freelancer attitude is the author trying to satirize? (Note the grammatical error at the end of the last sentence: «...need prove»). Is this error a significant part of the satire? Rephrase Mario's statement from a freelancer's point of view without the satire, making the reluctance to take free tests a professionally respectable attitude.

12. The lines «We are forced to act this way in the presence of our honourable colleagues. But we are willing to grossly knock rates down in private bids or if you contact us directly» deal with hypocrisy about dumping. What are the practices the author is satirizing, and why are they a problem?

13. Should translators be willing to do any kind of text-processing requested, such as editing, summarizing, annotating, desktop publishing? Or should translators be allowed to stick to translating? Explore the borderlines or gray areas between translating and doing something else; discuss the ways in which those gray areas are different for different people.

14. When and how is it ethical or professional to improve a badly written source text in translation? Are there limits to the improvements that the translator can ethically make? (Tightening up sentence structure; combining or splitting up sentences; rearranging sentences; rearranging paragraphs...) Is there a limit to the improvements a translator should make without calling the client or agency for approval? A reliable translator is someone who on the one hand doesn't make unauthorized changes – but who on the other hand doesn't pester the client or agency with queries about every minute little detail. Where should the line of «reliability» be drawn?

Тема 2: Розвиток навичок запам'ятовування. Методика переведення сприйнятого на слух усного повідомлення у «внутрішню мову» перекладача

Практичне заняття № 3-4

Мета практичного заняття: засвоїти сновні навички запам'ятовування та користування «внутрішньою мовою» перекладача.

Задачі практичного заняття:

- розглянути основні техніки розвитку оперативної пам'яті;
- навчитись ефективно використовувати ці техніки на практиці шляхом виконання відповідних практичних вправ;
- засвоїти навички користування «внутрішньою мовою» перекладача.

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

- 1) How can a clam cram in a clean cream can?
- 2) Send toast to ten tense stout saints' ten tall tents.
- 3) Seth at Sainsbury's sells thick socks.
- 4) Roberta ran rings around the Roman ruins.
- 5) World Wide Web
- 6) Picky people pick Peter Pan Peanut-Butter, 'tis the peanut-butter picky people pick.

2. Збереження незнайомих слів у довготерміновій пам'яті за допомогою візуальних підказок. Повторіть повільно всі слова (кожне слово, словосполучення три рази). Напам'ять повторіть англійською, російською, українською. Скільки відсотків слів Ви запам'ятали? При незадовільному результаті вправу повторити.

Life/життя, lifelike/схожий на живий («як живий»), way of life/спосіб життя, purpose in life/мета життя, alive/живий, alive and kicking/повністю здоровий (неушкоджений), brimming with life/активний, живий, life's end/кінець життя,

wildlife/дика природа, lifespan/строк життя, conditions of life/життєві умови, return to life/повернутись до життя.

3. Тренування короткочасної пам'яті на цифровому матеріалі. Потренуйтеся повільно, потім швидко повторити словосполучення, також у різному темпі перекласти українською.

24 years, 1500 euro, in 2012, on February 24th 2015, at 8 o'clock, 10000 children, 3506 pounds, 500100 cars, until June, in the 3rd quarter of 2010, on January 21st 1899, after September, in spring.

4. Потренуйтеся повільно, потім у різному темпі повторити, а також перекласти на англійську наступні слова та словосполучення:

За останні 40 років, 10 років від дня народження, у 1988 році, 36 років, 84 роки, 500 тисяч новонароджених, 2000 євро, 56 доларів, відзначити свій 90-ий день народження, понад 200 000 людей.

5. Збереження незнайомих слів у довготерміновій пам'яті за допомогою візуальних підказок. Повторіть повільно всі слова (кожне слово, словосполучення три рази). Напам'ять повторіть англійською, російською, українською. Скільки відсотків слів Ви запам'ятали? При незадовільному результаті вправу повторити.

1212, 1984, 2012, 1886, 2014, 1999, 1945, 1004, 1642, 2016, 1950, 1988, 1930

6. Тренування короткочасної пам'яті на цифровому матеріалі. Потренуйтеся повільно, потім швидко повторити словосполучення, також у різному темпі перекласти англійською.

Пшениця, рис, кукурудза

Цукор, сіль, перець

Тигр, лев, пантера

Куртка, піджак, краватка

Дуб, береза, тополя

Дятел, горобець, орел

7. Прийом конкретизації являє собою заміну слова похідної мови з більш широким значенням словом іншої мови з більш вузьким значенням.

Ознайомтесь з прийомом конкретизації на прикладі (конкретизована частина виділена курсивом):

At the by-election victory *went to* the Labour candidate – На додаткових виборах перемогу *отримали* лейбористи. ‘So what?’ I *said*. – Ну так що ж? – *запитав* я. He *told* me to come right over, if I felt like it – *Наказав* мені приходити хоч зараз, якщо знадобиться. He *is* at school – Він *навчається* у школі.

Прийом генералізації – це заміна слова, що має більш вузьке значення, словом з більш широким значенням. Ознайомтесь з прийомом генералізації на прикладі (узагальнена частина виділена курсивом):

He was *6 feet 3 inches tall and his body was hard but overspare* save for the bunched force gathered in his shoulders and upper arms. – Він був *високого зросту, міцний, але худорлявий*. – тільки сповнені силою плечі та руки виглядали масивними. *Орел* піднявся вище та знову став кружляти над землею. – *The bird* went up and circled again.

8. Потренуйтеся у конкретизації при перекладі наступних прикладів самостійно. Переклад запишіть.

1) Bruce Robinson was making a routine visit to what he calls the “alien world,” descending 500 m beneath the surface of the Pacific Ocean in Deep Rover, a one-person **submercial**.

2) Three children and one adult were trampled in a **mob scene** at the International Organization for Migration’s registration office a few days before our arrival.

3) As the nose cone approached the incoming asteroid, it would deploy its cargo, which, forced apart by the springs, would expand into a flat **array** of metallic balls, about the profile size of the approaching asteroid and perpendicular to its path.

4) Breguet produced the purest form of **timepieces** in the history of watchmaking.

5) Better still, many more people can afford a Breguet watch: ‘Before they were too expensive for young people, but now we have relatively accessible **pieces**,’ says Emmanuel Breguet.

6) For oceanologist Bruce Robinson, whose goal is to understand the structure and function of all deep-sea **communities**, sometimes the sobriety of scientific endeavor

is eclipsed by the rapture of the deep.

7) Indonesia, as should be obvious by now, is a country of 17,000 islands and a thousand potential **flashpoints**. The nation is riven by religious divides that have devastated the once spice-rich islands of the Moluccas.

8) Census-taking in the Balkans is a deeply controversial process; calling for one is enough to provoke threats of war by those groups who happen **to be on the wrong side** of a suspected demographic shift.

9) For a decade the Labor Party had a solution to Israel's biggest problem: land for peace. It would give back much of the land conquered in the 1967 war and get a peace agreement in return. But the assumption that underlay it – that you could make a deal with Arafat – is now pretty **wobbly**.

10) Her face was very white now and her eyes two burning **lights**.

11) Her expression changed, **dimmed**. Her eyes were no longer two burning points, they were dark dim pools.

12) Thank goodness you are **sensible**. You see that it does matter – and what it involves.

13) Of course she did it. You'd know that well enough if you'd seen her at the time. It was written **all over her**.

14) 'Had your firm **acted for** Mrs Crale for a long period of years?' George Mayhew shook his head. 'On the contrary. Jonathan and Jonathan were the Crale solicitors.'

15) Cambodia has never really come to terms with its traumatic past. During Pol Pot's four-year reign of terror, an estimated 1.7 million people died – one fifth of the country's population. More than a million **fell victim** to disease, starvation and forced labour.

9. Потренуйтеся в узагальненні (генералізації) при перекладі наступних прикладів самостійно. Переклад запишіть.

1) Many countries in Europe are starting to recognize that they'll have to find a way **to accommodate more immigrants if they want to stop the** deadly trafficking in them.

2) The belief that God was to be found in Nature sanctioned the collecting of birds' eggs in **rectories and vicarages** throughout the British Isles – and by missionaries across the Empire.

3) In 43 AD, under the reign of the emperor Claudius, the Romans made the decisive move **to reduce** Britannia to an imperial province.

4) Kings were not immune from deposition or assassination, but for each one **knifed** or strangled, a replacement, also of royal blood, was always available.

5) In one famous account, King Edgar, on his coronation in 973, **was rowed** on the River Dee by the Kings of Scotland, Strathclyde, and Man, and by Welsh Princes.

6) I met Mr. Meredith Blake as I said, and I ran down the path again as quickly as I could. I was wearing **sandshoes** and I have always been light on my feet.

7) Three men entered the room from the kitchen. Two of them wore shoes. One was eating a **saltine**.

8) 'Our message is far more important than tax cuts and **affirmative action** and abortion and trust and family values and all the other silliness we're hearing. Our message is life and death. Our message will change the world and protect our affluence. That's all we really care about.'

9) Indonesian President **neutered** institutions other than the military, and the voices that now seem so clamorous were not exactly quiet then, only muzzled.

10) On the morning of September 11, **commuters** heading for World Trade Center offices read New York Times front-page headlines about the arrest of a person charged with hijacking an airliner from Canada to Cuba 30 years ago.

11) Earlier this year one researcher trying to contact one former Khmer Rouge cadre showed neighbors the man's 1977 **mug shot** from S-21 prison.

12) It's the cold threat of economic loss that's finally **shocked** Germans into a rethink. German high-tech companies warn that they are falling behind the U.S. competition.

13) Many countries in Europe are starting to recognize that they'll have to find a way to **accommodate** more immigrants if they want to stop the deadly trafficking in them.

14) We cross the range and glide between the Sadlerochit Mountains to our left and the white **sluice** of a small glacier to our right.

15) Alaskans use more energy per capita than any other people in the country, and scientists who study global warming say that no state is more affected by climatic change. As it is, average temperatures in Alaska **have spiked** close to five degrees since the 1960s.

10. Що таке «внутрішня мова» перекладача? Чому для усного перекладача так важливо розвивати її? Яким чином можна використовувати її для усного перекладу?

Тема 3: Удосконалення навичок сприйняття україномовних та англомовних текстів на слух

Практичне заняття № 5-6

Мета практичного заняття: удосконалення навичок сприйняття україномовних та англомовних текстів на слух.

Задачі практичного заняття:

– Розвиток навичок перекладу з урахуванням можливих труднощів сприйняття усного мовлення: швидкий темп мовлення; фонетичні особливості мовлення, зокрема акценти, притаманні носіям різних варіантів англійської мови, або особам, які не є носіями англійської мови; лексичні та синтаксичні прогалини в усних повідомленнях тощо.

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

To sit in solemn silence in a dull, dark dock,
 In a pestilential prison, with a life-long lock,
 Awaiting the sensation of a short, sharp shock,
 From a cheap and chippy chopper on a big black block!
 To sit in solemn silence in a dull, dark dock,
 In a pestilential prison, with a life-long lock,
 Awaiting the sensation of a short, sharp shock,
 From a cheap and chippy chopper on a big black block!
 A dull, dark dock, a life-long lock,
 A short, sharp shock, a big black block!
 To sit in solemn silence in a pestilential prison,
 And awaiting the sensation
 From a cheap and chippy chopper on a big black block!

2. Тренування короткочасної пам'яті. Повторіть повільно всі словосполучення. Напам'ять повторіть російською, українською,

англійською. Скільки відсотків слів Ви запам'ятали? При незадовільному результаті вправу повторити.

- 1) 845 машин
- 2) 230 дітей
- 3) 808 метрів
- 4) 198 кілограм
- 5) 38 банок
- 7) 109 тисяч

3. Тренування короткочасної пам'яті. Потренуйтеся повільно, потім швидко повторити слова, також у різному темпі перекласти українською.

- 98 mice - 43 elephants - 12 cats
 4 books - 11 copybooks - 75 documents
 64 euro - 88 dollars - 150 pounds
 250 children - 39 adults - 289 people
 541 bottle - 66 dishes - 105 forks
 90 points - 56 percent - 3 quarters

4. Числа, імена, перелік. Перекладіть українською повільно, потім у швидкому темпі. Запишіть переклад.

1) General Motors Company, commonly known as GM, is an American multinational corporation headquartered in Detroit, Michigan, that designs, manufactures, markets, and distributes vehicles and vehicle parts, and sells financial services. General Motors produces vehicles in 37 countries under thirteen brands: Alpheon, Chevrolet, Buick, GMC, Cadillac, Holden, HSV, Opel, Vauxhall, Wuling, Baojun, Jie Fang, and UzDaewoo.

2) East Asia is the eastern subregion of the Asian continent, which can be defined in either geographical or ethno-cultural terms. Geographically and geopolitically, it covers about 12,000,000 km² (4,600,000 sq mi), or about 28% of the Asian continent, about 15% bigger than the area of Europe.

5. Числа, імена, перелік. Перекладіть англійською повільно, потім у швидкому темпі. Запишіть переклад.

1) У 2008 році в Парижі проживало близько 330000 іноземців, що складає 14,9% від населення Парижу. 30% з них – вихідці з ЄС, ще 20% припадає на мігрантів з Алжиру, Марокко и Тунису.

2) На р. Пінар 12 листопада відбулася битва, в якій Олександр, що мав у розпорядженні усього 60 тис. Піхотинців та 5-7 тис. вершників, отримав блискучу перемогу над персами.

3) Спортивний психолог Мірко Іріон поділився думкою про ставлення головного тренера мюнхенської «Баварії» Хосепа Гвардіоли до своїх футболістів.

6. Тренування зорової пам'яті. Перегляньте назви торгових марок. Закривши назви, запишіть назви по-пам'яті.

GAME BOY

JOHNNY WALKER

PATEK PHILIPPE

GENERAL MOTORS

SKITTLES

TOYOTA

ROLEX

MARS

JACKOBS MONARCH

BREGUET

PHILLIPS

XIAOMI

CAPTAIN MORGAN

ROLLS-ROYCE

TESLA

7. Прийом антонімічного перекладу полягає в тому, що перекладач замінює позитивну конструкцію негативною або навпаки, що супроводжується відповідною лексичною заміною одиниці похідної мови її антонімом у мові перекладу. Літота дуже поширена в англійській мові завдяки великій кількості негативних префіксів. Приклади літоти:

- 1) The dog nearly knocked him over. – Собака ледь не збив Саймона з ніг.
- 2) He didn't talk much. – Здебільшого він відмовчувався.
- 3) I never ceased to be fascinated by their persistence in eating... – Мене (завжди) вражало, як вони, не знімаючи рукавичок все їли та їли...

8. Спробуйте зробити самостійний переклад наступних речень з використанням прийому антонімічності:

1) Indonesia's current president, Abdurrahman Wahid, has spent most of his brief tenure putting out violent brush fires across the country or fighting parliamentary efforts to impeach him. **More than one** Indonesian, young and old, have been prompted to wonder why the man bothers.

2) Only in the waning years of their rule did the Dutch attempt to build a trained civil service or a legal and educational system. Indonesia's first university **didn't open until** the 1920s.

3) Kim Jong Il is a homebody **if ever there was one**. He hates flying. He fears assassins.

4) The new wave of political pronouncements **has yet to yield** real results, and for every success story there are hundreds of broken promises that carry on a century-old pattern.

5) Now Britain is **as enamored as ever** of the free market, but **as ambivalent as ever** about freedom of immigration.

6) Already the Northern Alliance is pushing to keep the size of any international peacekeeping force down to 1,000 troops – too small to seriously threaten its hold on Kabul. If the government attempts to extend its authority, powerful regional actors, like Gen. Abdul Rashid Dostum in Mazar-e-Sharif and Haji Qadir in Jalalabad have the men and guns to resist **anything but** a major international force.

7) In the 1990s the number of dumping complains jumped by 50 percent worldwide. The United States was still the most frequent plaintiff, but also became a major target, **and no industry was targeted more often than U.S. steel**.

8) We know the tropics contain a rich pharmacopoeia, but there are many organisms **still to be found** in our unexplored backyards.

9) The U.S. State Department last summer put together a 10-page document that contains many specific proposals the American delegation is likely to urge on the General Assembly's Working Group on U.N. Reform. Such a thorough revamping would be a **hard sell**.

10) Many nations are suspicious and **resentful** of anything that looks like U.S. dictation.

11) These chastening experiences have, understandably enough, caused governments to be more **reluctant** to provide the military contingents upon which the U.N. entirely depends.

12) Last July two of the ostensible havens – Srebrenica and Zepa – fell to the Bosnian Serbs. **Outmanned and outgunned**, the Dutch and Ukrainian peacekeepers deployed there could do nothing to protect the enclaves.

13) The Roman legions built the best roads England **was to see** for a millennium and a half: well-founded, stone surfaced routes linking the main settlements and often running straight for many miles, though bending to ease the gradients where hills and steep slopes had to be tackled.

14) Mutual hostility and **shifting** alliances among Britons weakened their capacity to fight back.

15) Each Sunday morning, droves of visitors, overwhelmingly from Europe and Japan, jam Harlem churches to listen to famed gospel choir. Often, the tourists **crowd out** regular congregants, leaving them scrambling for seats.

9. Спробуйте перекласти наступний аудіозапис під назвою «Past Perfect» за посиланням: <https://youtu.be/CC73Ue5ovKg>, намагаючись утримати в оперативній пам'яті якомога довші фрагменти тексту. З якими труднощами ви зіткнулися при перекладі цього аудіотексту?

Тема 4: Вдосконалення навичок переключення з однієї мови на іншу

Практичне заняття № 7-8

Мета практичного заняття: удосконалення навичок переключення з однієї мови на іншу.

Задачі практичного заняття:

– удосконалити навички переключення з однієї мови на іншу шляхом виконання рецептивно-продуктивних вправ (прослуховування автентичних аудіотекстів з постійним переключенням з української на англійську мову).

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

1) How many boards

Could the Mongols hoard

If the Mongol hordes got bored?

2) Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

3) She sells seashells by the seashore.

The shells she sells are surely seashells.

So if she sells shells on the seashore,

I'm sure she sells seashore shells.

2. Подивіться коротке англomовне відео за посиланням: <https://youtu.be/JQVmkDUkZT4> та дайте відповіді на наступні питання українською мовою:

1) Що таке клітини? Які функції вони можуть виконувати, коли об'єднуються?

2) Чи можуть ваші клітини та органи вижити за межами вашого тіла? І якщо так, чи означає це що частина вас стає частиною іншої людини?

3) Скільки потрібно часу, щоб повністю замінити клітини у вашому організмі?

4) Чи безсмертні ваші клітини? Що таке ракові клітини? Чому саме вони небезпечні?

5) Хто така Генрієтта Лекс? Завдяки чому її ім'я стало відомим?

6) Що таке ДНК? Яка роль вірусів і бактерій в процесі формування нашого ДНК?

7) Чи всі клітини нашого організму мають однакове ДНК?

8) Як ви гадаєте – що ви таке насправді?

3. Подивіться коротке англomовне відео за посиланням: <https://youtu.be/tlTKTTt47WE> та дайте відповіді на наступні питання:

1) Is it possible to simulate the whole universe as a virtual reality? How much do we need to simulate to fool a potential inhabitant of such simulated reality?

2) Do we have a way to confirm that our own reality is not a simulated one?

3) What are the assumptions/requirements for a «successful» simulation of reality?

4) What is a Matrioshka Brain?

5) What are «great filters»?

6) What do you think – can our brain and senses process the world around us as it really is?

4. Подивіться відео-інтерв'ю з Ілоном Маском за посиланням: https://www.ted.com/talks/elon_musk_the_future_we_re_building_and_boring?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare та дайте відповіді на наступні питання українською мовою:

1) Яким чином буде використовуватися мережа 3D туннелів, за словами Маска?

2) Як підземні туннелі будуть інтегруватися в поверхневу транспортну мережу?

3) Які недоліки літаючих авто ви можете назвати?

4) Що таке гіперлуп?

5) Яка ідея лягла в основу повної автономії для автомобілів? Яким чином можна досягнути цієї мети?

6) Для чого можна використовувати плити з вбудованими сонячними панелями?

7) Поясніть ідею Маска про відновлювальні джерела енергії та людство як космічну цивілізацію?

8) Що таке технічний прогрес людства в розумінні Ілона Маска?

5. Подивіться наступну відео-промову за посиланням <https://youtu.be/7qI711c03W8?si=QM5IE5oFQOtBYozx> та дайте відповіді на наступні питання:

1. Where does Rick Steeves travel to this time?
2. Was Ethiopia ever a Western colony?
3. What is the name of Ethiopia's capital?
4. What are barrios? Why do they appear?
5. Is Ethiopia a united country?
6. How can you get around Ethiopian cities?
7. What is Axum famous for?
8. Describe the daily life in an Ethiopian village
9. What does Abedi do to make ends meet?
10. Is there ready access to drinking water in rural Ethiopia?
11. How many districts does Ethiopia have?
12. What is smart farming?
13. What are health posts for?
14. What are some of the most deadly child diseases in poor countries?
15. What is the state of education in Ethiopia?
16. What are the reasons for hunger in Ethiopia?
17. What is Ethiopia famous for?
18. How does the government try to change the country's workforce?
19. How do sustainable energy technologies help rural communities?

Тема 5: Семантичні аспекти усного перекладу

Практичне заняття № 9-10

Мета практичного заняття: розглянути семантичні аспекти усного перекладу.

Задачі практичного заняття:

- навчитися робити смисловий аналіз повідомлення;
- розглянути семантичні відносини в реченні, їх роль у сприйнятті усного повідомлення;
- уточнити, що таке семантична надмірність усного повідомлення та розглянути засоби її вираження та способи уникнення при перекладі.

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

- 1) The great Greek grape growers grow great Greek grapes.
- 2) Singing Sammy sung songs on sinking sand.
- 3) Rhys watched Ross switch his Irish wristwatch for a Swiss wristwatch.
- 4) Near an ear, a nearer ear, a nearly eerie ear.
- 5) On a lazy laser raiser lies a laser ray eraser.
- 6) Fresh French fried fly fritters

2. Explore the difference between representational memory and procedural memory by consciously storing the meaning or translation of a new word in long-term memory: open a dictionary to a word that you have never seen before, study the entry, and commit it to memory. Wait a few minutes, and then «represent» it to yourself: review in your mind, or out loud, or on paper, what you have just learned. Now compare that memory with your «procedural» memory of how to get from home to university, or how to translate «how to get from home to university» into another language. What are the major differences between them?

3. Work with two or three other people to translate the following sentence from Gallagher (1994: 129) into another language:

«One reason we work so hard to keep our surroundings predictable is that we rely on them to help us segue smoothly from role to role throughout the day». Now study the translation in relation to the original and try to invent principles or «rules» of relevance that might help you translate a similar passage more easily next time. (For example, are «work so hard to keep» and «rely on them to help» rendered with the same syntactic structure in your target language? What shifts need to be made in word order to make the target text sound natural? «Segue» is a term taken from music; is there an exact equivalent in your target language? If not, what register shifts do you have to make so that it works right? Etc.) Draw on any aspect of your experience – the sound of words, things that have happened to you, places you've heard this or that word or structure – to «personalize» the rule or principle and so make it memorable for you.

4. Прочитайте подану нижче інформацію. Проаналізуйте текст – які основні тези можна з нього винести?

SEMANTICS AS A SCIENCE

Language is the amber in which a thousand precious and subtle thoughts have been safely embedded and preserved.

(From *Word and Phrase* by J. Fitzgerald)

As it has already been said, the internal structure of the word is its meaning or semantics.

The linguistic science at present is not able to put forward a definition of meaning which is conclusive. However, there are certain facts of which we can be reasonably sure, and one of them is that the very function of the word as a unit of communication is made possible by its possessing a meaning. Therefore, among various characteristics of the word, meaning is certainly the most important.

Generally speaking, meaning can be more or less described as a component of the word through which a concept is communicated, in this way endowing the word with the ability of denoting real objects, qualities, actions and abstract notions. The complex and somewhat mysterious relationships between *referent* (object, etc. denoted by the word), *concept* and *word* are traditionally represented by the following triangle [Fig. 1].

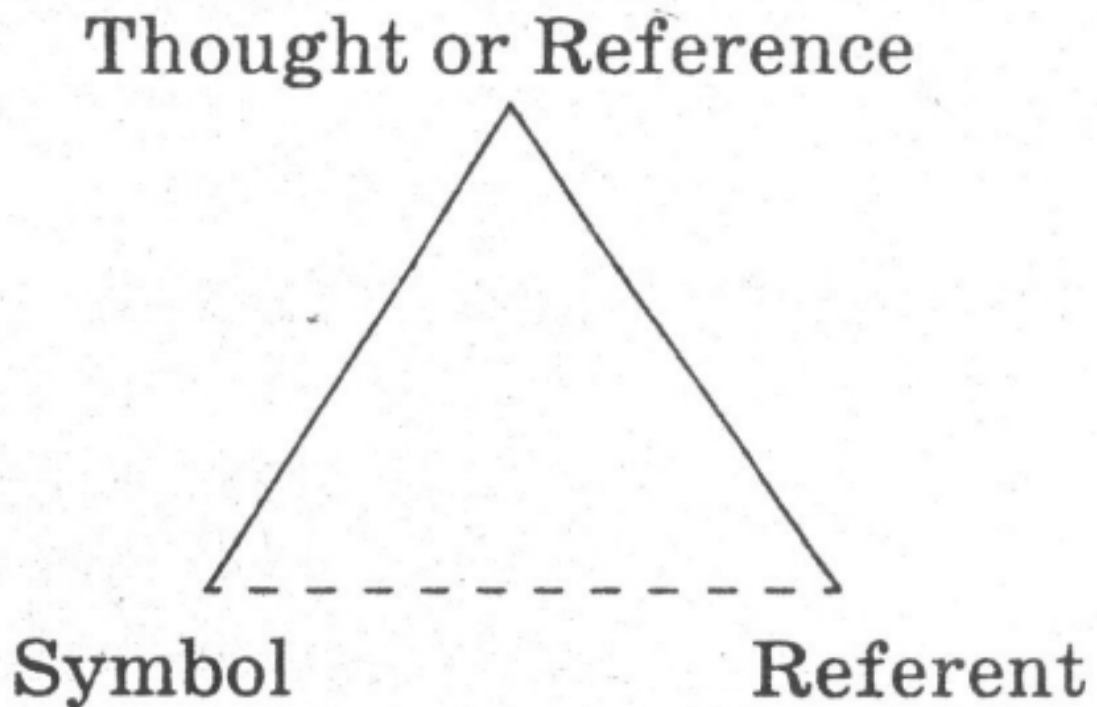


Fig. 1. C.K. Ogden and I.A. Richards basic semantic triangle.

By the symbol here the word is meant; by thought or reference stands the concept. The dotted line suggests that there is no immediate relation between the word and the referent: it is established only through the concept: in different languages one and the same referent is designed with the help of different signs.

The concept is a mental image of a certain object, action, phenomenon, etc., which may and may not be implemented verbally, i.e. in the language. The mechanism by which concepts (i. e. mental phenomena) are converted into words (i. e. linguistic phenomena) and the reverse process by which a heard or a printed word is converted into a kind of mental picture are not yet understood or described.

The branch of linguistics, which deals with in the study of meaning is called *semantics*.

The modern approach to semantics is based on the assumption that the inner form of the word (i. e. its meaning) presents a structure, which is called the *semantic structure* of the word.

Yet, before going deeper into this problem, it is necessary to make a brief survey of another semantic phenomenon, which is closely connected with it.

POLYSEMY. SEMANTIC STRUCTURE OF THE WORD. PRINCIPLES OF SEMANTIC ANALYSIS

Semantic structure of the word does not comprise an indissoluble unity (that is, actually, why it is referred to as "structure"), nor does it necessarily stand for one concept. It is generally known that most words implement several concepts and thus possess the corresponding number of meanings. A word having several meanings is called *polysemantic*, and the ability of words to have more than one meaning is described by the term *polysemy*.

Two somewhat naive but frequently asked questions may arise in connection with polysemy:

1. Is polysemy an anomaly or a general rule in English vocabulary?
2. Is polysemy an advantage or a disadvantage so far as the process of communication is concerned? Let us deal with both these questions together.

Polysemy is certainly not an anomaly. Most English words are polysemantic. It should be noted that the wealth of expressive resources of a language largely depends on the degree to which polysemy has developed in the language. Sometimes it is claimed that a language lacks words if the need arises for the same word to name different phenomena. Actually, it is exactly the opposite: if each word is found to be capable of conveying at least two concepts instead of one, the expressive potential of the whole vocabulary increases twofold. Hence, a well-developed polysemy is not a drawback but a great advantage in a language.

On the other hand, it should be pointed out that the number of sound combinations that human speech organs can produce is limited. Therefore at a certain stage of language development the production of new words by morphological means becomes limited, and polysemy becomes increasingly important in providing the means for enriching the vocabulary. Hence, the process of enriching the vocabulary does not consist merely in adding new words to it, but, also, in the constant development of polysemy.

The system of meanings of any polysemantic word develops gradually, mostly over the centuries, as more and more new meanings are either added to old ones, or oust some of them. So the complicated processes of polysemy development involve both the appearance of new meanings and the loss of old ones. Yet, the general tendency with English vocabulary at the modern stage of its history is to increase the total number of its meanings and in this way to provide for a quantitative and qualitative growth of the language expressive resources.

When analysing the semantic structure of a polysemantic word, it is necessary to distinguish between two levels of analysis.

At the first level semantic structure of a word is treated as a system of meanings. For example, semantic structure of the noun *fire* could be roughly presented by this scheme (only the most frequent meanings are given) [Fig. 2].

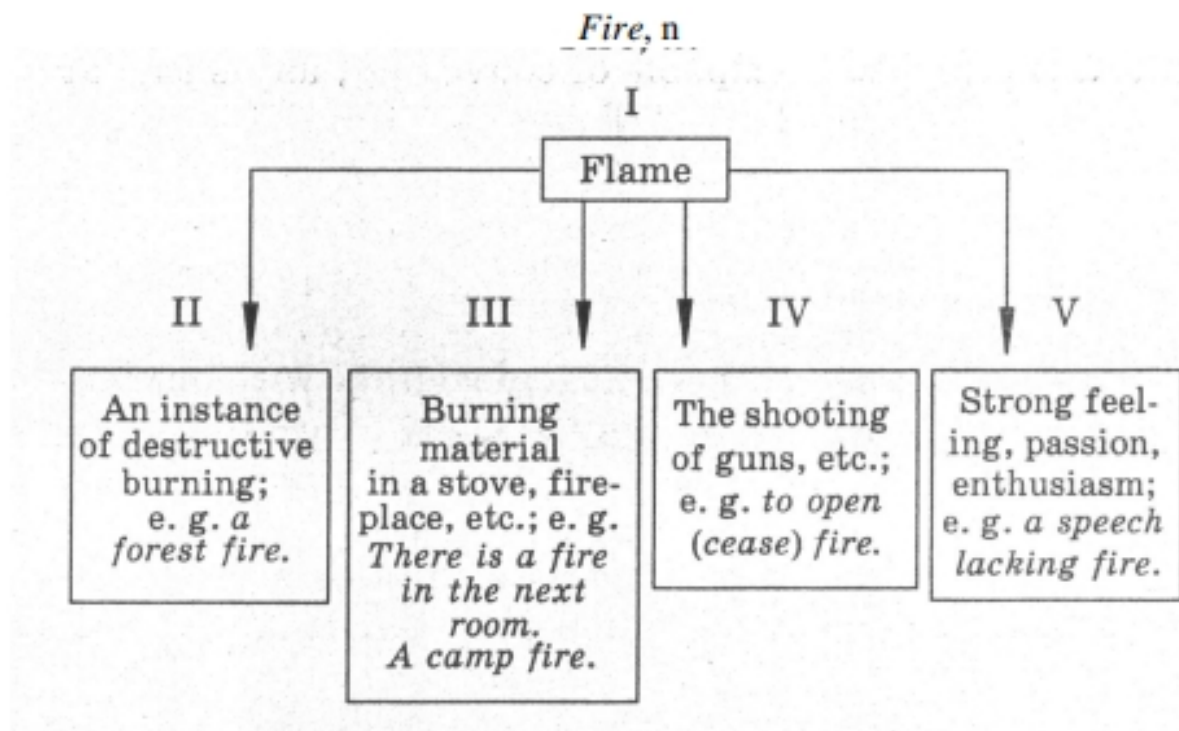


Fig. 2. Semantic structure of the noun *fire*.

The above scheme suggests that meaning I holds a kind of dominance over the other meanings conveying the concept in the most general way whereas meanings II-V

are associated with special circumstances, aspects and instances of the same phenomenon.

Meaning I (generally referred to as *the main meaning*) presents the centre of the semantic structure of the word holding it together. It is mainly through meaning I that meanings II-V (they are called *second-ary meanings*) can be associated with one another, some of them exclusively through meaning I, as, for instance, meanings IV and V.

It would hardly be possible to establish any logical associations between some of the meanings of the noun *bar* except through the main meaning. (Only a fragment of the semantic structure of *bar* is presented so as to illustrate the point) [Fig. 3].

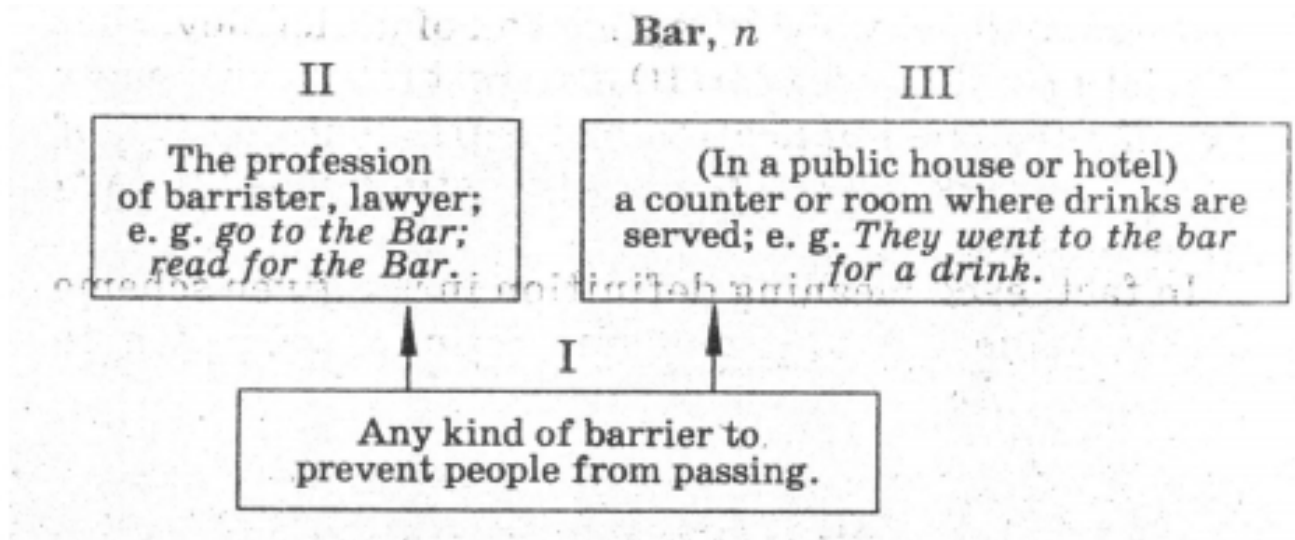


Fig. 3. Logical associations among some of the meanings of the noun *bar*.

Meanings II and III have no logical links with one another whereas each separately is easily associated with meaning I: meaning II due to the traditional barrier dividing a court-room into two parts; meaning III due to the counter serving as a kind of barrier between the customers of a pub and the barman. Yet, it is not in every polysemantic word where such a centre can be found. Some semantic structures are arranged according to a different principle. In the following list of meanings of the adjective *dull* one can hardly hope to find a generalized meaning covering and folding together the rest of the semantic structure [Fig. 4].

- Dull, adj.**
- I. Uninteresting, monotonous, boring; e. g. *a dull book, a dull film.*
 - II. Slow in understanding, stupid; e. g. *a dull student.*
 - III. Not clear or bright; e. g. *dull weather, a dull day, a dull colour.*
 - IV. Not loud or distinct; e. g. *a dull sound.*
 - V. Not sharp; e. g. *a dull knife.*
 - VI. Not active; e. g. *Trade is dull.*
 - VII. Seeing badly; e. g. *dull eyes (arch.).*
 - VIII. Hearing badly; e. g. *dull ears (arch.).*

Fig. 4. The list of meanings of the adjective *dull*.

One distinctly feels, however, that there is something that all these seemingly miscellaneous meanings have in common, and that is the implication of deficiency, be it of colour (m. III), wits (m. II), interest (m. I), sharpness (m. V), etc. The implication of insufficient quality, of something lacking, can be clearly distinguished in each separate meaning.

In fact, each explanation of the meaning in the given scheme can be transformed to prove the point [Fig. 5]. The transformed scheme of the semantic structure of *dull* clearly shows that the centre holding together the complex semantic structure of this word is not one of the meanings but a certain *component* that can be easily singled out within each separate meaning.

This brings us to the second level of analysis of the semantic structure of a word. The transformational operation with the meaning definitions of *dull* reveals something very significant: the semantic structure of the word is "divisible", as it were, not only at the level of different meanings but, also, at a deeper level.

Each separate meaning seems to be subject to structural analysis in which it may be represented as sets of semantic components. In terms of *componential analysis*, one of the modern methods of semantic research, the meaning of a word is defined as a set of elements of meaning (*semes*) which are not part of the vocabulary of the language itself.

The basic quality of a seme is an ability to combine in various ways with other similar elements (semes) in the meaning of different words: seme 'inferior' may be present not only in the meanings of the word *dull* but also in that of other words: *bonehead* (vulg.)

Thus, the scheme of the semantic structure of *dull* shows that the semantic structure of a word is not a mere system of meanings, for each separate meaning is subject to further subdivision and possesses an inner structure of its own.

Therefore, the semantic structure of a word should be investigated at both these levels: a) of different meanings, b) of semantic components within each separate meaning. For a monosemantic word (i. e. a word with one meaning) the first level is naturally excluded.

- Dull, adj.**
- I. Uninteresting —→ deficient in interest or excitement.
 - II. ... Stupid —→ deficient in intellect.
 - III. Not bright —→ deficient in light or colour.
 - IV. Not loud —→ deficient in sound.
 - V. Not sharp —→ deficient in sharpness.
 - VI. Not active —→ deficient in activity.
 - VII. Seeing badly —→ deficient in eyesight.
 - VIII. Hearing badly —→ deficient in hearing.

Fig. 5. Component analysis of the adjective *dull*.

TYPES OF SEMANTIC COMPONENTS

The leading semantic component in the semantic structure of a word is usually termed *denotative component* (also, the term *referential component* may be used). The denotative component expresses the conceptual content of a word. It conceptualizes and classifies our experience, that is designates that a certain named phenomenon refers to this or that class of objects.

The following list presents denotative components of some English adjectives and verbs. [Fig. 6].

		Denotative components
<i>lonely</i> , adj.	→	alone, without company . . .
<i>notorious</i> , adj.	→	widely known
<i>celebrated</i> , adj.	→	widely known
<i>to glare</i> , v.	→	to look
<i>to glance</i> , v.	→	to look
<i>to shiver</i> , v.	→	to tremble
<i>to shudder</i> , v.	→	to tremble

Fig. 6. Denotative components of some English adjectives and verbs

It is quite obvious that the definitions given in the right column only partially and incompletely describe the meanings of their corresponding words. To give a more or less full picture of the meaning of a word, it is necessary to include in the scheme of analysis an additional semantic component, which is called *connotation* or *connotative component*. Connotation may be defined as pragmatic communicative value the word receives by virtue of where, when, how, by whom, for what purpose and in what context it is or may be used.

Look at the complete semantic structures of the words given above introducing connotative components into the schemes of their semantic structures [Fig. 7]. The examples show how by singling out denotative and connotative components one can get a sufficiently clear picture of what the word really means. The schemes presenting the semantic structures of *glare*, *shiver*, *shudder* also show that a meaning can have two or more connotative components.

Connotative components are classified into stylistic (poetic, learned, vulgar, etc.): *stupid*, *fool*, *bonehead*, *retarded*; emotional or affective: *aggravate* – *spoil*, *kill*; evaluative: *patriot* – *nationalist*; ideological: *communist*.

	Denotative components	Connotative components	
<i>lonely</i> , adj.	→ alone, without company	+ melancholy, sad	Emotive connotation
<i>notorious</i> , adj.	→ widely known	+ for criminal acts or bad traits of character	Evaluative connotation, negative
<i>celebrated</i> , adj.	→ widely known	+ for special achievement in science, art, etc.	Evaluative connotation, positive
<i>to glare</i> , v.	→ to look	+ { steadily, lastingly in anger, rage, etc.	1. Connotation of duration 2. Emotive connotation
<i>to glance</i> , v.	→ to look	+ briefly, passingly	Connotation of duration
<i>to shiver</i> , v.	→ to tremble	+ { lastingly (usu) with the cold	1. Connotation of duration 2. Connotation of cause
<i>to shudder</i> , v.	→ to tremble	+ { briefly with horror, disgust, etc.	1. Connotation of duration 2. Connotation of cause 3. Emotive connotation

Fig. 7. Complete semantic structure of some English adjectives and verbs

MEANING AND CONTEXT

Discussing polysemy we touched upon the advantages and disadvantages of this linguistic phenomenon. One of the most important "drawbacks" of polysemantic words is that there is sometimes danger of misunderstanding when the word is used in one meaning but understood by the listener or reader in another. It is only natural that such cases provide stuff for jokes like the following:

Customer: I would like a book, please. Bookseller: Something light?

Customer: That doesn't matter. I have my car with me.

In this conversation the customer is honestly misled by the polysemy of the adjective *light* taking it in the literal sense whereas the bookseller uses the word in its figurative meaning "not serious; entertaining".

In the following joke one of the speakers pretends to misunderstand his interlocutor motivating his angry retort by the polysemy of the noun *kick*:

The critic started to leave in the middle of the second act of the play.

"Don't go," said the manager. "I promise there's a terrific kick in the next act."

"Fine," was the retort, "give it to the author."

Generally speaking, it is common knowledge that context is a powerful preventative against any misunderstanding of meanings. For instance, the adjective *dull*, if used out of context, would mean different things to different people or nothing at all. It is only in combination with other words that it reveals its actual meaning: *a dull pupil, a dull play, a dull razor-blade, dull weather*; etc. Sometimes, however, such a minimum context fails to reveal the meaning of the word, and it may be correctly interpreted only through what Professor N. Amosova termed a second-degree context, as in the following example: *The man was large, but his wife was even fatter*. The word *fatter* here serves as a kind of indicator pointing that *large* describes a stout man and not a tall one.

These observations give ground for so called *contextual analysis*, which concentrates on determining the minimal stretch of speech and the conditions necessary and sufficient to reveal in which of its individual meaning the word in question is used.

5. Прочитайте подану нижче інформацію. Проаналізуйте текст – які основні тези можна з нього винести?

The maximum amount of information that can be transmitted over the channel per unit of time depends on the redundancy of the messages and the codes they are transmitted in. If messages are transmitted in the alphabet q , then the maximum amount of information per element (symbol, sign) of the message $H = \log q$ can be obtained only if its elements are equally probable and independent. Real codes used to encode messages almost never satisfy this condition, because the information load of each

element is usually less than what they could provide. This indicates that messages have information redundancy.

There are two types of redundancy: natural and artificial. The former describes the redundancy of primary alphabets, and the latter describes the redundancy of secondary alphabets. Natural redundancy is divided into semantic and statistical redundancy.

Semantic redundancy stems from the fact that any idea contained in a message can be expressed in a shorter way. In general, it is believed that when a message can be shortened without losing its meaning and then restored to the latter, it has semantic redundancy.

For example: “We will not be able to transmit information until the next evening due to damage to the lines connecting the information collection point with the peripheral subscriber points” could be formulated shorter without significant loss of information value: “The transmission of information is delayed until the next evening due to damage to the subscriber lines,” meaning that the first message is semantically redundant with respect to the second.

There are many ways to eliminate semantic redundancy: by replacing some common messages with symbols; by introducing tables that list the typical elements of a message; by using abbreviations, etc. All of these transformations apply to the primary alphabet.

6. Проведіть лінгвістичний (семантичний) аналіз наступного фрагменту тексту:

The video wave has swept too far. It bears a large responsibility for the declining interest in reading among the young. If we don't do something to stem the tide, the reading impulse will soon be drowned. The time-honoured way of improving reading is by reading fiction. Everyone, psychologists tell us, needs stories. Cavemen told them round their fires. Mythologies and folk stories have been passed between generations for centuries. Most of us are literate and in theory our fictional needs could be satisfied by reading.

But it's not so. Today's generation of average and below average school children

rely on video, television and film. While many of these offerings may be harmless in themselves, they do nothing to build up reading skills. They are replacing consolidatory work which turns halting mechanical reading into the real thing. If some of the hours children spend watching television were devoted to reading, the population would be better educated.

Watching a story is a totally passive pastime. Someone else has made all the decisions about casting, set, facial expressions, tone and so on. Reading a story is an active partnership between writer and reader. Ideas are sketched and the mind of the reader creates the rest.

Why is dramatized fiction usurping the written kind? It is because children whose reading is hesitant cannot readily identify and enjoy the plot. Watching something is easier. This is leading to a generation whose mental processes are too stultified. The problem is that many children read very slowly. I worry, for instance, about children who carry the same 100-word book about with them for a fortnight. I meet them daily. They conscientiously decode a page or two in class and about the same again for homework. It is hardly surprising that such children then declare that they find reading boring and prefer to watch television. Their difficulty is not reading the words – it is interpreting them. They need to be able to read fast enough to feed the mind's hunger for a story.

That means practice. Only by reading daily will a child become a strong and independent reader. Parents need to be convinced of the importance of preventing their children from wasting their hours on inert viewing. Without the television the child is likely to turn to books for entertainment.

<http://www.navhindtimes.in/ilive/empty-calories-brain>

7. Проведіть лінгвістичний (семантичний) аналіз наступного фрагменту тексту:

**CHANGING THE WORLD THROUGH DISCOVERY
THE HUMAN RACE CANNOT SURVIVE ON DISCOVERY ALONE. THE
KNOWLEDGE GLEANED FROM NEW DISCOVERIES MUST BE PUT TO
WORK IN NEW TECHNOLOGIES. TODAY'S TECHNOLOGICAL**

WORKHORSE IS THE COMPUTER, AND IT IS MOVING INTO OUR LIVES IN STRANGE AND SURPRISING WAYS

A thin line separates a discovery from an invention. The principles of electricity, for example, were *discovered* by William Gilbert in the 16th century. The electric bulb, however, was an *invention*. Gilbert has been all but forgotten, despite his momentous discoveries; but Thomas Edison, inventor of the light bulb, won both fame and fortune for his electrical inventions.

Such seem to be the disparate fates of the discoverer and the inventor. Yet however opposed their ultimate destinies might seem, the one could not survive without the other. New discoveries fuel new inventions, which in turn fuel new discoveries. This has certainly been the case in the field of computer science, the area of discovery and invention that is having the most profound impact on the world today. A few decades ago no one could have imagined that the computer would be so all-pervasive and powerful. Certainly not Thomas Watson, then chairman of IBM, when he remarked in 1943: “I think there is a world market for maybe five computers.” Now we see that the computer revolution is changing our world just as much as the agricultural and industrial revolutions changed theirs.

Time, Special Issue. Winter 1997/1998. P. 109

Тема 6: Структурно-семантичний і прагматичний аспекти тексту

Практичне заняття № 11-12

Мета практичного заняття: розглянути і проаналізувати структурно-семантичний і прагматичний аспекти усного тексту.

Задачі практичного заняття:

- розглянути структуру речення та висловлювань;
- розглянути і проаналізувати особливості усного перекладу окличних і питальних речень;
- уточнити поняття прецизійної лексики: які лексичні одиниці входять до цієї групи;
- уточнити і проаналізувати, яким чином відбувається передача оцінного компонента усного повідомлення.

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

- 1) Eddie edited it.
- 2) Little Mike left his bike like Tike at Spike's.
- 3) Wow, race winners really want red wine right away!
- 4) Chester Cheetah chews a chunk of cheep cheddar cheese.
- 5) Argyle Gargoyle
- 6) Excited executioner exercising his excising powers excessively.

2. Переклад власних імен. Перекладіть англійською, за потреби користуйтеся довідниками. Чим займалися ці видатні особистості?

Чарлі Чаплін - Марк Твен - Уолт Уїтмен

Теодор Рузвельт - Річард Ніксон - Уїнстон Черчилль

Уільям Шекспір - Джоффри Чосер - Теннессі Вільямс

Маргарет Тетчер - Аврам Лінкольн - Енді Уоргол

3. Розшифруйте абрєвіатури. Знайдіть і запишіть українські відповідники

- 1) EU 2) BBC 3) HR 4) FBI 5) AIDS 6) Ph. D.
7) PTO 8) M.D.

4. Контрастивна топоніміка. Перекладіть на слух, запишіть назви з контролем швидкості.

Женева - Берлін - Відень

Москва - Київ - Мінськ

Нью-Йорк - Вашингтон - Лондон

Дублін - Грінвіч - Прага

Мілан - Рим - Венеція

Флоренція - Будапешт - Неаполь

Барселона - Мюнхен - Каир

Мадрид - Сідней - Кейптаун

5. Answer the following questions about processing types (visual, auditory, kinesthetic) by circling the two letters that best fit your style – for example, if in a specific question the visual and auditory answers seem to describe your typical behavior, choose both V and A. If only one answer fits your style, underline that letter. When you have completed the test, add up the total number of Vs, As, and Ks, and compare.

(a) When you try to visualize something, what does your mind generate?

V complex and detailed pictures

A sounds

K dim, vague images in motion

(b) When you're angry, what do you do?

V seethe silently with repressed rage

A yell and scream

K stomp around, kick and throw things, wave your arms

(c) When you're bored, what do you do?

V doodle

A talk to yourself

K pace or fidget

(d) When you have something you need to tell a friend, would you rather

V write a note, letter, fax, e-mail message?

A call him or her on the phone?

K take him or her for a walk?

(e) When you try to remember a phone number, do you

V see the number in your head?

A say it aloud or to yourself?

K dial it, let your fingers remember it?

(f) When you try to remember a person, do you

V remember the face (but often forget the name)?

A remember the name (but often forget the face)?

K remember something you did together?

(g) When you try to "read" a person (mood, opinions, reactions, etc.), what do you "read"?

V facial expressions

A tone of voice

K body movements

(h) When you can't think of the right word, do you

V draw a picture?

A hem and haw?

K gesture or dramatize?

(i) When you dream, do you

V see vivid color pictures?

A hear voices?

K feel yourself moving?

j) When you think of a friend, do you first think of her or his

V face?

A voice, pet phrases?

K gestures, walk, tone of voice?

(k) When you're learning or teaching in a classroom, what do you like best?

V slides, diagrams, computers, beautifully made textbooks

A talk (lectures, discussions, repeating phrases)

K hands-on exercises, experiences, field trips, dramatization

(l) When you're learning something on your own, what helps you the most?

V illustrations

A a friend's explanation

K refusing all help and just doing it, by trial and error

(m) If a fire breaks out, what do you do?

V size up the situation, think, plan, find the exits

A shout "Fire!" or scream like mad

K run for the exits, help others

(n) When you watch TV or movies, what do you like best?

V travel, documentaries

A talk shows, news, comedy, drama

K sports, adventure, suspense

(o) When you read a novel or watch a movie, what part do you like best?

V the description (novel) or the cinematography (movie)

A the dialogue

K the action

The translator as learner 79

(p) Which art forms do you like to watch best?

V painting, photography, or sculpture

A poetry or music

K theater or dance

(q) Which art forms do you like to do best?

V drawing or painting

A writing or singing

K acting, dancing, or sculpting

(r) When you want to record a scene, which would you rather do?

V take photos

A audiotape it

K videotape it

(s) When you translate, what do you like best?

V written translation

A conference or court interpretation

K escort interpretation

(t) When you translate, what distracts you most?

V messiness, in the source text, on your desk, etc.

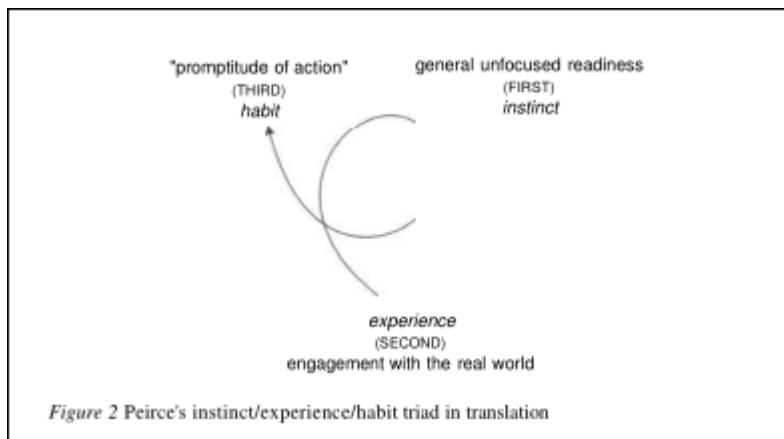
A noises, music, voices

K movement

6. Прочитайте поданий фрагмент статті, потім виконайте вправи, що пропонуються

Charles Sanders Peirce on instinct, experience, and habit

One useful way of mapping the connections between experience and habit onto the process of translation is through the work of Charles Sanders Peirce (1857-1913), the American philosopher and founder of semiotics. Peirce addressed the connections between experience and habit in the framework of a triad, or three-step process, moving from instinct through experience to habit. Peirce understood everything in terms of these triadic or three-step movements: instinct, in this triad, is a First, or a general unfocused readiness; experience is a Second, grounded in real-world activities and events that work on the individual from the outside; and habit is a Third, transcending the opposition between general readiness and external experience by incorporating both into a «promptitude of action» (1931-66: 5.477), «a person's tendencies toward action» (5.476), a «readiness to act» (5.480) – to act, specifically, in a certain way under certain circumstances as shaped by experience (See Figure 2).



One may be instinctively ready to act, but that instinctive readiness is not yet directed by experience of the world, and so remains vague and undirected; experience of the world is powerfully there, it hits one full in the face, it must be dealt with, but because of its multiplicity it too remains formless and undirected.

It is only when an inclination to act is enriched and complicated by experience, and experience is directed and organized by an instinctive inclination to act, that both are sublimated together as habit, a readiness to do specific things under specific conditions – translate certain kinds of texts in certain ways, for example.

The process of translation in Peirce's three terms might be summarized simply like this: the translator begins with a blind, intuitive, instinctive sense in a language, source or target, of what a word or phrase means, how a syntactic structure works (instinct); proceeds by translating those words and phrases, moving back and forth between the two languages, feeling the similarities and dissimilarities between words and phrases and structures (experience); and gradually, over time, sublimates specific solutions to specific experiential problems into more or less unconscious behavior patterns (habit), which help her or him to translate more rapidly and effectively, decreasing the need to stop and solve troubling problems. Because the problems and their solutions are built into habit, and especially because every problem that intrudes upon the habitualized process is itself soon habitualized, the translator notices the problem-solving process less and less, feels more competent and at ease with a greater variety of source texts, and eventually comes to think of herself or himself as a professional. Still, part of that professional competence remains the ability to slip out of habitual processes whenever necessary and experience the text, and the world, as fully

and consciously and analytically as needed to solve difficult problems.

EXERCISES

1) What habits do you rely on in day-to-day living? In what ways do they help you get through the day? When do they become a liability, a straitjacket to be dropped or escaped? Estimate how many minutes a day you are actively conscious of what is happening around you, what you are doing. Scientists of human behavior say it is not a large number: habit runs most of our lives. What about you?

2) What fresh discoveries have you made in your life that have since become «second nature», part of your habitual repertoire? Remember the process by which a new and challenging idea or procedure became old and easy and familiar. For example, remember how complex driving a car seemed when you were first learning to do it, how automatic and easy it seems now. Relive the process in your imagination; write down the main stages or moments in the change.

3) What are some typical problem areas in your language combination(s)? What are the words or phrases that ought to set off alarm bells when you stumble upon them in a text?

7. Перекладіть речення, звертаючи увагу на сполучуваність слів

1) They **poured their luggage** into a cab and headed for Miami Beach, where they checked into a new Sheraton.

2. In the background Fawn was pouring tea. Smiley **took neither milk nor sugar**.

3. In most societies dissidents force their country to take a **hard look** at its own failings.

4. It is blindingly clear that the current situation is **highly unstable**.

5. Last week the Justice Department showed just how close the agents might have been. In a sweeping indictment, the government alleges that Moussaoui was indeed part of the 9/11 plot; the Feds believe he was supposed to have been the 20th hijacker. The **case** is largely **circumstantial**, but makes a **compelling tale**.

6. What's remarkable is that there are **any American flags flying at all** on the streets of Manhattan or Los Angeles. The two big media cities are home to a rather less

traditionally patriotic **crowd**, the kind who prefer their Americana with a dash of irony and a hefty pinch of condescension.

7. Some conservatives detected a “new realism” in Bush’s moves, a **hard-eyed** willingness to focus on U.S. interests abroad and forget about mushy goals like fostering human rights.

8) Bush’s most **outspoken** proponent of Fortress America is Rumsfeld.

9) Bush, who spent a last weekend at his Texas ranch cramming with Rice, **betrayed** some insecurity about the upcoming trip to Europe by his choice of hosts.

10) Takuma, 37, a psychiatric outpatient with a **history** of aggression, walked onto the grounds of Ikeda Elementary School last Friday morning 10:15, just as the first and second graders were taking a break between lessons.

11. Many emotionally **disturbed** Japanese are **institutionalized** for only a short time before being released with a packet of prescription medicine and no professional supervision.

12. Domingo Cavallo, the Argentine’s Economy Minister, had convinced foreign bankers and government officials to **trade** nearly \$30 billion in short-term Argentine bonds for longer-term **instruments**. That **bought** Buenos Aires crucial breathing room to tame an economy speeding toward calamity.

13. Last year Cavallo ran for mayor of Buenos Aires and finished **distant second**. That failure came after his doomed run for the presidency in 1999, when he ran **a poor third** behind the winner, de la Rúa.

14. The economy in the second half of the year will grow by at least 5 per cent over last year’s second **semester**.

15. The military pledged to be a neutral force in politics and lost its power to approve or **reject** political-party leaders and electoral candidates.

16. Africa labors under the legacy of slavery and colonialism, economic backwardness, **brutal** geography and **unforgiving** climate.

Тема 7: Формування навичок зорово-усного перекладу

Практичне заняття № 13-14

Мета практичного заняття: розвинути навички зорово-усного перекладу у сухачів курсу.

Задачі практичного заняття:

- розглянути специфіку зорово-усного перекладу і його етапи;
- формування і розвиток навичок зорово-усного перекладу з англійської мови;
- формування і розвиток навичок зорово-усного перекладу з української мови.

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

1) How much wood would a woodchuck chuck

If a woodchuck could chuck wood?

He would chuck, he would, as much as he could,

And chuck as much as a woodchuck would

If a woodchuck could chuck wood.

2) She stood on the balcony,

inexplicably mimicking him hiccoughing,

and amicably welcoming him home.

3) A skunk sat on a stump and thunk the stump stunk,

but the stump thunk the skunk stunk.

2. Прочитайте поданий фрагмент статті, потім виконайте вправи, що пропонуються

THESIS: While it is true that «experience» is the best teacher, experience comes in many shapes and sizes, including wild or educated guesses when faced with an apparently insoluble problem (abduction), exposure to a variety of cases over a long period of time, which is what we generally call «practical experience» (induction), and

theoretical teaching or training based on laws or general principles (deduction).

What experience?

Experience of the world is of course essential for all humans. Without experience of other people speaking we would never learn language. Without experience of other people interacting we would never learn our society's behavioral norms.

Without experience of written texts and visual media we would never learn about the world beyond our immediate environment.

Without experience of the world – if in fact such a thing is even imaginable – we would never learn anything. Experience of the world is an integral and ongoing part of our being in the world. Without it, we could hardly be said to exist at all.

The real question is, then, not whether experience of the world is indispensable for the translator's work, but what kind of experience of the world is indispensable for the translator's work.

Is it enough to have profound and extensive experiences of one or more foreign languages? If so, is it enough to have been exposed to that language or those languages in books and classrooms, or is experience of the culture or cultures in which it is natively spoken essential? How important is rich experience of one's mother tongue(s)? And how rich? Is it essential to be exposed to people who speak it in different regions, social classes, and professions? Or is it enough to have read in it widely and attentively?

Alternatively, is extensive experience of a certain subject matter enough, if the translator has a rudimentary working knowledge of at least one foreign language? If so, does that experience need to be hands-on practical experience of the field, experience of the objects and the people who handle them and the way those people speak about the objects? Or is it enough to have experience of books, articles, and coursework on that subject matter?

At a radical extreme that will make professional translators uncomfortable, could it even be sufficient, in certain cases, for the translator to have fleeting and superficial experience of the foreign language and the subject matter but a rich and complex experience with dictionaries? Or, in a slightly less extreme example, would it be enough for a competent professional translator from Spanish and Portuguese to have heard a

little Italian and own a good Italian dictionary in order to translate a fairly easy and routine text from the Italian?

One answer to all of these questions is: «Yes, in certain cases». A solid experiential grounding in a language can get you through even a difficult specialized text when you have little or no experience of the subject matter; and a good solid experiential grounding in a subject matter can sometimes get you through a difficult text in that field written in a foreign language with which you have little experience. Sometimes knowledge of similar languages and a dictionary can get you through a fairly simple text that you can hardly read at all.

While the ability to compensate for failings in some areas with strengths in others is an important professional skill, however, asking the questions this way is ultimately misleading. While in specific cases a certain level or type of experience (and competence) may be «enough» or «essential», few translators have the luxury of knowing in advance just what will be required to do the job at hand. Thus the translator's key to accumulating experience of the world is not so much what may be «enough» or «essential» for specific translation jobs as it is simply experiencing as much of everything as possible. The more experience of the world, the better; also, the more of the world one experiences, the better.

A good translator is someone who has never quite experienced enough to do her or his job well; just one more language, one more degree, one more year abroad, fifty or sixty more books, and s/he be ready to start doing the job properly. But that day never comes; not because the translator is incompetent or inexperienced, not because the translator's work is substandard, but because a good translator always wants to know more, always wants to have experienced more, never feels quite satisfied with the job s/he just completed. Expectations stay forever a step or three in front of reality, and keep the translator forever restlessly in search of more experience.

Experience of the world sometimes confirms the translator's habits. There are regularities to social life that make some aspects of our existence predictable. A visit to a city we've visited many times before will confirm many of our memories about that city: a favorite hotel, a favorite restaurant or café, a favorite park, areas to avoid, etc.

Every attempt to communicate in a foreign language that we know well will similarly confirm many of our memories of that language: familiar words mean more or less the same things that we remember them meaning before, syntactic structures work the same, common phrases are used in situations similar to the ones in which we've encountered them before.

But experience holds constant surprises for us as well. We turn the corner and find that a favorite hotel or restaurant has been torn down, or has changed owners and taken on an entirely new look. Familiar words and phrases are used in unfamiliar ways, so that we wonder how we ever believed ourselves fluent in the language.

If nothing ever stayed the same, obviously, we would find it impossible to function. No one would ever be in a position to give anyone else directions, since nothing would stay the same long enough for anyone to «know» where it was or what it was like. Communication would be impossible.

But if nothing ever changed, our habits would become straitjackets. We would lock into a certain rigid set of worldly experiences and our expectations and predictions based on those experiences, and stop learning. Most of us try to just do that in as many areas of our lives as possible, to become «creatures of habit» (a phrase that is not usually taken as an insult), and so to control our environments in some small way.

But only the extremely insecure crave this «habitual» control over their whole lives; and only the extremely wealthy can afford to achieve anything even approximating that control in reality. The rest of us, fortunately, are forced past our habits in a thousand little ways every day, and so forced to rethink, regroup, shift our understandings and expectations to accord with the new experiences and slowly, sometimes painfully, begin to rebuild broken habits around the changed situation.

As we've seen, the translator's habits make it possible to translate faster, more reliably, and more enjoyably; but when those habits are not broken, twisted, massaged, and reshaped by fresh experience, the enjoyment begins to seep out and speed and reliability stagnate into mechanical tedium. (Player pianos can play fast pieces rapidly and reliably, and for a while it can be enjoyable to listen to their playing; but how long would you enjoy being one?)

EXERCISES (Write down answers to these questions. Try to be as brief as possible)

1) Is it enough for the translator to have profound and extensive experiences of one or more foreign languages? If so, is it enough to have been exposed to that language or those languages in books and classrooms? Or is experience of the culture or cultures in which it is natively spoken essential?

2) How important is rich experience of your mother tongue(s)? And how rich? Is it essential to be exposed to people who speak it in different regions, social classes, and professions? Or is it enough to have read in it widely and attentively?

3) Is extensive experience of a certain subject matter enough for the translator, if s/he has a rudimentary working knowledge of the foreign language a source text in that field is written in? If so, does that experience need to be hands-on practical experience of the field, experience of the objects and the people who handle them and the way those people speak about the objects? Or is it enough to have experience of books, articles, and coursework on that subject matter?

4) Could it be enough in certain cases for the translator to have fleeting and superficial experience of the foreign language and the subject matter but a rich and complex experience with dictionaries? Would it be enough for a competent professional translator from Spanish and Portuguese to have heard a little Italian and own a good Italian dictionary in order to translate a fairly easy and routine text from the Italian?

5) What role should intuition play in translation?

6) Can translation be taught? If so, can it be taught through precepts, rules, principles? Or can it only be «taught» through doing it and getting feedback.

3. Think of the foreign culture you know best. Cast your mind back to all the times when you noticed that something, especially the way a thing was said or done, had changed in that culture. Relive the feelings you had when you noticed the change: bafflement, irritation, interest and curiosity, a desire to analyze and trace the sources of the change, etc. What did you do? How did you handle the situation?

4. Read through a source text that is new to you and mark it as follows: (a)

underline words and phrases that are completely familiar to you, so that you don't even have to think twice about them; (b) circle words and phrases that are somewhat familiar to you, but that you aren't absolutely sure about, that you might want to verify in a dictionary or other source; (c) put a box around words and phrases that are completely unfamiliar to you. Now look back over your markings and predict the role that intuition will play in your translation of the words and phrases in the three different categories. Finally, look up one or more circled or boxed words or phrases in a dictionary or other reference book and monitor the role that intuition actually plays in your selection, from the various alternatives listed there, of the «correct» or «accurate» or «best» equivalent for each.

It was a quiet morning, the town covered over with darkness and at ease in bed.

Summer gathered in the weather; the wind had the proper touch, the breathing of the world was long and warm and slow. You had only to rise, lean from your window, and know that this indeed was the first real time of freedom and living, this was the first morning of summer.

Douglas Spaulding, twelve, freshly wakened, let summer idle him on its early-morning stream. Lying in his third-story cupola bedroom, he felt the tall power it gave him, riding high in the June wind, the grandest tower in town. At night, when the trees washed together, he flashed his gaze like a beacon from this lighthouse in all directions over swarming seas of elm and oak and maple. Now . . .

“Boy,” whispered Douglas.

A whole summer ahead to cross off the calendar, day by day. Like the goddess Siva in the travel books, he saw his hands jump everywhere, pluck sour apples, peaches, and midnight plums. He would be clothed in trees and bushes and rivers. He would freeze, gladly, in the hoarfrosted icehouse door. He would bake, happily, with ten thousand chickens, in Grandma's kitchen.

But now – a familiar task awaited him.

One night each week he was allowed to leave his father, his mother, and his younger brother Tom asleep in their small house next door and run here, up the dark

spiral stairs to his grandparents' cupola, and in this sorcerer's tower sleep with thunders and visions, to wake before the crystal jingle of milk bottles and perform his ritual magic.

He stood at the open window in the dark, took a deep breath and exhaled.

The street lights, like candles on a black cake, went out. He exhaled again and again and the stars began to vanish.

Douglas smiled. He pointed a finger.

There, and there. Now over here, and here . . .

Yellow squares were cut in the dim morning earth as house lights winked slowly on. A sprinkle of windows came suddenly alight miles off in dawn country.

"Everyone yawn. Everyone up."

The great house stirred below.

"Grandpa, get your teeth from the water glass!" He waited a decent interval.

"Grandma and Great-grandma, fry hot cakes!"

The warm scent of fried batter rose in the drafty halls to stir the boarders, the aunts, the uncles, the visiting cousins, in their rooms.

"Street where all the Old People live, wake up! Miss Helen Loomis, Colonel Freeleigh, Miss Bentley! Cough, get up, take pills, move around! Mr. Jonas, hitch up your horse, get your junk wagon out and around!"

The bleak mansions across the town ravine opened baleful dragon eyes. Soon, in the morning avenues below, two old women would glide their electric Green Machine, waving at all the dogs. "Mr. Tridden, run to the carbarn!" Soon, scattering hot blue sparks above it, the town trolley would sail the rivering brick streets.

"Ready John Huff, Charlie Woodman?" whispered Douglas to the Street of Children. "Ready!" to baseballs sponged deep in wet lawns, to rope swings hung empty in trees.

"Mom, Dad, Tom, wake up."

Clock alarms tinkled faintly. The courthouse clock boomed. Birds leaped from trees like a net thrown by his hand, singing. Douglas, conducting an orchestra, pointed to the eastern sky.

The sun began to rise.

He folded his arms and smiled a magician's smile. Yes, sir, he thought, everyone jumps, everyone runs when I yell. It'll be a fine season. He gave the town a last snap of his fingers.

Doors slammed open; people stepped out.

Summer 1928 began.

5. Now, translate the previous text to Ukrainian, looking only at the page with the text itself.

6. Read and translate the following text into English, looking only at the page with the text itself:

Вивчення мови для специфічних намірів проходить благополучно по той бік списку спеціалізованого жаргону професії в словнику. Це також включає вивчення функцій специфічних граматичних форм (наприклад, пасивний стан може використовуватися в англійській мові, щоб досягнути об'єктивності і, щоб віддалити споживача від теми під обговоренням). Ця область інтересу має, по черзі, привів до детально розробленого вивчення спеціальних соціолінгвістичних використань мови в різних професіях.

Вивчення, що найбільш докладно зупиняється, дивилося на взаємодію мови між докторами і їхніми пацієнтами в різних установках, в різних використаннях мови в судах, і у використаннях мови урядами, політиками, і рекламодавці – всі які намагаються примусити людей поводити себе в конкретних шляхах.

7. Have you noticed any mistakes in the Ukrainian text? Now, compare the translation to the original text in English and correct the translation where necessary:

The study of language for specific purposes goes well beyond listing the specialized jargon of a profession in a dictionary. It also includes studies of the functions of particular grammatical forms (for example, the passive voice can be used in English to achieve objectivity and to distance its user from the subject under discussion). This area of interest has, in turn, led to elaborate studies of the special sociolinguistic uses of language in the different professions.

The most detailed studies have looked at the language interaction between doctors and their patients in various settings, at the various uses of language in courtrooms, and at the uses of language by governments, by politicians, and by advertisers – all of which attempt to cause people to behave in certain ways.

Тема 8: Формування навичок усного послідовного перекладу на основі абзацно-фразового перекладу. Психологічні аспекти роботи усного перекладача

Практичне заняття № 15-17

Мета практичного заняття: розвиток навичок усного послідовного перекладу на основі абзацно-фразового перекладу.

Задачі практичного заняття:

- розвиток навичок усного послідовного перекладу на основі абзацно-фразового перекладу на матеріалі двомовного інтерв'ю, прес-конференції, переговорів;
- формування навичок виконання перекладацьких завдань за умов стресу;
- розвиток здатності до обґрунтованої імпровізації;
- розвиток навичок публічного мовлення.

Питання до обговорення:

1. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

- 1) A happy hippo hopped and hiccupped.
- 2) Tell Tom the ticket taker to take the ticket to the ticket wicket.
- 3) She surely suits shiny sleek short skirts.
- 4) She snapped a selfie with Sophie's silver cell phone.
- 5) How many wenches could a witch's wench wrench wrench if a witch's wench wrench could wrench wenches. As many wenches as a witch's wench wrench could, if a witch's wench wrench could wrench wenches.

2. Search the web for a complex scientific, technical or medical/pharmaceutical text in English. Pick a single paragraph that contains several words you've never seen, and cut and paste it to a word-processing document. Put the url and title of the site at the top of the document, followed by a short (one-/two-line) description of the site and the type of text it contains (what field, what probable audience, level of difficulty).

Now pick from the paragraph the word you have the least idea about in your target language, and research its possible target-language equivalents on the web:

(a) Look it up in <https://www.dict.com>. Cut and paste what you find to your word-processing document. Mark it clearly as «Dict.com».

(b) Look them up in at least two other online term databases or glossaries. Cut and paste everything you find to the same word-processing document, marking the results for each database clearly with its name.

(c) Make a tentative choice, based on what you have so far, of the best translation of the difficult word. Highlight it in the text.

(d) Now check your choice by running a web search on it, preferably in Google (<http://www.google.com/>) or DeepL (<https://www.deepl.com/uk/translator>), or, for a medical topic, Pubmed (<https://pubmed.ncbi.nlm.nih.gov>).

Write the number of hits you got after the highlighted word in your file, in parentheses. Scan through the results for sites that look like they are on topics closely related to your text, and pick five of them to open. Find (ctrl+F) your word in each site, and copy the paragraph(s) it appears in to your word-processing document, marking each with the url and title of the site in which you found it. Make a judgment: based on the evidence from these five sites, is this the right word for your translation?

(e) Now double-check your decision by running web searches on two other possible translations, and performing the same operations on them as in (d). With this new evidence in view, does your initial choice still seem like the best one? Why or why not?

3. Прийом компенсації застосовується в тому випадку, коли те чи інше мовне явище не може саме по собі бути передано в мові перекладу. Компенсація використовується особливо часто там, де необхідно передати суто мовні особливості оригіналу (діалектизми, індивідуальні особливості мовлення, неправильні мовні форми, каламбур, гру слів і т. п.) які не завжди мають безпосередні відповідності в мові перекладу. Перегляньте подані приклади компенсації:

1) «Why don't you write a good thrilling detective story?» she asked. «Me?»

exclaimed Mrs. Albert Forrester... (S. Maugham, *The Creative Impulse*) – «Чому б вам не написати цікавий, захоплюючий детективний роман?» – спитала вона. «Ще чого?» – вигукнула місс Альберт Форрестер...

2) You could tell he was very ashamed of his parents and all, because they said «he don't» and «she don't» and stuff like that... – Зразу було зрозуміло, що він соромиться власних батьків, бо вони говорили речі на зразок «слідуючий» та «співпадати».

4. Спробуйте самостійно перекласти наступні речення, використовуючи прийом компенсації:

1) **My parents** would have about two haemorrhages apiece if I **told** anything pretty personal about them

2) **He made** a speech that lasted about ten hours

3) If there is one thing I hate, it's the **movies**

4) She had on those damn **falsies** that point all over the place

5. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

1) Burger burglar

2) Quick queens quack quick quacks quicker than quacking quails

3) Three free fleas flew freely through the flu.

4) «The Professor Peter Peckinpah all purpose anti-personnel Peckinpah pocket pistol under the toupee trick»

5) Rather Ruth's writhings than Roth's wrath.

6. Read the following extract from Eugene Nida and Charles Taber, *The Theory and Practice of Translation* (1969: 12-13):

The best translation does not sound like a translation. Quite naturally one cannot and should not make the Bible sound as if it happened in the next town ten years ago, for the historical context of the Scriptures is important, and one cannot remake the Pharisees and Sadducees into present-day religious parties, nor does one want to, for one respects too much the historical setting of the incarnation. In other words, a good

translation of the Bible must not be a «cultural translation». Rather, it is a «linguistic translation».

Nevertheless, this does not mean that it should exhibit in its grammatical and stylistic forms any trace of awkwardness or strangeness. That is to say, it should studiously avoid «translationese» – formal fidelity, with resulting unfaithfulness to the content and the impact of the message.

(a) Describe the «one» in this passage who «cannot and should not make the Bible sound as if it happened in the next town ten years ago», and who «respects too much the historical setting of the incarnation» to want to attempt such a thing. How old is this person? Male or female? Race, social class? What level of education? Just how devout a Christian (and what kind of Christian) does s/he have to be? Or could s/he be an atheist?

Now imagine another kind of «one», who does want to modernize the Bible in radical ways and knows that it can be done. What kind of person is this? (Age, sex, race, class, education level, religious affiliation, etc.) Does s/he know and believe that «one» «should not» do this? If so, does s/he feel guilty about trying it? If so, why is s/he doing it anyway? If not, or if s/he doesn't even know that this is «bad translation», what motivates her or him to undertake such a project?

(b) Based on the above description, discuss the difference between a «cultural translation» and a «linguistic translation» and their relationship to «sounding like a translation». Does «cultural» here mean «loose» or «free» or «adaptative» and «linguistic» mean «strict» or «faithful»? Or are there «free» and «strict» cultural translations and «free» and «strict» linguistic translations? And do «free» translations always sound less (or more?) like translations than «strict» ones?

Draw a diagram of Nida and Taber's argument in this paragraph: a tree diagram, a flowchart, a three-dimensional image, or however you like.

7. Прийом смислового розвитку – смисловий розвиток при перекладі полягає в тому, що в перекладі використовується слово чи словосполучення, значення якого є логічним розвитком значення перекладної одиниці. Зверніть увагу на подані приклади:

1) Many South African sanctuaries are readily reached from Johannesburg. – До більшості південноафриканських заповідників рукою подати з Йоханесбурга

2) «I don't think she's living here at the moment. Her bed wasn't slept in». – Мені здається, що вона не живе тут зараз. Її ліжко не зім'яте.

3) He's dead now. – Він мертвий.

8. Спробуйте перекласти наступні речення самостійно, використовуючи прийом смислового розвитку:

1) I **don't blame** them

2) «Have a seat there, boy», old Spencer said. He **meant** the bed

3) I'm **not kidding**

4) At least four shots were fired, **but the deliveryman wasn't hurt**

5) This was **just a misunderstanding**

9. Відпрацювання дикції. Прочитайте спершу повільно, потім із кожною наступною спробою швидше. Звертайте увагу на алітерацію та інші звукові засоби.

Federal Express is now called FedEx.

When I retire I'll be a FedEx ex.

But if I'm an officer when I retire, I'll be an ex Fedex Exec.

Then after a divorce, my ex-wife will be an ex FedEx exec's ex.

If I rejoin FedEx in time, I'd be an ex ex FedEx exec.

When we remarry, my wife will be an ex ex FedEx exec's ex.

10. Translate the following text into your target language. Let yourself sink into a reverie state while you translate: relax, breathe rhythmically, listen to music, let your mind wander to the shirts you've put on in your life.

Buttoning a shirt: take the two sides of the shirt front in your two hands and line them up, starting from the bottom. Move your fingers on one hand up the shirt to the bottom button, and the fingers on the other hand up the shirt to the bottom buttonhole. Push the button through the button-hole. Slide your fingers up to the next button and buttonhole, and the button it through the hole. Keep moving up the shirt, one button and one buttonhole at a time, until you reach the ladder but on and button the top button. Or,

if you like, leave the top button undone.

What happened when you reached the problem area «...until you read the ladder but on»? What did you do? Could you feel yourself coming out of your reverie state and starting to analyze? Did the two mental states feel qualitatively different?

11. Reflect on times in your studies or a previous career when you were close to burnout – when the stress levels seemed intolerable, when nothing in your work gave you pleasure. Feel again all those feelings. Now direct them to a translation task, for this class or another. Sit and stare at the source text, feeling the stress rising: it's due tomorrow and you haven't started working on it yet; it looks so boring that you want to scream; the person you're doing it for (a client, your teacher) is going to hate your translation; you haven't had time for yourself, time to put your feet up and laugh freely at some silly TV show, in months. Pay attention to your bodily responses: what do you feel?

12. Now shake your head and shoulders and relax; put all thought of deadlines and critiques out of your head. Give yourself ten minutes to do nothing; then look through the source text with an eye to doing the silliest translation you can imagine. Start doing the silly translation in your head; imagine a group of friends laughing together over the translation. Work with another person to come up with the funniest bad translation of the text, and laugh together while you work. Now imagine yourself doing the «straight» or serious translation – and compare your feelings about the task now with your feelings under stress.

13. Translate the following short video into Ukrainian:
https://www.ted.com/talks/ted_ed_why_you_procrastinate_even_when_it_feels_bad?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare.
Make a recording of your oral translation on a voice recorder, your phone or computer and send it to my e-mail: igoshev@snu.edu.ua.

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