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Навчальний посібник орієнтований на вдосконалення та розширення знань студентів із лексичного та граматичного аспектів англійської мови, набуття навичок перекладу. Посібник має на меті подальше поглиблення знань та вдосконалення вмінь і навичок користування мовним матеріалом підвищеної складності, що передбачає розвиток як загальних компетентностей студентів (здатність навчатися й одержувати сучасні знання), так і спеціальних компетентностей (здатність вільно, гнучко й ефективно використовувати мову, що вивчається, в усній та письмовій формах, у різних регістрах спілкування (офіційному, неофіційному, нейтральному)).

Для студентів освітньо-кваліфікаційного рівня «бакалавр» спеціалізації «Переклад» денної форми навчання та широкого кола користувачів, які прагнуть удосконалити свої знання з англійської мови та перекладацькі вміння.

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ВСТУП

Навчальний посібник орієнтований удосконалювати та розширювати знання студентів із лексичного та граматичного аспектів англійської мови, розвивати у них навички перекладу. Посібник має на меті подальше поглиблення знань та вдосконалення вмінь і навичок користування мовним матеріалом підвищеної складності, що передбачає розвиток як загальних компетентностей студентів (здатність учитися і оволодівати сучасними знаннями, спілкуватися іноземною мовою, навички використання інформаційних та комунікаційних технологій, зокрема для вирішення стандартних завдань професійної діяльності), так і спеціальних компетентностей (лексичний і граматичний рівні мови, здатність вільно, гнучко й ефективно використовувати мову, що вивчається, в усній та письмовій формах, у різних регістрах спілкування (офіційному, неофіційному, нейтральному), розуміння сутності й соціальної значущості своєї майбутньої професії, здатність працювати з вербальними текстами: правильно розуміти експліцитну й імпліцитну інформацію, аналізувати, інтерпретувати смисли, здатність виявляти знання термінотворення та функціонування термінів у текстах, здатність набувати нові філологічні знання шляхом самостійного навчання, використовуючи вже здобуті, уміння користуватися різними методами і методиками наукового дослідження матеріалу із застосуванням сучасної методології, здатність до збирання та аналізу мовних, літературних, фольклорних фактів, філологічного аналізу, інтерпретації та перекладу тексту (залежно від обраної спеціалізації).

Навчальний посібник складається з п'яти розділів, кожен з яких містить теоретичну й практичну частини з теорією перекладацьких аспектів, завданнями на розуміння

теорії, питаннями для самоперевірки, текстами з різних тематик, тематичні глосарії та завдання до текстів. Також є один додаток та список використаної літератури.

Навчальний посібник рекомендований для викладачів та студентів спеціалізації "Переклад", а також для широкого кола користувачів, які прагнуть удосконалити свої знання з англійської мови й перекладацькі вміння. Посібник розроблено на основі сучасного теоретичного та практичного матеріалів.

ТЕОРЕТИЧНИЙ РОЗДІЛ

ПРОБЛЕМИ ПЕРЕКЛАДУ ЛЕКСИЧНИХ ОДИНИЦЬ/PROBLEMS OF LEXICAL UNITS TRANSLATION

Словникові відповідники та переклад неоднозначних одиниць/Lexicographic Equivalents and Translation of Polysemic Words

Теорія закономірних відповідників/еквівалентів визначає певні параметри, всередині яких може здійснюватися вибір варіантів цих одиниць перекладу. Теорія еквівалентів перекладу демонструє загальні закономірності перекладацького процесу, що ґрунтуються на функціональній залежності. У процесі перекладу з однієї мови на іншу потрібно враховувати взаємодію одних і тих самих чинників логіко-семантичного порядку для передачі одного й того самого смислового змісту. Наприклад, при письмовому перекладі попереднє прочитання й аналіз тексту дають можливість завчасно визначити характер змісту, стилістичні особливості тексту, щоб намітити критерії вибору мовних засобів у процесі перекладу. Проте під час аналізу тексту в ньому виділяються "одиниці перекладу" (окремі слова, словосполучення або й частини речення), для яких у тій або іншій мові традиційно існують стійкі/сталі відповідники, хоча в будь-якому тексті такі "еквівалентні" відповідники становлять незначну меншість. Набагато більше буде таких "одиниць перекладу", для передачі яких перекладачеві необхідно вибирати еквіваленти з величезного арсеналу засобів тієї або іншої мови, проте вибір теж повинен бути обґрунтованим і не може обмежуватися лише даними двомовного словника. Жоден

словник не здатний передбачити всієї різноманітності контекстуальних значень, що реалізуються у мовленнєвому потоці, так само, як і охопити всі поєднання слів. Тому теорія еквівалентів перекладу може встановлювати лише *функціональні еквіваленти/відповідники*, що враховують залежність передачі певних смислових категорій від взаємодії різних чинників. Цей принцип дійсний як для визначення контекстуальних значень, так і при здійсненні різних лексичних трансформацій. Таким чином, у процесі перекладу вибудовуються три категорії відповідників:

1) відповідники, що склалися внаслідок тотожності позначеного в двох мовах поняття і є результатами взаємодії мовних контактів, називаються словниковими відповідниками;

2) відповідники неоднозначного слова називаються варіативними/контекстуальними відповідниками;

3) усі види перекладацьких трансформацій.

Між першою категорією та двома наступними існують принципові розбіжності, а саме словникові відповідники належать до мови, а дві інші категорії — до мовлення. Якщо в процесі перекладу відрізки мовленнєвого потоку піддаються перекладу відповідно до норм мови, на яку перекладають, то словникові відповідники характеризуються своєю сталістю та відносною незалежністю від оточення. Тобто там, де між мовами у процесі їх взаємодії утворилися словникові відповідники, перекладач позбавлений можливості вибирати. Відмова від використання відповідника у певних випадках мовленнєвої ситуації може бути виправдана особливими умовами контексту чи обставин, в яких відбувається та або інша мовленнєва ситуація.

Вибір варіантного відповідника/Synonymous Substitution

Не можна ізольовано перекладати слова і фразу за фразою, речення за реченням, тобто не можна робити того, що називається дослівним перекладом, оскільки окремі слова поза контекстом не мають змісту. Справа в тому, що слова багатозначні. *Стіл* – предмет меблів. А паспортний стіл? Це установа. А стіл знахідок? Теж. А стіл давньоруського князя? Це місто. А безсольовий? Це дієта. А стіл у значенні пансіон? А стіл фрезерного верстата?.. Таким чином, у різних випадках слову "стіл", наприклад в англійській мові, будуть відповідати різні слова: *table, bureau, room, department, office, board, capital, throne, court, accommodation, ration, dietary, cookery, meal, course, support*, etc. З іншого боку, англійському слову *table* у різних контекстах будуть відповідати різні українські слова: *стіл, їжа, гості, дошка, плита, скрижаль, розклад, табель, плоска поверхня, графік, плоскогір'я, креслення, таблиця* та ін.

Практично кожне слово може мати принаймні два значення, оскільки будь-яке спочатку однозначне слово може одержати друге значення як назва, термін, власне ім'я, частина метонімічної або еліптичної конструкції і т. ін. Треба відзначити, що навіть терміни в різних контекстах означають різні речі. Неоднозначні слова мають стільки перекладних відповідників, скільки понять (лексико-семантичних варіантів) вони визначають.

Відповідники неоднозначного слова називаються *варіантними відповідниками*. Варіантний відповідник передає, як правило, якість одне значення мови оригіналу, тобто кожний варіантний відповідник є перекладним еквівалентом якогось одного лексико-семантичного варіанта (ЛСВ) багатозначного слова.

Із точки зору практики перекладу доцільно розрізняти:

- 1) варіантні відповідники слова, подані в словнику;
- 2) варіантні відповідники, відсутні в словнику частково або повністю.

У першому випадку перекладач вирішує завдання вибору одного адекватного в даному контексті варіантного відповідника слова оригіналу з кількох, поданих у словнику. Для цього перекладач повинен точно визначити, в якому значенні вжито це слово, після чого дібрати належний варіантний відповідник із тих, що наведені в словнику.

Наприклад, потрібно перекласти термін *geometry* у такому реченні: *Variable geometry wings constituted the main feature of the MIG-23, which appeared in 1967 and could attain Mach*. Цей термін має такі словникові варіантні відповідники: 1) геометрія; 2) конфігурація, форма; 3) формат; 4) (геометричні) розміри; 5) параметри технології. Для правильного перекладу терміна, що розглядається, потрібно точно визначити, в якому із значень він вжитий.

Це робиться на підставі інформації про тематику тексту, речення з якого перекладаються, характеру відповідності змісту речення, в якому вжито цей термін, змісту всього тексту та семантичної узгодженості лексичних елементів поданого речення. Тематика тексту – будування літака МІГ-23, зміст речення стосується побудови крила літака, аналіз семантики лексичних елементів речення свідчить про те, що йдеться про особливості побудови крила літака МІГ-23, а остаточно допомагає визначити значення цього терміна його лівобічна сполучуваність з терміном *variable* – "змінний". Отже, спираючись на аналіз контекстуальних показників значення терміна *geometry*, доходимо висновку, що він має

значення "конфігурація", тоді переклад цього речення буде таким: *Головною особливістю літака МІГ–23, що з'явився у 1967 році і міг досягати швидкості 3 махи, були крила змінної конфігурації.*

У тих випадках, коли варіантні відповідники певного слова мови оригіналу в словниках відсутні, перекладач спочатку також повинен точно визначити, в якому значенні вжито багатозначне слово, а потім уже перекласти його. Наприклад, потрібно перекласти термін *digital ink* у реченні *A group of developers in the engineering Research Center with the Carnegie Mellon University presented a new project – Digital Ink*. Слово "ink" має такі відповідники: 1) чорнило; 2) туги; 3) маркувальний засіб; 4) паста (для товстоплівкової технології). У тексті йдеться про новий засіб уведення інформації, зміст речення також свідчить про це, а лівостороння сполучуваність із терміном *digital* "цифровий" свідчить про те, що це електронний засіб. Можна зробити висновок, що ми маємо справу з метафоричним терміном, де слово "чорнило" вжито в переносному значенні. Використовуючи прийом семантичного калькування, створюємо відповідник означеного терміна – *цифрове чорнило*, тоді все речення перекладається так: *Група фахівців із центру інженерно-технологічних досліджень при університеті Карнегі-Меллон провели презентацію нового проекту під назвою "Цифрове чорнило".*

Варіантні відповідники – це найпоширеніший вид перекладних відповідників, оскільки більшість слів (серед них значна кількість термінів) є неоднозначними, отже, при перекладі потребують вибору або утворення відповідника лексико-семантичного варіанта слова (терміна).

Завдання. Перекладіть речення, визначивши ті слова (терміни), які потрібно перекласти на основі вибору варіантних відповідників.

1. Conflict may, according to some theorists, have a positive social function. 2. He was among the first to exploit front-end geometry for steering stability. 3. One such refinement is a damping device that shortens the time required for the swinging of the weighing arm to cease. 4. Stems of grasses have two parts: nodes and internodes; the node is a joint in the stem at the place where leaves are attached. 5. Acetylcholine acts like a "key"- it is released from one cell and moves to the next cell, which it activates by fitting into a "lock," called a receptor. 6. Deuterium was first identified (1931) by Harold Urey, EG. Brickwedee and G.M. Murphy in the spectrum of the residue from the evaporation of liquid hydrogen. 7. In CAD, engineers use specialized computer software to create models that represent the geometry and other characteristics of objects. 8. Because of the geometry of the openings in the chamber walls and of the ducts connected to these openings, the pumping pressure of the chambers draws water in one direction through the sponge. 9. In the fields of geomorphology and hydrology, aerial photographs find application in watershed studies, flood control, and evaluation of water pollution and shoreline changes. 10. Rotation of the steering wheel is translated, through gearing and a network of rods and joints (the steering linkage), into right or left movement of the car's front wheels. 11. Many analog devices have been replaced by digital devices, mainly because digital instruments can better deal with the problem of unwanted information, or noise. 12. Simple interest means that the interest payment for the year is the principal amount multiplied by the interest rate; for example, the interest on \$1,000 is \$60 if the interest rate is 6%. 13. Policy is guided by the recognition that crime is often socially produced, that criminals suffer from

"problems in living," and that only truly dangerous offenders should be incarcerated. 14. Trace amounts of various metals in stream sediments are used in reconnaissance exploration just as previous prospectors used the gold pan to trace placer gold to the mother lode. 15. If a template matches some area of the sample image, the image might contain the corresponding object; unfortunately, the match is usually imperfect due to image noise, object variation, object rotation, changes in lighting, and other factors. 16. The Egyptian royal cubit was divided into units of seven palms, the palm being the width of four fingers; in turn, each palm could be subdivided into four digits, the breadth of the middle finger.

Транскодування/Transcoding

Транскодування – це такий спосіб перекладу, коли звукова та/або графічна форма слова мови оригіналу передається засобами абетки мови перекладу, наприклад, *managemnt* – *менеджмент*, *periscope* – *перископ*, *perforator* – *перфоратор* (див. додаток А).

Розрізняють чотири види транскодування:

1. *Транскрибування* – літерами мови перекладу передається звукова форма слова мови оригіналу, наприклад, *peak* – *пік*, *Liza* – *Лайза*.

2. *Транслітерування* – слово мови оригіналу передається літерами, наприклад, *Ping-Pong* – *пінг-понг*, *marketing* – *маркетинг*.

3. *Змішане транскодування* – переважно застосування транскрибування з елементами транслітерування, наприклад, *overlock* – *оверлок*, *altimeter* – *альтиметр*.

4. *Адаптивне транскодування* – коли форма слова в мові оригіналу дещо адаптується до фонетичної та/або

граматичної структури мови перекладу, наприклад, *nipple* – *ніпель*, *platform* – *платформа*.

При перекладі неологізмів транскодування, як правило, супроводжується описовим перекладом, поданим у дужках: *maceral* – *мацерал* (органічна складова вугілля), *pace* – *пейс* (позасистемна одиниця довжини).

Для надання транскодованому терміну певної вмотивованості внутрішньої структури іноді додаються пояснювальні слова: *nerve* – *нерв гумвої суміші*; *nicol* – *призма Ніколя*.

Транскодовані терміни, що вже міцно закріпилися в мові перекладу, в словниках можуть подаватися без додаткового описового перекладу: *server* – *сервер*, *bulldozer* – *бульдозер*.

При перекладі транскодування неологізмів відбувається в тих випадках, коли в культурі і зокрема науці країни мови перекладу відсутні поняття та відповідний перекладний еквівалент, а перекладач не може дібрати слово або слова в мові перекладу, які б адекватно передавали зміст поняття і задовольняли вимоги термінотворення.

Особливо часто транскодування термінів відбувається в тих випадках, коли термін у мові перекладу складається з міжнародних терміноелементів латинського або давньогрецького походження: *perlocator* – *перлокатор*, *macroassembler* – *макроасемблер*.

Перш ніж застосовувати цей спосіб перекладу, перекладач повинен переконатися, що в мові перекладу відсутній відповідник слова, що перекладається, інакше через транскодування в мові перекладу можуть виникнути дублетні терміни, а це порушує чіткість та стрункість певної терміносистеми: *massicot* – *масікот*, *гьлот*, *жовтий окис свинцю*; *pagination* – *пагінація*, *нумерація сторінок*.

Завдання. Перекладіть речення, визначивши, в яких випадках при перекладі термінів необхідно застосувати прийом транскодування.

1. In astronomy, for example, bolometers measure the energy of starlight. 2. Typical condensation polymers are polyamides, polyesters, and certain polyurethanes. 3. Creosote is an excellent antiseptic and was formerly used in the treatment of chest infections. 4. The rotor of a helicopter usually has two or more blades radiating symmetrically from a central hub. 5. Although the proton is not an elementary particle (it contains three constituent quarks), its mass is of special importance. 6. By using so-called superheaters, modern boilers can achieve almost 90 per cent fuel efficiency. 7. The World-Wide Web is an Internet-based application that exploits this capability to provide a global information service. 8. Many personal computers and workstations now have software packages that mimic the operation of a fax machine. 9. A blasting cap or exploder is a small charge of a detonator designed to be embedded in dynamite and ignited either by a burning fuse or a spark. 10. An accelerator card allows a user to upgrade a system to a faster microprocessor without having to replace the cards, drives, keyboard, or case. 11. Although composite materials have certain advantages over conventional materials, composites also have some disadvantages. 12. Contact between two societies in which each experiences cultural change to an approximately equal degree is called acculturation. 13. Desegregation is the abolition of social segregation according to ethnic background. 14. Barrister is a lawyer permitted to plead at the Bar, usually at the request of a solicitor. 15. The international unit of light intensity, the candela, was defined as 1/60 of the light radiated from a square centimeter of a blackbody, a perfect radiator, held at the temperature of freezing platinum.

Калькування/Loan Translation

Калькування (дослівний, або буквальный, переклад) – це прийом перекладу нових слів (термінів), коли відповідником простого чи (частіше) складного слова (терміна) вихідної мови у цільовій мові вибирається, як правило, перший за порядком відповідник у словнику, наприклад: *movable table* – *рухомий стіл*, *self-cooling* – *самоохолодження*, *line-service* – *лінійна служба*, *Big Bang* – *великий вибух*. У цих прикладах українські відповідники англійських термінів утворені шляхом вибору першого словникового відповідника кожного з компонентів.

Калькування як прийом перекладу найбільш часто застосовується при перекладі складних слів (термінів). Воно може застосовуватися також лише до одного з компонентів складного слова (терміна). Досить часто калькування вживається при перекладі тих складних термінів, що утворені за допомогою поширених загальнонародних слів: *worm shaft* – *черв'ячний вал*, *target search* – *пошук мети*, *drafting table* – *креслярський стіл*.

Калькування можна застосовувати лише тоді, коли утворений таким чином перекладний відповідник не порушує норми вживання і сполучуваності слів в українській мові.

Завдання. Перекладіть речення, попередньо визначивши слова і терміни, при перекладі яких доцільно використати прийом калькування.

1. Later theoretical work called for a symmetry between leptons and quarks, leading physicists to postulate the "bottom," "beauty," or b, quark; and the "top," "truth," or t, quark. 2. The cosmological theory called the big bang theory assumes that the universe began from a singular state of infinite density. 3. The mathematical compass is a manual mechanical

device for drawing circles and transferring geometric dimensions. Commonly, two legs are hinged with a pivot to form an inverted vee, one leg having a sharp point and the other fitted with a pen or pencil. 4. The dasheen is sometimes grown as an ornamental houseplant called "elephant's ear" because of its large, heart-shaped leaves. 5. Chair and table legs were usually carved in the shape of a curved animal leg terminating in a bull hoof or lion paw. 6. Engine-propeller combinations on single-engine aircraft are usually located in the nose, or forward-most, section of the fuselage and pull the aircraft through the air. 7. The Soviet leaders considered U.S. objections to Soviet actions in Poland, Hungary, and Romania a betrayal of wartime understandings about spheres of influence in Europe. Thus they placed Eastern Europe behind a military and political barrier known in the West as the Iron Curtain. 8. In other words, the vacuum that existed at the time of the big bang was not a stable but an unstable, high-energy vacuum. 9. An additional nuclear property given the whimsical name "charm" was experimentally verified in 1974 when Burton Richter and Samuel Ting simultaneously discovered the J/psi particle. This required the postulation of a fourth quark, the "charmed," or c, quark. 10. The World Wide Web (WWW), often referred to simply as the Web, is a service that allows computer users to quickly and easily navigate the Internet, the international collection of thousands of interconnected computer networks. 11. The federal anticrime act of 1984 put the burden of proof of insanity on the defendant for federal crimes. 12. In conjunction with Alliance 90 (the group that helped overthrow the East German Communist regime in 1989-90), the Greens won 49 seats in the elections of 1994.13. In July 1993 the Clinton administration renounced the Strategic Defense Initiative because it represented a violation of the 1972 ABM treaty. 14. In its most general sense, the term Third World refers collectively to more than 100 countries of Africa,

Asia, and Latin America. The term emerged in Europe during the late 1940s, referring to a "third force," not aligned with either the Communist or Western blocs. 15. During the 20th century the suburbs of London continued to grow until 1935, when a Green Belt law was instituted to control further growth beyond a ring of parks.

Питання для самоперевірки/Questions for self-testing

1. Що таке варіантні відповідники?
2. На які дві групи можна поділити варіантні відповідники?
3. Назвіть види транскодування.
4. Проаналізуйте переклади англійського імені Liza на українську: Ліза та Лайза.
5. Визначте, який із видів транскодування застосований у кожному випадку.
6. Яким із видів транскодування в сучасній мові бажано передавати власні імена?
7. Яким чином відбувається прийом калькування?
8. Чи можуть перекладені калькуванням терміни бути зафіксовані в словниках?

ПРАКТИЧНИЙ РОЗДІЛ

СІЛЬСЬКЕ ГОСПОДАРСТВО ТА ЕКОЛОГІЯ/AGRICULTURE AND ECOLOGY

Glossary

acid rain	activists
animal rights	battery farming
biodegradable packaging	biodiversity
biofuels	breeding
(in) captivity	CFC gases
climate change	conservation
conservation program	conserve
contaminated	deforestation
degradation	desertification
eco-friendly	ecological
ecology	ecosystem
emissions	endangered species
environmentalists	environmentally friendly
erosion	extinct
fossil fuels	fumes
genetically modified	global warming
green belt	greenhouse effect
greenhouse gases	intensive farming
natural behavior	natural resources
organic	organic farming
ozone-friendly	ozone layer
poaching	pollute
(air) pollution	rare breeds
rainforest	recycle
recycling	renewable/sustainable energy

research	solar power
tidal energy	toxic waste
unleaded gas	wildlife management

Task 1. Replace the words and expressions in bold in sentences 1 – 15 with one of those from the table. You will not need all of the words and expressions from the table. Translate the sentences.

1. In some countries, building is restricted or completely banned in the **area of farmland or woods and parks which surround a community**.

2. More and more companies are **using boxes, cartons, and cans which can easily be decomposed by organisms such as bacteria, or by sunlight, sea, water, etc.**, for their products.

3. The burning of some fuels creates **carbon dioxide, carbon monoxide, sulfur dioxide, and methane** which rise into the atmosphere.

4. Farmers have cleared acres of **thick wooded land in tropical regions where the precipitation is very high** to provide pasture for their cattle.

5. Planting trees and bushes can provide some protection from **the gradual wearing away of soil**.

6. We should all try to **process waste material so that it can be used again**.

7. Many shops now sell fruit and vegetables which are **cultivated naturally, without using any chemical fertilizers or pesticides**.

8. This bread is made from wheat which has been **altered at a molecular level so as to change certain characteristics which can be inherited**.

9. Most modern cars use **fuel which has been made without lead additives**.

10. **Polluted precipitation which kills trees** often falls a long distance from the source of the pollution.

11. Human activity has had a devastating effect on the **living things, both large and small**, in many parts of the world.

12. The **gases and other substances** which come from factories using oil, coal, and other **fuels which are the remains of plants and animals** can cause serious damage to the environment.

13. Don't drink that water. It's been **made dirty by something being added to it**.

14. Friends of the Earth, Greenpeace, and other **people concerned with protecting the environment** are holding an international summit in Geneva next month.

15. **The heating up of the earth's atmosphere by pollution** is threatening life as we know it.

Task 2. Use your dictionary to check the meanings of the other words and expressions in the table. Make written translation of them.

Task 3. Read this essay and complete the gaps with one of the words or expressions from the table in Exercise 1.

"Environmental degradation is a major world problem. What causes this problem, and what can we do to prevent it?"

There is no doubt that the environment is in trouble. Factories burn (1) _____ which produce (2) _____, and this kills trees. At the same time, (3) _____ rise into the air and contribute to (4) _____ which threatens to melt the polar ice cap. Meanwhile farmers clear huge areas of (5) _____ in places such as the Amazon to produce feeding land for cattle or

produce wood for building. Rivers and oceans are so heavily (6) _____ by industrial waste that it is no longer safe to go swimming. Cars pump out poisonous (7) _____ which we all have to breathe in. (8) _____ and overfishing are killing off millions of animals, including whales, elephants, and other (9) _____. In fact, all around us, all living things large and small which comprise our finely balanced (10) _____ are being systematically destroyed by human greed and thoughtlessness.

There is a lot we can all do, however, to help prevent this. The easiest thing, of course, is to (11) _____ waste material such as paper and glass so that we can use it again. We should also check that the things we buy from supermarkets are packaged in (12) _____ which decomposes easily. At the same time, we should make a conscious effort to avoid foods which are (13) _____ (at least until someone proves that they are safe both for us and for the environment). If you are truly committed to protecting the environment, of course, you should only buy (14) _____ fruit and vegetables, safe in the knowledge that they have been naturally cultivated. Finally, of course, we should buy a small car that uses (15) _____ which is less harmful to the environment or, even better, make more use of public transportation.

The serious (16) _____, however, do much more. They are aware of the global issues involved and will actively involve themselves in (17) _____ by making sure our forests are kept safe for future generations. They will oppose activities which are harmful to animals, such as (18) _____. And they will campaign to keep the (19) _____ around our towns and cities free from new building.

We cannot all be as committed as them, but we can at

least do our own little bit at grass roots level. We, as humans, have inherited the earth, but that doesn't mean we can do whatever we like with it.

Task 4. Make written translation of the text.

THE ORIGINS OF AGRICULTURE

How did it come about that farming developed independently in a number of world centers (the Southeast Asian mainland, Southwest Asia, Central America, lowland and highland South America, and equatorial Africa) at more or less the same time? Agriculture developed slowly among populations that had an extensive knowledge of plants and animals. Changing from hunting and gathering to agriculture had no immediate advantages. To start with, it forced the population to abandon the nomad's life and became sedentary, to develop methods of storage and, often, systems of irrigation. While hunter-gatherers always had the *option* of moving elsewhere when the resources were exhausted, this became more difficult with farming. Furthermore, as the archaeological record shows, the state of health of agriculturalists was worse than that of their contemporary hunter-gatherers.

Traditionally, it was believed that the transition to agriculture was the result of a worldwide population crisis. It was argued that once hunter-gatherers had occupied the whole world, the population started to grow everywhere and food became scarce; agriculture would have been a solution to this problem. We know, however, that contemporary hunter-gatherer societies control their population in a variety of ways. The idea of a world population crisis is *therefore* unlikely, although population pressure might have arisen in some areas.

Climatic changes at the end of the glacial period 13,000 years ago have been proposed to account for the emergence of farming. The temperature increased dramatically in a short period of time (years rather than centuries), allowing for a growth of the hunting-gathering population due to the abundance of resources. There were, however, fluctuations in the climatic conditions, with the consequences that wet conditions were followed by dry ones, so that the availability of plants and animals oscillated brusquely.

It would appear that the instability of the climatic conditions led populations that had originally been nomadic to settle down and develop a sedentary style of life, which led in turn to population growth and to the need to increase the amount of food available. Farming originated in these conditions. Later on, it became very difficult to change because of the significant expansion of these populations. It could be argued, however, that these conditions are not sufficient to explain the origins of agriculture. Earth had experienced previous periods of climatic change, and yet agriculture had not been developed.

It is archaeologist Steven Mithen's thesis, brilliantly developed in his book *The Prehistory of the Mind* (1996), that approximately 40,000 years ago the human mind developed cognitive fluidity, that is, the integration of the specializations of the mind: technical, natural history (geared to understanding the behavior and distribution of natural resources), social intelligence, and the linguistic capacity. Cognitive fluidity explains the appearance of art, religion, and sophisticated speech. Once humans possessed such a mind, they were able to find an *imaginative* solution to a situation of severe economic crisis such as the farming dilemma described earlier. Mithen proposes the existence of four mental elements to account for the emergence of farming: (1) the ability to develop tools that could be used intensively to harvest and process plant

resources; (2) the tendency to use plants and animals as the medium to acquire social prestige and power; (3) the tendency to develop "social relationships" with animals structurally similar to those developed with people—specifically, the ability to think of animals as people (anthropomorphism) and of people as animals (totemism); and (4) the tendency to manipulate plants and animals.

The fact that some societies domesticated animals and plants, discovered the use of metal tools, became literate, and developed a state should not make us forget that others developed pastoralism or horticulture (vegetable gardening) but remained illiterate and at low levels of productivity; a few entered the modern period as hunting and gathering societies. It is anthropologically important to inquire into the conditions that made some societies adopt agriculture while others remained hunter-gatherers or horticulturalists. However, it should be kept in mind that many societies that knew of agriculture more or less consciously avoided it. Whether Mithen's explanation is satisfactory is open to *contention*, and some authors have recently emphasized the importance of other factors.

Task1. Find the contextual equivalent of the word:

1. The word "*option*" in the passage is closest in meaning to:
 - choice;
 - benefit;
 - idea;
 - experience.
2. The word "*therefore*" in the passage is closest in meaning to:
 - in theory;
 - obviously;
 - frequently;
 - as a result.

3. The word "*imaginative*" in the passage is closest in meaning to:

- complex;
- creative;
- immediate;
- reliable.

4. The word "*contention*" in the passage is closest in meaning to:

- investigation;
- improvement;
- debate;
- Interpretation.

Task 2. Summarize the text. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

It is unclear why hunter-gatherers in different parts of the world independently developed agriculture at roughly the same time.

Answer Choices:

- One obstacle to the transition from a nomadic lifestyle to the sedentary lifestyle required by agriculture was that hunter-gatherers had not developed storage techniques.
- It seems unlikely that agriculture emerged in response to a food shortage brought on by a worldwide population crisis that developed once the whole world was occupied.
- The origins of agriculture maybe linked to climate change at the end of the last ice age, but this does not explain

why earlier climatic instability had not led to agriculture.

- The only available means of understanding the social organization and technical abilities of ancient hunter-gatherer societies is the study of contemporary hunter-gatherers.

- One recent theory suggests that the invention of agriculture was made possible by the integration of various mental capacities in the human mind.

- Little is known about why only some societies that adopted agriculture rapidly progressed to using metal tools, becoming literate, and developing a state.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate the text into Ukrainian.

SEVENTEENTH-CENTURY DUTCH AGRICULTURE

Agriculture and fishing formed the primary sector of the economy in the Netherlands in the seventeenth century. Dutch agriculture was modernized and commercialized new crops and agricultural techniques raised levels of production so that they were in line with market demands, and cheap grain was imported annually from the Baltic region in large quantities. According to estimates, about 120,000 tons of imported grain fed about 600,000 people: that is about a third of the Dutch population. Importing the grain, which would have been expensive and time consuming for the Dutch to have produced themselves, kept the price of grain low and thus stimulated individual demand for other foodstuffs and consumer goods.

Apart from this, being able to give up labor-intensive grain production freed both the land and the workforce for

more productive agricultural divisions. The peasants specialized in livestock husbandry and dairy farming as well as in cultivating industrial crops and fodder crops: flax, madder, and rape were grown, as were tobacco, hops, and turnips. These products were bought mostly by urban businesses. There was also a demand among urban consumers for dairy products such as butter and cheese, which, in the sixteenth century, had become more expensive than grain. The high prices encouraged the peasants to improve their animal husbandry techniques; for example, they began feeding their animals indoors in order to raise the milk yield of their cows.

In addition to dairy farming and cultivating industrial crops, a third sector of the Dutch economy reflected the way in which agriculture was being modernized-horticulture. In the sixteenth century, fruit and vegetables were to be found only in gardens belonging to wealthy people. This changed in the early part of the seventeenth century when horticulture became accepted as an agricultural sector. Whole villages began to cultivate fruit and vegetables. The produce was then transported by water to markets in the cities, where the *consumption* of fruit and vegetables was no longer restricted to the wealthy.

As the demand for agricultural produce from both consumers and industry increased, agricultural land became more valuable and people tried to work the available land more intensively and to reclaim more land from wetlands and lakes. In order to increase production on existing land, the peasants made more use of crop rotation and, in particular, began to apply animal waste to the soil regularly, rather than leaving the fertilization process up to the grazing livestock. For the first time industrial waste, such as ash from the soap-boilers, was collected in the cities and sold in the country as artificial fertilizer. The increased yield and price of land justified reclaiming and draining even more land.

The Dutch battle against the sea is legendary. Noorderkwartier in Holland, with its numerous lakes and stretches of water, was particularly suitable for land reclamation and one of the biggest projects undertaken there was the draining of the Beemster lake which began in 1608. The richest merchants in Amsterdam contributed money to reclaim a good 7,100 hectares of land. Forty-three windmills powered the drainage pumps so that *they* were able to lease the reclamation to farmers as early as 1612, with the investors receiving annual leasing payments at an interest rate of 17 percent. Land reclamation continued, and between 1590 and 1665, almost 100,000 hectares were reclaimed from the wetland areas of Holland, Zeeland, and Friesland. However, land reclamation decreased significantly after the middle of the seventeenth century because the price of agricultural products began to fall, making land reclamation far less profitable in the second part of the century. Dutch agriculture was finally affected by the general agricultural crisis in Europe during the last two decades of the seventeenth century. However, what is *astounding* about this is not that Dutch agriculture was affected by critical phenomena such as a decrease in sales and production, but the fact that the crisis appeared only relatively late in Dutch agriculture. In Europe as a whole, the exceptional reduction in the population and the related fall in demand for grain since the beginning of the seventeenth century had caused the price of agricultural products to fall. Dutch peasants were able to remain unaffected by this crisis for a long time because they had specialized in dairy farming industrial crops, and horticulture. However, toward the end of the seventeenth century, they too were overtaken by the general agricultural crisis.

Task1. Find the contextual equivalent of the word:

1. The phrase "*Apart from*" in the passage is closest in meaning to:
 - besides;
 - despite;
 - as a result of;
 - instead of.
2. The word "*consumption*" in the passage is closest in meaning to:
 - sale;
 - storage;
 - exportation;
 - utilization.
3. The word "*they*" in the passage refers to:
 - merchants;
 - hectares;
 - windmills;
 - drainage pumps.
4. The word "*legendary*" in the passage is closest in meaning to:
 - continuous;
 - well documented;
 - famous;
 - expensive.
5. The word "*astonishing*" in the passage is closest in meaning to:
 - incredible;
 - unfortunate;
 - predicted;
 - evident.

Task 2. Summarize the text. Directions: An introductory sentence for a brief summary of the passage is

provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Agriculture formed one of the primary sectors of the economy in seventeenth-century Netherlands.

Answer choices:

- The Baltic region produced large quantities of grain for export to other regions, including the Netherlands.
- The richest people grew enough fruits and vegetables to supply the entire country with fresh produce.
- An agricultural crisis that began in Europe did not affect Dutch land-reclamation projects.
- Specialization in dairy farming, industrial crops, and horticulture allowed the Dutch to be more productive and some other regions in Europe.
- Land reclamation and improvement allowed the Dutch to meet demands for their agricultural products.
- Because the Dutch had specialized their agricultural output they were less susceptible to the crisis that Europe experienced from the beginning of the century.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

ТЕОРЕТИЧНИЙ РОЗДІЛ

ПРОБЛЕМИ ПЕРЕКЛАДУ ЛЕКСИЧНИХ ОДИНИЦЬ/PROBLEMS OF LEXICAL UNITS TRANSLATION

Контекстуальна заміна/Contextual Substitution

Під час роботи з текстом перекладачеві не раз доводиться стикатися з випадками, коли щоб правильно передати той чи інший образ або фразу, в перекладі їх потрібно повністю змінити.

Передусім необхідно зауважити, що, вживаючи термін "контекстуальна заміна", ми маємо на увазі використання в перекладі іншого слова або словосполучення (чи образу) замість того, які в мові перекладу формально відповідають слову або словосполученню оригіналу. Тому, якщо в мові перекладу немає формальних відповідників оригінальному слову чи словосполученню, говорити про заміну було б неправильно. Дещо спрощуючи питання, можна зазначити, що контекстуальна заміна передбачає відмову від використання існуючих еквівалентів або аналогів.

Чим може бути викликана така відмова? Із самого терміна "контекстуальна заміна" вже зрозуміло, що її причиною є особливості контексту, точніше незвичайне вживання слова або словосполучення в певному контексті. Розглянемо такий приклад.

The ridiculous letters the Liberals sent to Mr. Churchill declaring that Tories must not use the word Liberal in describing their policies, for electoral reasons, are a bad joke.
Як перекласти у цьому контексті словосполучення *a bad joke*? У більшості випадків це буде *поганий жарт*. Але тут, очевидно, інше значення: якщо ліберали пішли на таке

приниження, то їм не до жартів. Логічно продовжуючи думку, доходимо до такого варіанта перекладу: *Не від хорошого життя направили ліберали це сміховинне послання, в якому вони заявляли, що консерватори не повинні користуватися словом "ліберальний" для викладення своєї політики під час передвиборної кампанії.*

Знайдений варіант перекладу *a bad joke* – не від хорошого життя є контекстуальним і не буде доречним в певному випадку. Це яскравий приклад контекстуальної заміни. Контекстуальні заміни використовуються для уточнення (конкретизації), узагальнення (генералізації), цілісного переосмислення речення/висловлювання і т. д.

Завдання. Перекладіть речення, застосовуючи контекстуальну заміну при перекладі певних слів та словосполучень.

1. These forces tend to become significant when the electron clouds of the molecules overlap. 2. Perpetual Motion is a long-held concept of a system that could provide useful work indefinitely, once set in motion. 3. Indoor radon has become a major health concern because it increases the risk of lung cancer. 4. The whole product development process is increasingly multidisciplinary. 5. However, these optimistic expectations had already begun to be undermined in the 1930s. 6. The design of parachutes has become increasingly sophisticated. 7. The barometer is thus the basis for all meteorological prediction. 8. English law is committed to a rational rather than a formalistic system of evidence. 9. Local government is ill fitted to resist any encroachment on its powers by the central government. 10. As an organized school, Epicureanism went out of existence early in the 4th century AD. 11. Although homeopathy is discounted by most doctors, it is still widely practised. 12. Major developments in the field

of communications and control have been the replacement of analogue systems with digital systems. 13. One of the major handicaps faced by offenders in their attempts to earn a legitimate livelihood is an inadequate education. 14. As a glacier moves down a valley, or cross-country in the case of a large ice sheet, it sculpts the land in a characteristic manner. 15. Air offers about 15,000 times as much resistance to heat flow as a good thermal conductor such as silver does, and about 30 times as much as glass.

Смисловий розвиток/Meaning Extension

Прийом смислового розвитку полягає в заміні словникового відповідника під час перекладу на контекстуальний, логічно пов'язаний із ним. Сюди належать різні метафоричні та метонімічні заміни, створені на основі категорії схрещування.

Якщо врахувати, що всі знаменні частини мови поділяються на три категорії: предмети, процеси й ознаки, то в ході перекладу спостерігається різноманітність замін як усередині кожної категорії, так і між різними категоріями. Предмет може бути замінений на його ознаку, процес – на предмет, ознака – на предмет чи процес і т. д.

Смисловий розвиток – це заміна слова або словосполучення на слова, які можна вивести логічним шляхом із початкового значення. Наприклад:

– *Then this girl gets killed, because she's always speeding.*

– *Gets killed ?*

– *А потім дівчина гине, бо вічно порушує правила.*

– *Гине?*

Завдання. Перекладіть речення, застосовуючи при перекладі відповідних слів або словосполучень прийом смислового розвитку.

1. No one norm is always obeyed; and no one person obeys all norms. 2. But no major industrial nation still embraced protectionism as a general principle. 3. It should be noted, however, that neither the pictorial depth cues, nor what was called inference in the classical theory, can as yet be dismissed. 4. The explorers and missionaries of the last century, for example, often dismissed much of the worldview of the peoples they encountered as superstition. 5. A similar concept, fugacity, allows for the nonideal behavior of gases. 6. It also results in an inability to attend to more than one task at a time or to organize thoughts and plans effectively. 7. Such operating modes require elaborate "executive" programs to attend to the administration of the various tasks. 8. It reacts with acid to evolve carbon dioxide gas, a property that is the basis for a simple test for its presence in minerals. 9. One of the species will be eliminated unless it can evolve to occupy a slightly different niche. 10. Apparent corroboration for the concept of a finite stellar universe came from what is called Olbers's paradox, which argues that if the system of stars went on to infinity, the sky should appear bright in all directions. 11. Humanistic psychologists focus on the ways in which individuals evolve healthy personalities and the means they employ to achieve this goal. 12. Humidification is important in many industrial processes and for the comfort of people, since there is a certain optimal level of moisture, or humidity. 13. Hydroelectricity is produced from the energy of falling water; among renewable energy sources, it is the most technically mature; only wood makes a larger contribution worldwide. 14. In most motors the magnetic field is furnished by an electromagnet, which can be made much stronger than a permanent magnet. 15. The intimate relation between

instrumentation and the generation and testing of scientific theories has always been apparent to the productive scientist.

Питання для самоперевірки/Questions for self-testing

1. Що таке контекстуальна заміна?
2. В яких випадках необхідно використовувати контекстуальну заміну при перекладі?
3. У чому полягає різниця між смисловим розвитком та контекстуальною заміною?
4. Чи можна знайти в словниках варіанти перекладу контекстуальною заміною?
5. Визначте, як можна перекласти підкреслені лексичні одиниці у наведеному реченні: While social issues receive enormous media attention and are of critical concern to Aboriginal people themselves they are merely one element of the bigger picture.
6. Як пов'язані слова в оригіналі та перекладі при використанні смислового розвитку?
7. Визначте, який прийом використано для перекладу такого речення: And he noticed with sour disfavour that June had left her wine-glass full of wine. І він роздратовано зауважив, що Джун навіть не доторкнулася до вина.
8. Визначте, який прийом використано для перекладу підкресленого слова у такому реченні: Some 40,000 mourners from all over the United States marched through the streets of Memphis in tribute to memory of Martin Luter King, shot down (вбитого у цьому місті) in the city last Thursday.

ПРАКТИЧНИЙ РОЗДІЛ
ЕКОНОМІКА/ECONOMICS

Glossary

balance	bank
bankrupt	bargain
bill	borrow
broke	bankrupt
cash	check
cost of living	credit card
credit debt	debit
deposit	discount
distribution of wealth	dividends
economical	economize
exorbitant	expenditure
extravagant	frugal
income	income tax
inflation	inherit
insolvent	interest
in the black	in the red
invest	investment
invoice	lend
loan	loss
market	mortgage
on credit	overcharged
overdraft	overpriced
pension	priceless
profit	receipt
reduction	refund
salary	save
savings and loan	association

shares	statement
stocks tax/rent (etc)	rebate
undercharged	unemployment/housing/ child (etc.) welfare
wage	wealthy
welfare	withdraw
worthless	

Task 1. Complete sentences and paragraphs 1 – 20 with a word or expression from the table. In each case, the word/expression you need is connected in some way with the word in bold in the same sentence/paragraph (for example, it might have a similar meaning, it might be an opposite, or it might be a word that is sometimes confused with that word). In some cases you might need to change the form of the word in the table. Make written translation of the sentences.

1. **Income** is the money you receive (your wage or salary is part of your income), and _____ refers to the money you spend.

2. If you **lend** money, you let someone use your money for a certain period of time. If you _____ money, you take someone's money for a short time, and then you pay it back.

3 A **discount** is the percentage by which a full price is reduced in a store. A _____ is money paid back to a customer when, for example, they return something to a store.

4. If a person or company is **insolvent**, they have lost all their money. If a person or company is _____, they have lost all their money, have then borrowed a lot, and cannot pay it back.

5. A bank **statement** is a detailed written document from

a bank showing how much money has gone into and come out of a bank account. A _____ is the amount of money you have in your bank account.

6. If your bank account is **in the red**, the amount of money you have spent is greater than the money you have made, and so you have less than \$0 in your bank account. If your account is _____, you have more than \$0 in your bank account.

7. An **invoice** is a note, or bill, sent to you to ask for payment for goods or services, and a _____ is a note (from a store, for example) which shows how much you have paid for something.

8. When you make a **profit**, you gain money from selling something which is more than the money you paid for it. When you make a _____, you have spent money which you have not gotten back.

9. Something which is **overpriced** is too expensive. Something which is _____ costs much more than its true value.

10. If you **save** money, you keep it so that you can use it later. If you _____ money, you put it into property, stocks, etc., so that it will increase in value.

11. A **wage** and a _____ are both money you receive for doing a job, but the first is usually paid daily or weekly and the second is usually paid monthly.

12. A **worthless** object is something which has no value. A _____ object is an extremely valuable object.

13. If you **deposit** money in an account, you put money into the account. If you _____ money, you take it out of your account.

14. If you have been **undercharged**, you have paid less than you should have for goods or services. If you have been _____, you have paid too much.

15. **Extravagant** describes someone who spends a lot of

money. _____ describes someone who is careful with money.

16. A **bill** is a piece of paper showing the amount of money that you have to pay for goods or services. A _____ is the same thing, but shows what you have to pay after a meal in a restaurant.

17. When you **credit** an account, you put money into it. When you _____ an account, you take money out of it.

18. A **bank** is a business which holds money for its clients, and deals with money generally. A _____ is similar, but is usually used by people who want to save money, or to borrow money to buy a house.

19. A **loan** is money that you borrow from a bank to buy something. A _____ is similar, but in this case the money is only used to buy property.

20. A **loan** is money that you borrow from a bank, where a formal arrangement has been made with the bank to borrow it. An _____ is the amount of money that you take out of your bank account, which is more than there is in your account. It is usually done without making a formal arrangement with your bank.

Task 2. Use your dictionary to check the meanings of the other words and expressions in the table and translate them. Note that many of them can have more than one grammatical function without changing their form (for example, balance can be a noun and a verb). Also note that some of the words can have more than one meaning (for example, a bill is a banknote, and it is also a piece of paper showing you how much you have to pay for a product or service).

Task 3. Complete this conversation with appropriate words and expressions from the table above. You may need to change the form of some of the words.

“Financial advice from a father to a son”

In the play “Hamlet” by William Shakespeare, a father gives his son some financial advice. “Neither a borrower nor a lender be”, he says. He is trying to tell his son that he should never (1) _____ money from anyone because it will make it difficult for him to manage his finances. Likewise he should never give a (2) _____ to a friend because he will probably never see the money again, and will probably lose his friend as well. The play was written over four hundred years ago, but today many parents would give similar advice to their children. Imagine the conversation they would have now:

Jim: Right dad, I'm off to college now.

Dad: All right son, but let me give you some sound financial advice before you go.

Jim: Oh come on dad.....

Dad: Now listen, this is important. The first thing you should do is to make sure you balance your (3) _____ – the money you receive from me and mom – and your (4) _____ – the money you spend. If you spend too much, you will end up with an (5) _____ at the bank. Don't expect me to pay it for you.

Jim: But it's so difficult. Things are so expensive, and the (6) _____ goes up all the time. (7) _____ is running at about 10%.

Dad: I know, but you should try to (8) _____. Avoid expensive stores and restaurants. Also, leave your money in a good local (9) _____ account. They offer a much higher rate of (10) _____ than banks. Also, avoid buying things (11) _____.

Jim: Why?

Dad: Because some stores charge you an (12) _____ amount of money to buy things over a period of time. It's much better to (13) _____ a little bit of money each week so that when you see something you want, you can buy it outright. Try to wait for the sales, when stores offer huge (14) _____ and you can pick up a (15) _____. And try to get a (16) _____.

Jim: How do I do that?

Dad: Easy. When you buy something, ask the store if they'll lower the price by, say, 10%. Next, when you eventually get a job and are earning a good salary, try to (17) _____ the money in a good company. Buy (18) _____ in government organizations or (19) _____ in private companies.

Jim: OK dad, I've heard enough. Thanks for the advice. It's been (20) _____.

Dad: Well, it's true what they say: there are some things that money just can't buy.

Task 4. Make written translation of the text.

SEVENTEENTH-CENTURY EUROPEAN ECONOMIC GROWTH

In the late sixteenth century and into the seventeenth, Europe continued the growth that had lifted it out of the relatively less prosperous medieval period (from the mid 400s to the late 1400s). Among the *key* factors behind this growth were increased agricultural productivity and an expansion of trade.

Populations cannot grow unless the rural economy can produce enough additional food to feed more people. During

the sixteenth century, farmers brought more land into cultivation at the expense of forests and fens (low-lying wetlands). Dutch land reclamation in the Netherlands in the sixteenth and seventeenth centuries provides the most spectacular example of the expansion of farmland: the Dutch reclaimed more than 36,000 acres from 1590 to 1615 alone.

Much of the potential for European economic development lay in what at first glance would seem to have been only sleepy villages. Such villages, however, generally lay in regions of relatively advanced agricultural production, permitting not only the survival of peasants but also the accumulation of an agricultural surplus for investment. They had access to urban merchants, markets, and trade routes.

Increased agricultural production in turn facilitated rural industry, an intrinsic part of the expansion of industry. Woolens and textile manufacturers, in particular, utilized rural cottage (in-home) production, which took advantage of cheap and plentiful rural labor. In the German states, the ravages of the "Thirty Years" War (1618-1648) further moved textile production into the countryside. Members of poor peasant families spun or wove cloth and linens at home for scant remuneration in an attempt to supplement *meager* family income.

More extended trading networks also helped develop Europe's economy in this period. English and Dutch ships carrying rye from the Baltic states reached Spain and Portugal. Population growth generated an expansion of small-scale manufacturing, particularly of handicrafts, textiles, and metal production in England, Flanders, parts of northern Italy, the southwestern German states, and parts of Spain. Only iron smelting and mining required marshaling a significant amount of capital (wealth invested to create more wealth).

The development of banking and other financial services contributed to the expansion of trade. By the middle of the

sixteenth century, financiers and traders commonly accepted bills of exchange in place of gold or silver for other goods. Bills of exchange, which had their origins in medieval Italy, were promissory notes (written promises to pay a specified amount of money by a certain date) that could be sold to third parties.

In this way, they provided credit. At mid-century, an Antwerp financier only slightly exaggerated when he claimed, "One can no more trade without bills of exchange than sail without water." Merchants no longer had to carry gold and silver over long, dangerous journeys. An Amsterdam merchant purchasing soap from a merchant in Marseille could go to an exchanger and pay the exchanger the equivalent sum in guilders, the Dutch currency. The exchanger would then send a bill of exchange to a colleague in Marseille, authorizing the colleague to pay the Marseille merchant in the merchant's own currency after the actual exchange of goods had taken place.

Bills of exchange contributed to the development of banks, as exchangers began to provide loans. Not until the eighteenth century, however, did such banks as the Bank of Amsterdam and the Bank of England begin to provide capital for business investment. Their principal function was to provide funds for the state.

The rapid expansion in international trade also benefitted from an infusion of capital, stemming largely from gold and silver brought by Spanish vessels from the Americas. This capital financed the production of goods, storage, trade, and even credit across Europe and overseas. Moreover an increased credit supply was generated by investments and loans by bankers and wealthy merchants to states and by joint-stock partnerships – an *English innovation* (the first major company began in 1600). Unlike short-term financial cooperation between investors for a single commercial undertaking, joint-stock companies provided permanent funding of capital by

drawing on the investments of merchants and other investors who purchased shares in the company.

Task1. Find the contextual equivalent of the word:

1. The word "*key*" in the passage is closest in meaning to:
 - historical;
 - many;
 - important;
 - hidden.
2. The word "*meager*" in the passage is closest in meaning to:
 - very necessary;
 - very low;
 - traditional;
 - primary.
3. The phrase "*an English innovation*" in the passage is closest in meaning to:
 - a new development introduced by the English;
 - an arrangement found only in England;
 - a type of agreement negotiated in English;
 - a type of partnership based on English law.

Task 2. Summarize the text. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that not presented in the passage or are minor ideas in the passage.

In late sixteenth-and early seventeenth-century Europe, increased agricultural production and the

expansion of trade were important in economic growth

Answer choices:

- Bringing more land under cultivation produced enough food to create surpluses for trade and investment as well as for supporting the larger populations that led to the growth of rural industry

- Most rural villages established an arrangement with a nearby urban center that enabled villagers to take advantage of urban markets to sell any handicrafts they produced.

- Increases in population and the expansion of trade led to increased manufacturing, much of it small-scale in character but some requiring significant capital investment.

- Increased capital was required for the production of goods, for storage, for trade, and for the provision of credit throughout of Europe as well as distant markets overseas.

- Bills of exchange were invented in medieval Italy but became less important as banks began to provide loans for merchants.

- The expansion of trade was facilitated by developments in banking and financial services and benefitted from the huge influx of capital in the form of gold silver from the Americas.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

TRADE AND THE ANCIENT MIDDLE EAST

Trade was the mainstay of the urban economy in the Middle East, as caravans negotiated the surrounding desert, restricted only by access to water and by mountain ranges. This has been so since ancient times, partly due to the geology of the area, which is mostly limestone and sandstone, with few deposits of metallic ore and other useful materials. Ancient demands for obsidian (a black volcanic rock useful for making mirrors and tools) led to trade with Armenia to the north, while jade for cutting tools was brought from Turkistan, and the precious stone lapis lazuli was imported from Afghanistan.

One can trace such expeditions back to ancient Sumeria, the earliest known Middle Eastern civilization. Records show merchant caravans and trading posts set up by the Sumerians in the surrounding mountains and deserts of Persia and Arabia, where they traded grain for raw materials, such as timber and stones, as well as for metals and gems.

Reliance on trade had several important consequences. Production was generally in the hands of skilled individual artisans doing piecework under the tutelage of a master who was also the shop owner. In these shops differences of rank were blurred as artisans and masters labored side by side in the same modest establishment, were usually members of the same guild and religious sect, lived in the same neighborhoods, and often had assumed (or real) kinship relationships. The worker was bound to the master by a mutual contract that either one could *repudiate*, and the relationship was conceptualized as one of partnership.

This mode of craft production favored the growth of self-governing and ideologically egalitarian craft guilds everywhere in the Middle Eastern city. These were essentially professional associations that provided for the mutual aid and protection of their members, and allowed for the maintenance of

professional standards. The growth of independent guilds was furthered by the fact that surplus was not a result of domestic craft production but resulted primarily from international trading; the government left working people to govern themselves, much as shepherds of tribal confederacies were left alone by their leaders.

In the multiplicity of small-scale local egalitarian or quasi-egalitarian organizations for fellowship, worship, and production that flourished in this laissez-faire environment, individuals could interact with one another within a community of harmony and ideological equality, following their own popularly elected leaders and governing themselves by shared *consensus* while minimizing distinctions of wealth and power.

The mercantile economy was also characterized by a peculiar moral stance that is typical of people who live by trade—an attitude that is individualistic, calculating, risk taking, and adaptive to circumstances. As among tribes people, personal relationships and a careful weighing of character have always been crucial in a mercantile economy with little regulation, where one's word is one's bond and where informal ties of trust cement together an international trade network.

Nor have merchants and artisans ever had much tolerance for aristocratic professions of moral superiority, favoring instead an egalitarian *ethic* of the open market, where steady hard work, the loyalty of one's fellows, and entrepreneurial skill make all the difference. And, like the pastoralists, Middle Eastern merchants and artisans unhappy with their environment could simply pack up and leave for greener pastures—an act of self-assertion wholly impossible in most other civilizations throughout history.

Dependence on long-distance trade also meant that the great empires of the Middle East were built both literally and figuratively on shifting sand. The central state, though often very rich and very populous, was *intrinsically* fragile, since

the development of new international trade routes could undermine the monetary base and erode state power, as occurred when European seafarers circumvented Middle Eastern merchants after Vasco da Gama's voyage around Africa in the late fifteenth century opened up a southern route. The ecology of the region also permitted armed predators to prowl the surrounding barrens, which were almost impossible for a state to control. Peripheral peoples therefore had a great advantage in their dealings with the center, making government authority insecure and anxious.

Task1. Find the contextual equivalent of the word:

1. The word "*repudiate*" in the passage is closest in meaning to:
 - respect;
 - reject;
 - review;
 - revise.
2. The word "*consensus*" in the passage is closest in meaning to:
 - authority;
 - responsibility;
 - custom;
 - agreement.
3. The word "*ethic*" in the passage is closest in meaning to:
 - set of moral principles;
 - division of labor;
 - economic system;
 - test of character.
4. The word "*intrinsically*" in the passage is closest in meaning to:
 - fundamentally;
 - surprisingly;
 - consequently;
 - particularly.

Task 2. Summarize the text. Directions: An

introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Since ancient times reliance on trade has shaped the culture and organizational structure of Middle Eastern societies.

Answer Choices:

- Persian and Arabian merchants traveled great distances to sell their finished goods at the marketplaces of ancient Sumeria.

- Revenue from trade was unevenly distributed, causing Middle Eastern societies to be characterized by growing distinctions in wealth and power.

- Qualities that were valued in the mercantile economy included individualism, hard work, loyalty, and the willingness to take risks.

- As production increased, centralized control over production also increased, leading in turn to more-centralized control over fellowship and worship.

- Crafts were produced by skilled artisans working in close, egalitarian relationships with their masters and other fellow guild members.

- The stability of Middle Eastern governments was threatened by their lack of control over international trade patterns and over their own peripheral territories.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

ТЕОРЕТИЧНИЙ РОЗДІЛ

ПРОБЛЕМИ ПЕРЕКЛАДУ ЛЕКСИЧНИХ ОДИНИЦЬ/PROBLEMS OF LEXICAL UNITS TRANSLATION

Антонімічний переклад (формальна негативація)/Antonymous Translation (Formal Negation)

Приєм антонімічного перекладу полягає у передачі поняття протилежним, часто із запереченням, тобто антонімом українського відповідника даного слова. Антонімічний переклад нерідко буває якщо не єдиним, то найбільш зручним прийомом передачі смислового та стилістичного значення багатьох виразів. Про це свідчить ряд прикладів з англо-українського словника: *He didn't say anything.* – Він промовчав. *I don't think you are right.* – Я думаю, що ви не маєте рації. *I am not kidding.* – Я Вам серйозно кажу. *Remember to wake me up at 7 a.m.* – Не забудь розбудити мене о 7-ї. *Keep off the grass!* – По газонах не ходити! *Take your time.* – Не поспішай. *Take it easy.* – Не утруднюйте себе./Не хвилюйтеся./Не беріть до серця. *Mind your own business.* – Не твоя справа!/Не втручайся в чужі справи! *To keep one's head.* – Не розгубитися. *To have clean hands in the matter.* – Не мати (ніякого) відношення до якоїсь справи.

Антонімічний переклад у більшості випадків є одним із можливих варіантів, але у наведених прикладах він є явно найкращим, а інколи єдиним. Коли англійське слово або вираз, що передається прийомом антонімічного перекладу, вжите в оригіналі у заперечній формі, то переклад буде мати стверджувальну форму: *Don't sit up, I'll be late.* – Не чекайте на мене, лягайте спати. Особливо важливо вміти застосувати прийом антонімічного

перекладу у тих випадках, коли в українській мові немає точного словникового відповідника англійському слову і коли з міркувань стилістичного характеру небажано вдаватися до описового перекладу. Наприклад, при перекладі фрази з Польового статуту армії Великобританії ця необхідність виникає через відсутність формального відповідника іменнику *inferiority*: *The adoption of the defensive does not necessarily imply weakness or inferiority*. Замінивши поняття *inferiority* на його антонім *superiority*, ми легко дамо точний смисловий та стилістичний відповідник оригіналу: *Перехід до оборони не обов'язково означає слабкість тих, хто обороняється, чи перевагу сил противника*. Ще один приклад: *They nodded to each other by way of breaking the ice of unacquaintance* (Th. Hardy, *The Three Strangers*). Значення іменника *unacquaintance* можна передати лише описово: *той факт, що вони були незнайомі*. Але такий розгорнутий переклад зовсім не підходить для художнього перекладу. Найкращим виходом буде антонімічний переклад: *Вони вклонилися один одному, щоб познайомитися*. Але антонімічний переклад інколи дає найкраще вирішення і при повній можливості прямого перекладу. *The police were on show discreetly, but under cover was every able-bodied man of the force* Для цього речення можливий прямий переклад шляхом конкретизації: *Поліцейські показувалися/з'являлися лише невеликими групами*. Але набагато краще передає зміст висловлювання антонімічний переклад: *Поліція трималася в тіні*.

Особливо часто антонімічний переклад застосовується при перекладі фразеологічних одиниць. В англійській мові є багато таких фразеологічних одиниць, значення яких може бути передане (без втрати ідіоматичності) лише протилежним поняттям із запереченням. *He has a ready tongue*. – Він за словом у

кишеню не лізе. No time like the present. – Лови момент. To be weighed and found wanting. – Не витримати випробування./Не виправдати надій. Як видно з прикладів, антонімічний переклад є одним із найбільш гнучких способів передачі відтінків оригіналу.

Завдання. Перекладіть речення, застосовуючи прийом формальної негативації до відповідних слів, словосполучень та інших компонентів речень.

1. Transatlantic telephone transmission was not accomplished until 1956. 2. Governments do not relinquish their authority unless compelled to do so. 3. In both France and England a truly classical style was not established until the first half of the 17th century. 4. First, they have a sophisticated flowing line not unlike that of modern bentwood and tubular-steel furniture. 5. For unknown reasons Iraq chose not to unleash its chemical weapons arsenal in the Persian Gulf War of 1991. 6. It was not until the 12th century, however, that canals similar to those used today were built in Western Europe. 7. Indeed, the problem of determining longitude at sea was not solved until the mid-18th century. 8. These programs continue, with emphasis now on breeding new crop varieties that need little fertilizer or irrigation. 9. Most physicians will not make the diagnosis of hypertension unless the pressure is high on at least three separate occasions. 10. Not until the late 18th century did ancient Greek and Roman architecture cease to be regarded as an unassailable criterion of excellence throughout the Western world. 11. In this regard Venezuela reigns supreme because of its petroleum deposits. Ecuador, Argentina, Peru, and Bolivia have more modest- but not unimportant-oil resources. 12. Tsunamis travel at speeds up to 800 km/h (500 mph), however, and grow higher as they near land; tsunamis 18 to 30 m (60-100 ft) high are not uncommon. 13. Not until the 18th century did scientists begin to appreciate

the complex chemistry of metallurgy. 14. Color has so many meanings for different observers that a strict definition is difficult, if not impossible. 15. But not until 1939, when an entirely new phenomenon was discovered by Otto Harm and Fritz Strassmann, did a net gain of energy appear possible.

Описовий переклад/Descriptive translation

Описовий переклад – це такий прийом перекладу нових лексичних елементів мови оригіналу, коли слово, словосполучення, термін чи фразеологізм замінюється в мові перекладу на словосполучення, що адекватно передає зміст цього слова або словосполучення (терміна), наприклад: *rabbit – газодифузійне розділення ізотопів із частковою рециркуляцією; wail – автомобіль із високими динамічними якостями.*

До описового перекладу ставляться такі вимоги:

- 1) переклад повинен точно відбивати основний зміст позначеного неологізмом поняття;
- 2) опис не повинен бути надто докладним;
- 3) синтаксична структура словосполучення не повинна бути складною.

Для того, щоб правильно застосувати такий прийом перекладу, необхідно добре знати предметну сферу тексту, що перекладається, щоб правильно розкрити зміст позначеного неологізмом поняття.

Порівняно з транскодуванням описовий переклад має ту перевагу, що завдяки йому досягається більша прозорість змісту поняття, позначеного відповідником неологізму. Разом із тим описовий переклад характеризується такими недоліками:

- 1) при його застосуванні можливе неточне або нечітке тлумачення змісту поняття, позначеного неологізмом;

2) описове словосполучення порушує таку вимогу до термінів, як стислість (тому від багатослівних термінів важко, якщо взагалі можливо, утворювати похідні терміни).

Завдання. Перекладіть речення, визначивши слова (терміни), при перекладі яких необхідно застосувати прийом описового перекладу.

1. A star that is in balance and burning hydrogen in its core is called a main sequence star. 2. A flowchart is a pictorial description of a procedure to be followed in solving a given problem. 3. The biota (plants and animals) of each kind of biome have similar characteristics worldwide; biomes comprise smaller units called habitats. 4. The associated ocean bottom is generally flat in the Atlantic and hilly in the Pacific and is composed mainly of pelagic or partially pelagic muds – that is, open-ocean sediments as contrasted to those deposited near continents by rivers. 5. In 1989 the United States began constructing a proton collider, the Superconducting Super Collider (SSC), which was to yield collision energies of 40 TeV. 6. Advection is the process by which one or more properties or components of the atmosphere – such as temperature, moisture, or pollutants – are affected by horizontal (and sometimes vertical) air movements. 7. Aperture synthesis is a method in radio astronomy that utilizes several telescopes simultaneously to create images of cosmic radio sources, which results in much better resolution than can be achieved by the individual telescopes. 8. An intermetallic compound is made up of two or more elements that together produce a new substance having its own composition, crystal structure, and properties. 9. Such programs typically include collections of stored images called "clip art," which users can electronically "clip out," "paste into" the working file, and then manipulate. 10. Online, interactive services are information and

transactional services that are delivered to individual users, through a personal computer or other electronic devices, using a two-way telecommunications system such as a telephone or cable television. 11. The combined status and income or occupational divisions in capitalist industrial societies are sufficiently alike to permit sociologists to identify four main classes: an upper class of owners, managers, and top public officials; a middle class of nonmanual white-collar workers and owners of small businesses; a manual working class; and a lower class, or underclass, of the irregularly employed and the rural poor. 12. Because futurists recognize the unavoidable uncertainty inherent in forecasting, much of their work focuses on "what-if" examinations of alternatives rather than precise prediction. 13. Affordances are perceivable characteristics of objects, people, and layouts that support some action – for example, the convenient mountability of a stairway. 14. Affirmative action is a formal effort to provide increased employment opportunities for women and ethnic minorities, to overcome past patterns of discrimination: under the Equal Employment Opportunity Act of 1972 most federal contractors, all state governments and institutions (including universities), and most local governments were required to initiate plans to increase the proportions of their female and minority employees until they matched the proportions existing in the available labor market. 15. Already there are "debit" cards, with which customers may make purchases with money deducted immediately and electronically from their checking accounts; "dumb" cards, which allow holders to use a certain amount of prepaid telephone time; and "smart" cards.

Питання для самоперевірки/Questions for self-testing

1. Дайте визначення антонімічного перекладу.
2. Наведіть приклади фраз, що за традицією перекладаються з англійської мови на українську за допомогою антонімічного перекладу.
3. Коли виникає необхідність у застосуванні антонімічного перекладу?
4. Що таке описовий переклад?
5. Обумовте необхідність використання описового перекладу.
6. Які вимоги ставляться під час виконання описового перекладу?
7. Визначте, де застосований антонімічний переклад у такій парі речень: If you want to cross the street remember to look at the traffic lights first. – Якщо хочеш перетнути вулицю, не забудь спочатку подивитися на світлофор.
8. Визначте, які саме з наведених слів необхідно перекласти описово і чому: adoptionism, adoptianism, theological doctrine, nature, humanity, adoption.

ПРАКТИЧНИЙ РОЗДІЛ
МЕДИЦИНА/MEDICINE

Glossary

autonomic nervous system	to stimulate
vertebrate anatomy	to dilate the bronchi
to supply impulse	artery
heart muscles	parasympathetic
smooth muscles	ganglion
glands	central nervous system
respiratory system	internal organs
circulatory system	spinal cord
digestive system	vagus
involuntary muscles	congenital heart disease
urogenital system	blood type
nerve centers	metabolism
reciprocal effect	enzymes
internal secretion	immune system
peripheral nervous system	hormones
reflex	neurology
involuntary reflexes	heart rate
ventilator-associated pneumonia	pulse
conditioned response	blood pressure
blood cell	clinical diseases
surrogate markers	clinical endpoints
acute retroviral syndrome	asymptomatic phase
assisted living	to innervate
dizziness	hormone therapy
sanitizer	anesthesia
board certified	electronic health record

NP (nurse practitioner)	immunotherapy
outpatient	recovery room
RN (registered nurse)	trauma
rational reactions	operating room
chronic bronchitis	injury

Task 1. Complete sentences and paragraphs 1 – 20 with a word or expression from the table. In some cases you might need to change the form of the word in the box. Make written translation of the sentences.

1. (1)_____ is a living situation in which a person receives assistance with daily activities, but does not need 24-hour care.

2. (2)_____ is a condition where the heart or blood vessels do not form correctly while a baby is in the womb. Sometimes it is detected at birth, or during childhood, but sometimes it is not detected until adulthood.

3. A feeling that things around you are spinning is called (3)_____. It makes you feel like you might fall down.

4. It is the process of providing the patient with additional hormones or causing a patient's body to produce more hormones in order to achieve a medical goal. (4)_____

5. A (5)_____ is a product which you use to clean something and make it free of harmful bacteria.

6. It is a medical method of preventing sensation, used to eliminate pain during surgery. (6) _____.

7. _____(7) is the part of the nervous system that controls functions below the level of consciousness, such as heart rate.

8. If a doctor or nurse is _____(8), that person has completed all of his or her education and training

and has passed a test, given by a medical board.

9. The _____(9) is a part of the nervous system that consists of the brain, the brain stem, and spinal cord.

10 An _____(10) is an account of a person's medical history that is stored on the computer.

11. _____(11) is a form of cancer treatment that strengthens the patient's immune system, artificially or naturally. It can also be used to carry poisons straight to cancer cells.

12. The _____ (12) is the part of the nervous system that consists of the nerves outside the brain and spinal cord.

13. A _____(13) is a nurse who provides advanced care for patients.

14. A patient who receives medical treatment in a hospital and does not have to spend the night there is _____(14).

15. An area where patients go after an operation to recover from anesthesia and other effects of the procedure is called _____(15).

16. A _____(16) is a nurse who provides basic care for patients, but also has other more advanced duties, such as performing tests and giving medication.

17. _____(17) is a severe bodily wound or shock caused by a sudden injury. It can often lead to the secondary complications including death.

18. _____(18) is a type of pneumonia which occurs when people are on machines which help them breathe.

19. Room where surgical procedures are performed is _____(19).

20. A persistent condition in which tubes in the lungs

swell and make it difficult to breath is _____(20).

Task 2. Use your dictionary to check the meaning of the other words and expressions in the table. Translate them in a written form.

Task 3. Complete this conversation with appropriate words and expressions from the list. You may need to change the form of some of the words.

Interviewer: Today I'm talking to Rajan Mehta, a retired doctor. Good afternoon, Rajan.

Rajan: Good afternoon.

Interviewer: Now, you're originally from Mumbai and you came to work as a (1)_____. When was this?

Rajan: In the early sixties, 1962 to be exact.

Interviewer: And why did you come to the UK?

Rajan: Well, it was quite common in those days. Experience of working in the (2)_____ was highly valued in India. I had just finished my medical degree, and I thought this would be a good way to get experience. I only intended to stay for five years, while I completed my postgraduate studies.

Interviewer: So why did you stay longer?

Rajan: Two reasons, really. The first is that I thoroughly enjoyed working for the NHS. The (3)_____ I received was fantastic, and I worked alongside some (4)_____ and learnt a lot. And the second reason is that I met my wife, who was working as a (5)_____.

Interviewer: And so you continued working in the (6)_____ until you retired.

Rajan: That's correct. First as a (7)_____, and

then later I retrained as a (8)_____.

Interviewer: You must have seen a lot of changes in the (9)_____. What was it like when you first came here?

Rajan: It was excellent. I think that there was a lot of respect for the (10)_____, maybe more than there is now, and (11)_____ had a lot of faith in their doctors. There weren't so many problems with long (12)_____, and new advances in areas such as (13)_____organ transplants made it an exciting profession to be in.

Interviewer: Yes, it must have been. Did you have any problems when you first started working in Britain?

Rajan: Well, yes. My first placement was in (14)_____ in the north-east of England and I had real problems understanding what people were saying to me, which came as quite a shock as I thought I had rather good English. Eventually, I confessed to a colleague that I sometimes couldn't understand what my patients were saying. And she admitted that she had (15)_____, as she came from a different part of the country.

Interviewer: Yes, some regional accents can be quite difficult to understand. One last question – do you ever regret not returning to India?

Rajan: No, not really. Of course, I missed my family, but my brother also came to England to live, and I returned quite regularly to visit my parents while they were alive. And I married an English woman and had children here, so England soon became home.

Interviewer: Rajan, thank you very much for coming in and talking to me

Rajan: It's been a pleasure.

A/British National Health Service;
B/patients;
C/paediatrician;
D/waiting lists;
E/National Health Service;
F/paediatric nurse;
G/clinical training;
H/doctor in the UK;
I/the same problem;
J/medical profession;
K/NHS;
L/excellent consultants;
M/GP;
N/organ transplants;
O/a hospital.

Task 4. Listen to the text and check whether you were right and make written translation of the text.

BREATHING DURING SLEEP

Of all the physiological differences in human sleep compared with wakefulness that have been discovered in the last decade, changes in respiratory control are most dramatic. Not only are there differences in the level of the functioning of respiratory systems, there are even changes in how they function. Movements of the rib cage for breathing are reduced during sleep, making the contractions of the diaphragm more important. Yet because of the physics of lying down, the stomach applies weight against the diaphragm and makes it more difficult for the diaphragm to do its job. However, there are many other changes that affect respiration when asleep.

During wakefulness, breathing is controlled by two

interacting systems. The first is an automatic, metabolic system whose control is centered in the brain stem. It subconsciously adjusts breathing rate and depth in order to regulate the levels of carbon dioxide (CO₂) and oxygen (O₂), and the acid-base ratio in the blood. The second system is the voluntary, behavioral system. Its control center is based in the forebrain, and it regulates breathing for use in speech, singing, sighing, and so on. It is capable of ignoring or overriding the automatic metabolic system and produces an irregular pattern of breathing.

During NREM (the phase of sleep in which there is no rapid eye movement) breathing becomes deeper and more regular, but there is also a decrease in the breathing rate, resulting in less air being exchanged overall. This occurs because during NREM sleep the automatic, metabolic system has *exclusive* control over breathing and the body uses less oxygen and produces less carbon dioxide. Also, during sleep the automatic metabolic system is less responsive to carbon dioxide levels and oxygen levels in the blood. Two things result from these changes in breathing control that occur during sleep. First, there may be a brief cessation or reduction of breathing when falling asleep as the sleeper waxes and wanes between sleep and wakefulness and their differing control mechanisms. Second, once sleep is fully obtained, there is an increase of carbon dioxide and a decrease of oxygen in the blood that persists during NREM.

But that is not all that changes. During all phases of sleep, several changes in the air passages have been observed. It takes twice as much effort to breathe during sleep because of greater resistance to airflow in the airways and changes in the efficiency of the muscles used for breathing. Some of the muscles that help keep the upper airway open when breathing tend to become more relaxed during sleep, especially during REM (the phase of sleep in which there is rapid eye

movement). Without this muscular action, inhaling is like sucking air out of a balloon-the narrow passages tend to collapse. Also there is a regular cycle of change in resistance between the two sides of the nose. If something blocks the "good" side, such as congestion from allergies or a cold, then resistance increases dramatically. Coupled with these factors is the loss of the complex interactions among the muscles that can change the route of airflow from nose to mouth.

Other respiratory regulating mechanisms apparently cease functioning during sleep. For example, during wakefulness there is an immediate, automatic, adaptive increase in breathing effort when inhaling is made more difficult (such as breathing through a restrictive face mask). This reflexive adjustment is totally absent during NREM sleep. Only after several inadequate breaths under such conditions, resulting in the *considerable* elevation of carbon dioxide and reduction of oxygen in the blood, is breathing effort adjusted. Finally, the coughing reflex in reaction to irritants in the airway produces not a cough during sleep but a cessation of breathing. If the irritation is severe enough, a sleeping person will arouse, clear the airway, then *resume* breathing and likely return to sleep.

Additional breathing changes occur during REM sleep that are even more dramatic than the changes that occur during NREM. The amount of air exchanged is even lower in REM than NREM because, although breathing is more rapid in REM, it is also more irregular, with brief episodes of shallow breathing or absence of breathing. In addition, breathing during REM depends much more on the action of the diaphragm and much less on rib cage action.

Task1. Find the contextual equivalent of the word:

1.The word "*exclusive*" in the passage is closest in meaning to:

- consistent;
- perfect;
- partial;
- sole.

2. The word "*considerable*" meaning to:

- significant;
- steady;
- usual;
- necessary.

3. The word "*resume*" in the passage is closest in meaning to:

- reduce;
- stop;
- readjust;
- restart.

Task 2. Summarize the text. Directions: From the seven statements below, select the statements that correctly characterize breathing during wakefulness and those statements that correctly characterize breathing during sleep. Distribute them into two columns. Two of the answer choices will NOT be used.

Wakefulness

1/

2/

3/

Sleep

1/

2/

3/

Answer Choices:

- The role of the rib cage increases and the role of the diaphragm decreases.

- Carbon dioxide in blood rises and oxygen drops.
- The coughing reflex is extremely complex.
- A great deal of effort is used for breathing.
- Upper airways are resistant to colds and allergies.
- There is a drop in the volume of air that is exchanged.
- Automatic and voluntary respiratory systems are both involved.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

WHAT'S AN "INTERNIST"?

What Internal Medicine Means to Me

At least three of their seven or more years of medical school and postgraduate training are dedicated to learning how to prevent, diagnose, and treat diseases that *affect* adults. This basic training qualifies them to practice internal medicine, and you may see these physicians referred to by several terms, including "internists" or "doctors of internal medicine". But don't mistake them with "interns", who are doctors in their first year of residency training. Internists are sometimes referred to as the "doctor's doctor", because they are often called upon to act as consultants to other physicians to help solve puzzling diagnostic problems.

General Internal Medicine

Many internists enter into practice following completion of their basic internal medicine training. These physicians practice "general internal medicine" and are commonly referred to as "general internists". General internists are *equipped to* handle the broad and comprehensive spectrum of illnesses that affect adults, and are recognized as experts in diagnosis, in treatment of chronic illness, and in health promotion and disease prevention — they are not limited to one type of medical problem or organ system. General internists are equipped to deal with whatever problem a patient brings — no matter how common or rare, or how simple or complex. They are specially trained to solve puzzling diagnostic problems and can handle severe chronic illnesses and situations where several different illnesses may strike at the same time.

General internists may practice in a variety of settings. Their training uniquely qualifies them to practice primary care and follow patients over the duration of their adult lives and establish long and rewarding personal relationships with their

patients. Although internists may *act as* primary care physicians, they are not "family physicians", "family practitioners", or "general practitioners", whose training is not solely concentrated on adults and may include surgery, obstetrics and pediatrics. Some general internists may focus their practice on caring for patients in the hospital setting, and may be referred to as "hospitalists"; the majority of hospitalists in the US are general internists. Still other general internists will combine these facets of care and provide both outpatient and inpatient cares for their patients. And other general internists may practice in unique settings such as rehabilitation centers and long-term care facilities, among other clinical settings.

Internal Medicine Subspecialties

Some internists choose to take additional training to "subspecialize" in a more focused area of internal medicine. Subspecialty training (often called a "fellowship") usually requires an additional one to three years beyond the basic three year internal medicine residency. Although physicians who have completed additional training in a particular area of internal medicine are frequently referred to by their area of subspecialty focus (for example, those who subspecialize in diseases of the heart are usually called "cardiologists"), all *share* the same basic internal medicine training and like general internists are also considered "internists". The training an internist receives to subspecialize in a particular medical area is both broad and deep, and qualifies them to manage very complex medical issues and in many cases perform advanced clinical procedures.

What Does FACP Mean?

When you see the letters FACP after your physician's name, they mean that he or she is a Fellow of the American

College of Physicians (ACP), the largest society of internists in the world. Fellows of ACP are a distinguished group of doctors dedicated to continuing education in medical practice, teaching, or research. Fellowship is an honorary designation given to recognize ongoing individual service and contributions to the practice of medicine. Fellowship in ACP is a mark of distinction. It *says* that your doctor has made special efforts to be a better doctor through activities such as teaching, hospital appointments, public service, continuing medical education, publishing scientific articles, and advanced training. Ultimately, it says your doctor cares about delivering high-quality health care.

Career Paths

If you are a student considering a career in internal medicine, or would like to know more about what training in internal medicine is like, the following resources will help you understand or navigate what it takes to become an internist.

Task1. Find the contextual equivalent of the word:

1. The word "*affect*" in the passage is closest in meaning to:
 - influence;
 - treat;
 - come across;
 - face.
2. The word "*equipped*" in the passage is closest in meaning to:
 - outfit;
 - appoint;
 - study;
 - Trained.
3. The word "*act*" *as* in the passage is closest in meaning to:
 - teach;

- work;
- be;
- cure.

4. The word "*share*" in the passage is closest in meaning to:

- have;
- study;
- attend;
- propose.

5. The word combination says "*that*" in the passage is closest in meaning to:

- translate;
- state;
- show;
- write.

Task 2. Summarize the text. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

General internists can deal with wide range of diseases, which affect both adults and children providing outpatient and inpatient care.

Answer choices

- Several terms, including "internists" or "doctors of internal medicine" can characterize the specialists, acquiring the qualities and skills of doctor.
- General internists are equipped to handle the broad and comprehensive spectrum of illnesses that affect adults, to deal with whatever problem a patient brings, not being limited

to one medical problem or organ system.

- General internists may practice only primary care in a variety of settings.

- Some general internists may focus their practice on caring for patients in the hospital settings and provide outpatient and inpatient care for patients.

- General internists usually do not take additional training to "subspecialize" in a more focused area of internal medicine.

- A membership in Fellow of the American College of Physicians states that the doctor made special efforts to be a better doctor through activities such as teaching, hospital appointments, public service, continuing medical education, publishing scientific articles, and advanced training.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

ТЕОРЕТИЧНИЙ РОЗДІЛ

ПЕРЕКЛАДАЦЬКІ ЛЕКСИЧНІ ТРАНСФОРМАЦІЇ/TRANSLATIONAL LEXICAL TRANSFORMATIONS

Перекладацькі лексичні трансформації – це різного роду зміни лексичних елементів мови оригіналу під час перекладу з метою адекватної передачі їх семантичних, стилістичних та прагматичних характеристик з урахуванням норм мови перекладу та мовленнєвих традицій культури мови перекладу. Лексичні трансформації застосовуються тоді, коли словникові відповідники того чи іншого слова мови оригіналу не можуть бути використані у перекладі з причин невідповідності з точки зору значення і контексту.

Конкретизація значення слова/Concretization of the Word Meaning

Лексичний елемент, як відомо, перекладається не окремо, сам по собі, в ізоляції від речення і тексту, де він вживається, а в сукупності його контекстуальних зв'язків та функціональних характеристик. Лише так досягаються точність та адекватність перекладу слів (зокрема й термінів). Чим більше враховуються перекладачем усі характеристики слова, що перекладається, тим адекватнішим буде його переклад.

Однією з таких важливих характеристик є норми і традиції вживання слів у тій чи іншій сфері мовлення. Знання словникових відповідників є необхідною, але недостатньою умовою адекватного перекладу лексики.

Переклад лексичних елементів не обов'язково передбачає лише вибір словникових відповідників. Крім того, важливим є вміння підібрати контекстуальні відповідники, що не завжди фіксуються у перекладних словниках.

Важливим способом вибору контекстуального відповідника слова є перекладацька лексична трансформація конкретизації значення, зумовлена розбіжностями у функціональних характеристиках словникових відповідників лексичних елементів оригіналу і традиціях мовлення.

Конкретизація значення – це лексична трансформація, внаслідок якої слово (термін) більш широкої семантики в оригіналі замінюється на слово (термін) більш вузької семантики, наприклад:

But at the foundational level, things are less straightforward, because different scholars hold different conceptions of the nature of the object. Проте на засадничому рівні проблеми мені зрозумілі, тому що різні вчені мають різні уявлення про природу цього об'єкту.

Зрозуміло, що цей спосіб перекладу найчастіше застосовується тоді, коли перекладаються слова із (дуже) широким, навіть розмитим значенням, наприклад: thing, matter, piece, affair, entity, unit, challenge, range, claim, concern, weakness, fine, good, useful, to be, to go, to get, to come тощо:

This view is surely the current orthodoxy in the science. Ця точка зору, безперечно, зараз видається у цій галузі загальноприйнятою. Enzymes are complex organic compounds that contain a protein entity. Ензими являють собою складні органічні сполуки, що містять протеїнові утворення. The failure to distinguish the two notions is only too obvious. Надто вже явна тут нездатність побачити різницю між цими двома поняттями. Portsmouth College of Technology offers a lectureship in its economic department to

a suitably qualified professional. Технічний коледж у Портсмуті запрошує на посаду викладача відділення економіки фахівця з відповідною освітою.

Нерідко конкретизація застосовується при перекладі англійського дієслова *to be*, що вживається в англійському мовленні значно частіше, ніж відповідне українське дієслово "бути": *The focus is on the description of the selection process itself. – Тут увага зосереджується на опису самого процесу відбору. There are many points in the debates at which misunderstanding may be avoided. – Можна знайти багато таких положень, що висловлюються під час дискусії, які дозволяють внесити розумілість.*

Застосовуючи конкретизацію під час перекладу дієслів широкої семантики (*to be, to get, to go, to come* тощо), необхідно враховувати типову сполучуваність українських відповідників іменників, що вживаються з ними у реченні, наприклад: *A ball on a hillside can roll to the bottom spontaneously but will never go up the hill unless it is pushed. – М'яч на схилі пагорба може сам по собі покотитися донизу, але він ніколи не покотиться уверх, якщо його не штовхнути. The first electrons go into the lowest shells until these are filled. Those added later go into higher shells. – Перші електрони залітають на найнижчі оболонки, поки ті не заповняться. А ті, що додаються пізніше, заповнюють вищі оболонки. When the audio signals go positive, they increase the amplitude of the carrier; when they go negative, they decrease the amplitude of the carrier. – Коли аудіосигнали стають позитивними, вони збільшують амплітуду несучої хвилі, а коли стають негативними – зменшують її.*

Необхідно зауважити, що англійські слова широкої семантики можуть перекладатися на українську мову за допомогою не лише конкретизації, а й вилучення їх у перекладі взагалі, а також шляхом використання їх

словникових відповідників. Потрібно мати на увазі, що застосування конкретизації у перекладі лексики вимагає творчого підходу з боку перекладача.

Завдання. Перекладіть речення, визначивши слова широкої семантики та адекватний спосіб їх перекладу

1. There are two points to be made here. 2. Let me summarize the main points that have been made in this chapter. 3. It is at this point that we turn to more technical questions. 4. Let us now turn to the kind of results that might come from answering point 2.6. 5. But we are not interested in it as isolated pieces of writing but as a representative instance of how scientific descriptions are made. 6. Note that at this stage we are not concerned with whether or not these findings are significant for our understanding of the problem. 7. The point then is that there is not, nor can be without misrepresentation, one definitive interpretation of the data. 8. Clearly, a position for which there are no arguments, which has no satisfactory criticisms of its major alternative and which, finally, is internally inconsistent, must be rejected in favor of that alternative, given, as is the case here, that there are no other serious alternatives. 9. In this context cannibalism could be a formal affair, but the situation sometimes exploded into uncontrolled action, including the assault of a corpse and fights over the best portions of meat. 10. The history of the relation between philosophy and theology is thus a long and mixed affair, running the gamut from clarifying religion and providing a justification for it to tearing apart its intellectual underpinnings and trying to see what is left that a 20th-century scientifically oriented person can believe or take seriously. 11. Until recently, television in Europe was a government monopoly, and although there were a few spectacularly successful stations — notably Britain's two BBC channels —

by and large, European TV was a fairly dull affair, enlivened now and then by made-for-TV movies by such directors as Federico Fellini and Ingmar Bergman or by American imports. 12. In fact, software and the disk that contains it are often thought of as being the same thing. 13. A reason for such precaution is that it is easy to confuse "one thing causes another" with "one thing follows another". 14. The most remarkable thing that particles do is to change into one another, either by the decay of a single particle into several others or in a collision between two particles from which several new ones may emerge. 15. No such thing as a perpetual motion machine actually could exist.

Генералізація значення слова/Generalization of the Word Meaning

Набагато рідше при перекладі з англійської мови на українську спостерігається зворотне явище: заміна конкретного, видового поняття на більш абстрактне, родове. Інколи цього вимагає логіка побудови думки. *So much so that today (money still in control in all lands of the press, the radio, the moving picture, the telephone, the officials of state, their banks and means of transportation, their police and hired agents), you have a never-ending downpour of lies concerning this vast program... (Th. Dreiser, Essays and Letters).* У перекладі вставного речення – *оскільки у всіх країнах гроші ще контролюють пресу, радіо, кіно, державний апарат, банки і транспорт* – слово *телефон* було б недоречним. Необхідно замінити його на більш широке поняття – *засоби зв'язку*, яке логічно входить до наведеного переліку. Потрібно зазначити, що оскільки застосування генералізації може призводити до певної втрати (точності) інформації, використовувати її необхідно

обережно, у тих випадках, коли вживання у перекладі словникового відповідника, що перекладається, може призвести до порушення граматичних або стилістичних норм мови перекладу.

Трансформація генералізації, як правило, використовується при перекладі загальнонародного та загальнонаукового (загальнотехнічного) шарів лексичного складу наукових і технічних текстів. Наприклад: *The first factories were driven by water. Перші фабрики працювали на воді. American society was an ideal vehicle for industrialization. Американське суспільство було ідеальним середовищем для проведення індустріалізації.*

Завдання. Перекладіть речення, визначивши слова, при перекладі яких доцільно застосувати трансформацію генералізації.

1. Industrialization usually goes hand in hand with agrarian reform, if for no other reason than that an agrarian revolution allows a relatively small agrarian labor force to feed a larger manufacturing work force. 2. Other industries such as chemicals and mining and the engineering professions also developed rapidly. 3. Technology is a major cultural determinant, no less important in shaping human lives than philosophy, religion, social organization, or political systems. In the broadest sense, these forces are also aspects of technology. 4. Under these circumstances private inventors are likely to play a progressively smaller role in bringing about innovation, although they are not likely to disappear altogether. 5. Any major technological development is attended by proponents and opponents with conflicting interests, such as business, labor, the administrative and technical elite, politicians, environmentalists, economists, and public advocates. 6. The promise of technology assessment is that an impartial body such as the OTA can lay aside all vested

interests and provide decision makers with rational advice as to which developments are truly in the public interest. 7. Even more effective is transfer of the technology itself, by the provision of blueprints, models, designs, patents, and other know-how and by the establishment of workshops, factories, training programs, and agricultural and engineering colleges. 8. For example, many of the biggest pharmaceutical producers in the United States are involved in the search for genetically improved plants and animals and for genetically engineered vaccines. 9. Pest populations are typically reduced immediately by the application of an effective pesticide. 10. A neutron in a nuclear reactor can meet one of several fates: it can be absorbed in the fuel, producing fission and more neutrons; it can be absorbed by nonfissionable materials in the reactor core and thus lost; it can be absorbed by a fertile material. 11. Of prime importance in their industrial impact were developments in the fields of chemistry and chemical engineering. 12. The degree to which a given organism is able to acclimatize has its bases in the genetics of the organism. 13. Accounts of the actual testing of scientific theories tend to be rather technical and often require the use of statistics. 14. Far less agreement exists concerning the details of positive prescriptions for science. 15. Today, approximately 2,300 elected fellows grouped in four specialty classes pursue the same broad purposes as their Revolutionary-era predecessors.

Додавання слова/Addition of Words/Decompression

Розглядаючи цю трансформацію, ми повинні зробити таке застереження. Як відомо, перекладач не має права щось додавати від себе до змісту тексту, що перекладається.

Коли йдеться про додавання як лексичну

трансформацію, мають на увазі експліцитне вираження частини імпліцитного смислу оригіналу в тексті перекладу. Як бачимо, тут не йдеться про зміни смислу оригіналу через вилучення частини загального смислу оригіналу або додавання до загального смислу.

Отже, трансформація додавання полягає у введенні в переклад лексичних елементів, відсутніх в оригіналі, з метою правильної передачі смислу речення (оригіналу), що перекладається, та/або дотримання мовленнєвих і мовних норм, що існують у культурі мови перекладу, наприклад: *Crushers are deployed in drifts. – Дробарки використовуються при веденні горизонтальних розробок. These machines are flexible enough for high-torque, heavy-duty cutting as well as your finest high-speed machining operations. – Ці верстати є досить гнучкими, щоб забезпечити великий крутний момент, важкі режими різання, а також виконання операцій високошвидкісної обробки із найвищою точністю. The results: less chip clogging and double or triple tool life. – Результати: стружка менше забивається, а стійкість інструменту зростає вдвічі або втричі.*

У наведених прикладах виділені курсивом слова відсутні в поверхневій структурі оригіналу, але їх зміст імпліцитно присутній у тексті. Оскільки трансформація додавання зумовлена необхідністю дотримання норм мови перекладу, застосування цієї трансформації потребує належного знання мови перекладу та її норм.

Завдання. Перекладіть речення, визначивши терміни, при перекладі яких необхідно застосувати лексичну трансформацію додавання.

1. A citizens' council now provides independent oversight of marine terminal operations and tanker-spill prevention plans. 2. Houses can be centrally air-conditioned if

they have forced-air heating systems, which use a blower fan and ducts to distribute heated air throughout the house in winter. In the summer these ducts can be used to carry cooled air. 3. The major desalination techniques in use today can be broadly classified as either distillation or membrane processes, the choice of process being determined by the chemistry and physical condition of the untreated water supply, the production rate required, and the energy source available to power the desalination plant. 4. Industrial psychologists study worker motivation and morale, reward systems, communication processes, and working conditions as factors which may affect productivity and worker satisfaction. 5. The airbrush is a device for applying liquid as a fine spray. It is commonly used by commercial artists to facilitate drawing, shading, and retouching artwork. It can also be used to retouch photographs. 6. An amphibious assault, the primary form of a combined sea-and-land operation, is conducted to establish a force ashore, usually to capture a beachhead as a necessary preliminary to further assaults ashore. 7. A high-performance aircraft wing, made from a carbon-reinforced epoxy, is very lightweight, stiff, and strong, with an exceptional strength-to-weight ratio. 8. Metal fatigue failures are due to the repeated application of tensile stresses or shear stresses, which tend to pull the material apart. 9. In any case, research into achievement motivation now places great emphasis on people's cognitions about the very nature of achievement, and on the various ways in which different cultures assess the relative meanings of failure and success. 10. Sociologists, anthropologists, political scientists, and organization and communications theorists adopt the macro approach to conflict. 11. Adversary procedure, in law, is the form of trial procedure used in the United States, England, and other common law countries: the defense and prosecution both offer evidence, examine witnesses, and present their respective sides of the

case as persuasively as possible and the judge or jury must then decide between the adversaries. 12. In political theory pluralism is a concept that describes the heterogeneity of groups that share power in public policymaking. 13. Radiometric age-dating, or radiometric dating, is the determination of the age of materials by means of their radioactive contents.

Вилучення слова/Omission of Words/Compression

Говорячи про цю трансформацію, необхідно зробити застереження, правильне і для лексичної трансформації додавання. Перекладач від себе, тобто довільно, не може вилучати нічого зі змісту тексту, що перекладається. Вилучати можна лише ті елементи смислу, що певним чином дублюються в оригіналі за нормами мови оригіналу або передача яких мовою перекладу може порушити норми останньої.

Для цього застосовується трансформація вилучення – виправдане з точки зору адекватності перекладу, передусім норм мови перекладу, усунення в тексті перекладу тих плеонастичних або тавтологічних лексичних елементів, які за нормами мови перекладу є частинами імпліцитного змісту тексту. Наприклад: *Large parts were treated and machined in a single setup.* – Великі деталі оброблялися за один раз (вилучення одного з членів тавтологічної пари). *This is an apt remark to make.* – Це є влучним зауваженням (вилучення означення).

Неодхідно зазначити, що ця трансформація не є поширеною при перекладі науково-технічних текстів. Застосовуючи її, необхідно стежити за тим, щоб у перекладі не був зменшений обсяг оригінальної інформації.

Завдання. Перекладіть речення, визначивши лексичні елементи, які можна вилучити без зміни смислу оригіналу.

1. South Carolina declared the tariff laws null and void and President Jackson responded with the threat of force. 2. There is another point to make about this approach. 3. This is an interesting fact to observe. 4. Bureaucracy is a system for administering large organizations involving a specific structure of authority and a clearly defined set of rules and regulations. 5. A computer agent is a software program that can be given tasks to do, then carry out those tasks autonomously, without direct supervision or feedback from a human being. 6. We have at our disposal several procedures to apply.

Питання для самоперевірки/Questions for self-testing

1. Дайте визначення поняття конкретизація.
2. Через які лексичні заміни може відбуватися конкретизація при перекладі?
3. Назвіть найпоширеніші слова в англійській мові, при перекладі яких застосовується конкретизація.
4. Наведіть приклади генералізації.
5. Що відбувається при перекладі частіше – конкретизація чи генералізація?
6. Яким чином і за яких умов відбувається трансформація додання слів при перекладі?
7. Що спричиняє необхідність таких трансформацій, як вилучення слова?
8. Чи є трансформація вилучення слова поширеною при перекладі науково-технічних текстів?

ПРАКТИЧНИЙ РОЗДІЛ
МАШИНОБУДУВАННЯ/ENGINEERING

Glossary

agricultural chemistry	hydraulic power
agricultural engineering	hydrocarbon
aqueduct	hydroelectric energy
atomic energy plant	hydrogeologist
basic and intermediate chemicals	kinetic energy
biodegradable	LED (light-emitting diode)
blend	lubrication
blow extrusion	machine operator
blow molding	machine tool
building contractor	materials management
chemical process plant	mining engineer
chemical purity	multi-purpose vehicle
chlorine bleach	nuclear physics
coaxial cable	nutrient management
collar	preliminary/secondary feasibility study
combustion	process control
communal environment	product approval
crease control	pure basic research
detailed design	safety engineer
development and evaluation research	safety risk
dimension	safety standard
distillation	sanitary engineering
docks (also dock)	soil mechanics
drill supervisor	solid-state electronics

dry-cleaning	strategic basic research
electrical power supply	superconductor
electromagnetic wave	switching machine
engineer	technical drawings
environmental engineer	technical know-how (TKH)
experimental development	thermodynamics
factory inspection	transducer
finished design	transmission
fractional distillation	vacuum tube (AmE)/valve (BrE)
fumigation	viaduct

Task 1. Decode the words from the brackets and insert them in the sentences 1 – 18. Make written translation of the sentences.

Huge quantities of chemicals are used today. Products of the chemical industry include (1)_____ (sposa), fibres and explosives. The starting point in the manufacture of chemical products is (2)_____ (bicsa) chemicals and these include (3)._____ (adics), for example sulphuric acid, and (4)_____ (akillsa), for example sodium hydroxide. Sulphuric acid is one of the best-known acids and is used to make (5)_____ (fizterriles), plastics, (6)_____ (ptaisn), dyes, detergents and many other chemicals. Alkali mixtures containing sodium and potassium are used to manufacture (7)_____ (glas), soap and textiles and are also used in refining crude (8)_____ (No), (9) _____ (Imeditterane) chemicals such as synthetic resins are made from these basic chemicals, and then used in further chemical (10)_____ (peecorsss).

The modern chemical industry began towards the end of the 19th century. William Perkin discovered (11)_____ (dsey)

from coal. These were soon being used by the (12) _____ (tlextie) industry. Shortly after, Alfred Nobel invented dynamite which was the start of the (13) _____ (epsolxevis) industry. The discovery of celluloid by Hyatt and bakelite by Baekeland led to the creation of the (14) _____ (piltasc) industry.

The (15) _____ (pchemlacetori) industry grew rapidly after 1950 when petroleum became very important in the production of organic chemicals. Plastics have different properties: strong and (16) _____ (tugho), (17) _____ (tpentrasarn) or heat (18) _____ (ritessant).

Task 2. Use your dictionary to check the meanings of the other words and expressions in the table. Make written translation of them.

Task 3. Read this essay and complete the gaps with one of the words or expressions from the table.

Engineering students should have an understanding of maths, (1) _____ and chemistry. Working with pharmaceuticals, food, mineral processing and chemical manufacturing, a (2) _____ engineer is trained to understand, design, control, and investigate material flows. If you enjoy problem solving and find projects such as the Channel Tunnel and the Three Gorges Dam interesting, (3) _____ engineering may be for you. You will produce creative designs at an economical price while paying due concern to the environment. If your interest is in road building then you may decide to follow a specialized course in (4) _____ engineering. By studying (5) _____ and (6) _____ engineering you learn about the design of complete systems, such as computers, controllers, power and transport systems.

(7)_____engineers plan, design and (8)_____ a wide range of things: washing machines, cars and spacecraft, (9)_____engineers work very closely with mechanical engineers, to make new products at the right price, on time and in the correct quantity. As well as designing and selecting (10)_____and materials, they also organize people and finance.

* * *

There are two main methods of building houses. In one, solid walls known as (1)_____walls are constructed. They support the floors and the roof of the building. In the other, a framework of steel, timber or concrete is constructed. The frame can be covered or filled in with lightweight material. When building a house, the (2)_____first of all examines the site and makes a plan of the size and shape of the plot of land. Next, an (3)_____makes a detailed drawing of the building, and gives information about the materials which are to be used, A (4)_____calculates exactly how much of these materials will be needed for the building. Then, the ground is dug out and the (5)_____kid. During building, (6)_____make the wooden structures, (7)_____cut and place stone, (8)_____construct the roof and (9)_____cover walls and ceilings with plaster. Once the building has been completed, (10)_____lay meters of electrical cable, and (11)_____install pipes for heating and water. Finally (12)_____paint die walls and ceilings of the building.

Task 4. Make written translation of the text. Pay attention to the topical words.

ARCHITECTURE

Architecture is the art and science of designing structures that organize and enclose space for practical and symbolic purposes. Because architecture grows out of human needs and aspirations, it clearly communicates cultural values. Of all the visual arts, architecture affects our lives most directly for it determines the character of the human environment in major ways.

Architecture is a three-dimensional form. It utilizes space, mass, texture, line, light, and color. To be architecture, a building must achieve a working harmony with a variety of elements. Humans instinctively seek structures that will shelter and enhance their way of life. It is the work of architects to create buildings that are not simply constructions but also offer inspiration and delight. Buildings contribute to human life when they provide shelter, enrich space, complement their site, suit the climate, and are economically *feasible*. The client who pays for the building and defines its function is an important member of the architectural team. The mediocre design of many contemporary buildings can be traced to both clients and architects.

In order for the structure to achieve the size and strength necessary to meet its purpose, architecture employs methods of support that, because they are based on physical laws, have changed little since people first discovered them—even while building materials have changed dramatically. The world's architectural structures have also been *devised* in relation to the objective limitations of materials. Structures can be analyzed in terms of how they deal with downward forces created by gravity. They are designed to withstand the forces of compression (pushing together), tension (pulling apart), bending, or a combination of these in different parts of the structure.

Even development in architecture has been the result of major technological changes. Materials and methods of construction are *integral* parts of the design of architecture structures. In earlier times it was necessary to design structural systems suitable for the materials that were available, such as wood, stone, brick. Today technology has progressed to the point where it is possible to invent new building materials to suit the type of structure desired. Enormous changes in materials and techniques of construction within the last few generations have made it possible to enclose space with much greater ease and speed and with a minimum of material. Progress in this area can be measured by the difference in weight between buildings built now and those of comparable size built one hundred years ago.

Modern architectural forms generally have three separate components comparable to elements of the human body; a supporting skeleton or frame, an outer skin enclosing the interior spaces, equipment, similar to the body's vital organs and systems. The equipment includes plumbing, electrical wiring, hot water, and air-conditioning. Of course in early architecture—such as igloos and adobe structures—there was no such equipment, and the skeleton and skin were often one.

Much of the world's great architecture has been constructed of stone because of its beauty, permanence, and availability. In the past, whole cities grew from the *arduous* task of cutting and piling stone upon. Some of the world's finest stone architecture can be seen in the ruins of the ancient Inca city of Machu Picchu high in the eastern Andes Mountains of Peru. The doorways and windows are made possible by placing over the open spaces thick stone beams that support the weight from above. A structural invention had to be made before the physical limitations of stone could be overcome and new architectural forms could be created. That invention was the arch, a curved structure originally made of separate stone or

brick segments. The arch was used by the early cultures of the Mediterranean area chiefly for underground drains, but it was the Romans who first developed and used the arch extensively in aboveground structures. Roman builders perfected the semicircular arch made of separate blocks of stone. As a method of spanning space, the arch can support greater weight than a horizontal beam. It works in compression to divert the weight above it out to the sides, where the weight is borne by the vertical elements on either side of the arch. The arch is among the many important structural breakthroughs that have characterized architecture throughout the centuries.

Task1. Find the contextual equivalent of the word:

1. The word "*feasible*" in the passage is closest in meaning to:
 - in existence;
 - without question;
 - achievable;
 - most likely.
2. The word "*devised*" in the passage is closest in meaning to:
 - combined;
 - created;
 - introduced;
 - suggested.
3. The word "*integral*" is closest in meaning to:
 - essential;
 - variable;
 - practical;
 - independent.
4. The word "*arduous*" in the passage is closest in meaning to:
 - difficult;
 - necessary;
 - skilled;
 - shared.

Task 2. Summarize the text. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Answer choices:

- Architects seek to create buildings that are both visually appealing and well suited for human use.
- Over the course of the history of building, innovations in material and methods of construction have given architects ever greater freedom to express themselves.
- Throughout history buildings have been constructed like human bodies, needing distinct "organ" systems in order to function.
- Both clients and architects are responsible for the mediocre designs of some modern buildings.
- Modern buildings tend to lack the beauty of ancient stone buildings such as those of Machu Picchu.
- The discovery and use of the arch typifies the way in which architecture advances by developing more efficient types of structures.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

ARTISANS AND INDUSTRIALIZATION

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and

lateness hurt productivity and, since work was specialized, *disrupted* the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about "obedience to the ding-dong of the bell — just as though we are so many living machines". With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan's dream of setting up one's own business. Even well-paid workers sensed their decline in status.

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craftworkers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades' Union. The labor movement *gathered some momentum* in the decade before the Panic of 1837, but in the depression that followed, labor's strength collapsed. During hard times, few workers were willing to strike or engage in collective action. And skilled craftworkers, who *spearheaded* the union movement, did not feel a particularly strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact.

Workers were united in resenting the industrial system and their loss of status, but they were divided by ethnic and

racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics. For *them*, the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives. As United States society became more specialized and differentiated, greater extremes of wealth began to appear. And as the new markets created fortunes for the few, the factory system lowered the wages of workers by dividing labor into smaller, less skilled tasks.

Task1. Find the contextual equivalent of the word:

1. The word "*disrupted*" in the passage is closest in meaning to:

- prolonged;
- established;
- followed;
- upset.

2. The phrase "*gathered some momentum*" in the passage is closest in meaning to:

- made progress;
- became active;
- caused changes;
- combined forces.

3. The word "*spearheaded*" in the passage is closest in meaning to:

- led;
- accepted;
- changed;
- resisted.

4. The word "*them*", in the passage refers to:

- workers;
- political party loyalties;

- disagreements over tactics;
- agents of opportunity.

Task 2. Summarize the text. Directions: Complete the table below by indicating which of the answer choices describe characteristics of the period before 1815 and which describe characteristics of the 1815 – 1860 period.

Before 1815	1815 – 1850
<ul style="list-style-type: none"> ● ● 	<ul style="list-style-type: none"> ● ● ●

Answer Choices:

- A united, highly successful labor movement took shape.
- Workers took pride in their workmanship.
- The income gap between the rich and the poor increased greatly.
- Transportation networks began to decline.
- Emphasis was placed on following schedules.
- Workers went through an extensive period of training.
- Few workers expected to own their own businesses.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

ТЕОРЕТИЧНИЙ РОЗДІЛ

ПЕРЕКЛАДАЦЬКІ ЛЕКСИЧНІ ТРАНСФОРМАЦІЇ/TRANSLATIONAL LEXICAL TRANSFORMATIONS

Заміна слова однієї частини мови на слово іншої частини мови/Transposition

Через різного роду лексичні та граматичні особливості мов оригіналу й перекладу та розбіжності у мовленнєвих нормах перекладачу доводиться застосовувати трансформацію заміни частини мови, коли, наприклад, іменник замінюється у перекладі на прикметник, а прикметник – на дієслово тощо. Така трансформація може застосовуватися до слів майже всіх частин мови, однак найчастіше це спостерігається у випадку таких частин мови, як іменник, дієслово, прикметник та прислівник. Наприклад:

Mechanical engineers also design machine components. – Інженери-механіки також проектують і розробляють деталі машин (заміна прикметника на іменник). *The results: less chip clogging and double or triple tool life.* – Результати: стружка менше забивається, а стійкість інструменту зростає вдвічі або втричі (заміна іменника на дієслово). *The high-speed machining option for VLK vertical and horizontal machining centers provides a powerful tool to reduce cycle times and improve accuracy.* – Функція високошвидкісної обробки для вертикальних і горизонтальних верстатів ВЛК забезпечує потужний інструмент для скорочення часу циклів та підвищення точності (заміна інфінітива на іменник).

Завдання. Перекладіть речення, визначивши, де є доцільним застосування трансформації заміни слова однієї частини мови на слово іншої частини мови.

1. Nuclear engineers are concerned with shielding systems to safeguard people from the harmful effects of radiation and with the safe disposal of nuclear wastes. 2. Under this law a moving body is at rest, as far as its own inertia is concerned, as long as its motion continues at the same speed and in the same direction. 3. Copying architectural and engineering drawings once required many hours of work. 4. Engineers measure waterpower in terms of horsepower. 5. Solar energy is the result of thermonuclear fusion reactions deep within the sun. 6. One way to overcome this problem is to house computers in a special casing that prevents radio waves from getting out. 7. Organic chemists are investigating semi conducting organic polymers in the hope of devising plastic transistors patterned after them. 8. Operators use their own biological control systems to regulate the movements of the machines. 9. Technology may be defined as the process by which human beings fashion tools and machines to change, manipulate, and control their environment. 10. These advances led to reduced dependence on agricultural and production labor, thus freeing people for other things such as the building of the great Gothic cathedrals. 11. Meteorological satellites aid in weather forecasting. 12. The crew of a manned spacecraft must have a gas for breathing, food, water, and some means of disposing of human waste. 13. Acceleration affects voluntary muscular activity, blood circulation, and visual acuity. Critical controls are therefore placed within easy reach of astronauts' couches. 14. The world's progress is due largely to inventions. 15. The principal funder of invention in the United States is the federal government.

Компенсація/Compensation

Прийом компенсації втрат полягає у передачі смислового або стилістичного відтінку не там, де він виражений в оригіналі. Дуже часто один стилістичний засіб замінюється при компенсації втрат на інший. Необхідність у компенсації виникає у зв'язку з тим, що у ряді випадків неможливо знайти повний відповідник (тобто смисловий та експресивно-стилістичний) для передачі у перекладі окремого елемента оригіналу. Якщо необхідно пожертвувати або стилістичним забарвленням, або експресивною напруженістю слова при перекладі, необхідно передусім намагатися зберегти експресивну спрямованість. Це означає, що, перекладаючи, наприклад, яке-небудь сленгове (жаргонне) "слівце", перекладач передусім повинен забезпечити точність передачі смислового та експресивного значення слова, жертвуючи, у крайньому випадку, його жанрово-стилістичним забарвленням. Але якщо це забарвлення має принципове значення для стилю оригіналу, його обов'язково необхідно передати в перекладі, хоча б в іншому реченні, для чого і служить прийом компенсації втрат. Наприклад:

That kind of stuff. The old bull. – Словом, навертав як треба. It's awful. – Страшна справа. Boy! I also say "Boy!" Quite a lot. Partly because I have a lousy vocabulary and partly because I act quite young for my age sometimes. – Ух ти! Це теж звичка – говорити "Ех!" або "Ух ти!", Почасті тому, що у мене не вистачає слів, а часті тому, то я іноді поводжуся не за віком.

Автор навмисно наводить абсурдний набір слів, щоб підкреслити пародійність тексту, в перекладі немає словникових відповідностей оригіналу. При перекладі в такому випадку використовується суцільна компенсація.

Переклад назв/Translation of Names

Із точки зору перекладу всі назви можна поділити на три групи:

1) назви, де всі компоненти назви перекладаються на українську мову;

2) назви, де всі компоненти назви не перекладаються, а транскодуються;

3) назви, де один або більше компонентів передаються за допомогою транскодування (транслітерування або транскрибування).

До *першої групи* належать, зокрема, словосполучення, що не містять власного імені – позначення деяких навчальних закладів, громадських наукових і технічних організацій, міжнародних, дослідницьких інститутів, лабораторій, проектів, програм тощо: *School for International Training – Інститут міжнародної підготовки, University of Technology Doctoral Program. – Програма підготовки докторів наук Технологічного університету, Council of Economic Advisers. – Рада наукових консультантів, Neurosciences Research Program Colloquium. – Колоквіум програми нейрологічних досліджень.*

До *другої групи* належать, зокрема, назви підприємств та журналів: *Intelligent Systems – (компанія) Інтеліджент Системз, Merx International – (компанія) Меркс Інтернешнл, Apple Computers – (компанія) Епл Комп'ютерз, Journal of Applied Mathematics – (журнал) "Джорнел оф еплайд математикс", Sociology of Language – (журнал) "Сошиолоджис оф ленгвідж".*

До *третьої групи* належать, зокрема, назви певних вищих навчальних закладів, іменних лабораторій, дослідницьких інститутів тощо: *University of Vienna –*

Віденський університет, Simon Fraser University – університет ім. Саймона Френзера, University of Missouri-St. Louis – університет штату Міссурі у м. Сент-Луїс, Department of TV-Radio at Ithaca College in New York State – кафедра радіомовлення і телебачення коледжу м. Ітака (штат Нью-Йорк), Eastern Montana College – коледж східної Монтани.

У практиці перекладу усталеним є правило, згідно з яким назви громадських організацій перекладаються повністю, причому якомога ближче до оригіналу, якщо це точно передає значення назви і не порушує норм мови перекладу: *International Society of General Research – Міжнародне товариство фундаментальних досліджень, American Association of Electrical Engineers – Американська асоціація електротехніки (або: ... електротехніків).*

Для більш точної передачі значення назви нерідко у перекладі вживаються додаткові слова, відсутні в англійській назві: *Global Security Association – Асоціація дослідників глобальної безпеки, International Non-Government Organization – Міжнародна організація неурядових організацій.*

Перекладаються також назви наукових фондів та фундацій: *Italian National Science Foundation – Італійська національна наукова фундація, US National Science Foundation – Національна наукова фундація США, Spanish National Foundation for Scientific Research – Іспанський національний фонд наукових досліджень.*

Назви навчальних закладів, факультетів, кафедр, лабораторій/Names of Educational Institutions, Faculties, Departments, Laboratories

Переклад назв вищих навчальних закладів – університетів та коледжів – може становити певну складність для перекладача-початківця. При перекладі

таких назв передусім треба чітко визначити, що позначають власні імена у складі назви – місто, адміністративну одиницю, особу тощо. Назви навчальних закладів, що містять назви штатів (США, Австралія), провінцій (Канада), графств (Великобританія), земель (ФРН) тощо перекладаються переважно такими способами:

1) до назви додається слово "штат", "провінція", "місто" тощо: *University of Toledo* – університет міста Толідо, *University of Texas* – університет штату Техас;

2) топонім-іменник перетворюється на відповідний прикметник: *University of California* – Каліфорнійський університет, *University of Birmingham* – Бірмінгемський університет, *University of Sydney* – Сіднейський університет.

Деякі назви можуть містити поряд із позначенням штату назву міста: *University of Massachusetts Amherst* – університет штату Массачусетс у м. Амгерст.

Якщо назва навчального закладу містить антропонім, то вона перекладається одним із двох основних способів:

1) до назви вводиться слово "імені": *William Jewell College* – коледж ім. Вільяма Джуелла, *John Gopkins University* – університет ім. Джона Гопкінса;

2) формою родового відмінка або називного відмінка (у лапках) відповідного антропоніма: *John Brown University* – університет Джона Брауна (університет "Джон Браун").

Назви факультетів, кафедр, лабораторій тощо перекладаються: *School of Journalism* – факультет журналістики, *Faculty of Modern Languages* – факультет іноземних мов, *Department of History* – історичний факультет, *Jet Propulsion Laboratory* – лабораторія реактивного руху, *geophysics laboratory* – геофізична лабораторія, *Biology Department* – кафедра біології (зауважимо, що слово department може перекладатися

залежно від контексту як "факультет" або як "кафедра", або "відділення").

Назви підприємств/Names of Enterprises

Назви підприємств (фірм, компаній, корпорацій тощо) не перекладаються, а транскодуються: *Dow Chemical* – (концерн) Доу кемікал, *General Motors* – (корпорація) Дженерал моторз, *Harris Paint Company* – (компанія) Гарріс Пейнт Компані, *Sony Corporation* – Сони корпорейшн.

Зауважимо, що загальний елемент у складі назви (corporation, company тощо) також не перекладається, якщо він є частиною назви підприємства. Оскільки в англійських текстах назва підприємства нерідко дається без характеристики підприємства, вираженого звичайно зазначеним загальним елементом, у перекладі доцільно вводити такий елемент (іноді разом з поясненням щодо сфери діяльності), особливо коли підприємство є маловідомим або невідомим взагалі: *Texaco* – нафтодобувна компанія Тексако, *General Electric* – електротехнічна корпорація Дженерал електрик, *White Manufacturers Ltd.* – компанія Байт мануфекчерерз лтд., *Stanson & Brothers* – фірма Стенсон енд бразерс.

Абревіатури у складі назв компаній звичайно транскрибуються, а не транслітеруються: *CHC Ltd.* – Сі-Ейч-Сі Лімітед, *GMN* – компанія Джу-Ем-Ен, *IK Marketing* – компанія Ай-Кей Маркетинг.

Завдання. Перекладіть речення, звертаючи увагу на адекватність передачі назв у перекладі.

1. Dr. R. Dreyer Berg is director of the Canadian Centre for Culture and Technology, Port Alberni, Vancouver Island,

BC, Canada. 2. In the 1980s in Silicon Valley (Santa Clara County, California), for example, production workers experienced hazardous working conditions, low pay, and expensive housing. 3. Star A. Muir is Assistant Professor in the Department of Communication at George Mason University, Fairfax, VA. 4. Peter Schwarz, former head of the London Stock Exchange, illustrates the reformational nature of the planetary economy by noting that international foreign exchange transactions reached 87 trillion dollars in 1986, trade being only about 10 per cent of that sum. 5. Almost immediately, the Caribbean Data Services transmits the information via satellite to the American Airlines' control data-processing operation in Tulsa, Oklahoma. 6. Such projects as the Strategic Defense Initiative or Star Wars have as their ultimate goal giving the USA absolute strategic superiority. 7. Robert Lucky, an American Telephone and Telegraph executive involved with communication sciences research at Bell Laboratories, observed that with the addition of data, music, and graphics, "there is more of real life flowing by in computer databases and telecommunication. 8. I spent most of my vacation in 1950 studying the first 354 pages of R.G.D. Allen's "Mathematical Analysis for Economists", because Professor Milton Friedman said I needed calculus to take his University of Chicago course in price theory. 9. This paper was originally presented at the 79th Annual Meeting of the Communications Association in Miami Beach, FL, Nov. 18-21, 1993, as part of a program entitled "Communication, Education, and Culture: Perspectives on the Scholarly Activity of Neil Postman". 10. Arthur Asa Berger, Professor of Broadcast Communication Arts at San Francisco State University, has written many books on popular culture. 11. Michael Strauss, now a Professor of Chemistry at the University of Vermont, was an Imperial Chemical Industries Fellow as well as a Research Career Development Awardee

(the National Institute of General Medical Studies). 12. He once was the Co-director of the Institute for Health, Behavior, and Environmental Policy at the University of Ohio. 13. John Esterley was on the faculty of a University of California San Diego project called "International Executive Forum", which was a group of faculty and fellows globally arrayed that kept in touch by means of computer conferencing. 14. When I was teaching at the University of California Berkeley Law School, at a Lake Arrowhead conference I ran into an important IBM executive. 15. The product is manufactured, patented, and packaged in the US by the American Psychiatric Association (APA), while in Canada it is administered by the APA's branch plant, the Canadian Psychiatric Association.

Специфіка перекладу назв торгових брендів/Specificity of Trade Brand Names Translation

У сучасній комерційній термінології існує декілька понять, які вживаються стосовно компаній та їх продукції: фірмова назва (company name), торгова марка, торговий знак (trademark), бренд (brand), бренд-нейм (brand name), які можуть використовуватися синонімічно, та сервісні марки (service marks), що позначають лише послуги, які надає компанія. Бренд – символічне втілення комплексу інформації, пов'язаного з певним продуктом або послугою. Зазвичай він включає в себе назву, логотип та інші візуальні елементи. Семантика бренда формується в свідомості людини, забезпечуючи емоційний зв'язок між лінгвістичним сприйняттям бренда і його смисловою функціональністю. Таким чином, лінгвістичний бренд – це набір реальних і віртуальних думок, які виражаються в певному продукті, а ім'я бренда несе в собі смислове навантаження, залучаючи споживачів.

Існує декілька принципів перекладу власних імен, а саме: транслітерація, транскрипція, транспозиція, калькування. Допустима і реально має місце практика прямого перенесення імені, тобто написання його латинськими буквами. Пряме перенесення дуже рідко практикується, але інколи це допускалося в спеціальних наукових текстах. Із кінця 80-х років ХХ ст. практика прямого перенесення стала дуже поширюватися.

Стратегія перекладу визначається стилем мовлення і жанром тексту, у складі якого зустрічається торгова назва. Зокрема, використання назви брэнда у складі рекламного тексту спрямоване на досягнення певного впливу на споживача, який зводиться до того, щоб привернути увагу до компанії або її продукції, викликати необхідність придбати товар. Виходячи з цього, при перекладі рекламних текстів назва торгової марки, як правило, залишається у незмінному вигляді, тобто запозичується у своїй оригінальній формі на латиниці.

Важливим є той факт, що деякі широко відомі бренди почали функціонувати в нашій мові ще у радянські часи, коли рекламні повідомлення у мас-медіа та рекламні ролики імпортованих споживчих товарів на телебаченні майже не існували. З того часу ми маємо транскодовані назви торгових марок, зокрема *Кока-кола*, *Рено*, *Сіменс*, *Пежо*, *Фіат*, *Кольт*, *Байер*, *Сітроен*, *БМВ*, *Бі-Бі-Сі*, тобто, коли ці назви почали функціонувати у радянській пресі, переклад мав виконуватися відповідно до норм мови перекладу. І тому зараз для деяких брендів можна знайти два відповідники: найменування у латиниці чи переклад способом транскодування. При чому професійні перекладачі зауважують, що для транслітерованої назви необхідні лапки, назви у латиниці подаються без лапок.

Фірмові назви виробів, технологій тощо є дуже поширеними у науковій та, особливо, технічній літературі і

становлять певні труднощі перекладу через особливості їхнього утворення. За своєю структурою вони поділяються на прості, що складаються з одного слова, та складні, що складаються з двох або більше слів: marblite – марбліт (мармуровидне скло), Toyota – Тойота, Tetra Pack – тетрапак (термозварювана картонна пачка у формі тетраедра для молока, соків тощо), Quick-Rotan – прилад для керування швацькою операцією.

Прості фірмові назви часто утворюються шляхом скорочення складних слів або словосполучень: Navstar (від navigation by stars) – Навстар (глобальна система космічної навігації), Winterm (від Windows terminal) – термінал Вінтерм для роботи з прикладними програмами для операційної системи Windows та з глобальною мережею Internet. Складні фірмові назви нерідко мають у своєму складі власну назву та загальний іменник, що визначає вид позначеного власною назвою об'єкта: Orbitest machine – машина Орбітест (для випробовування якості сталевих труб), HP 600 Deskjet printer – струминний принтер HP 600. Іноді фірмова назва утворюється від фрази, наприклад, bag-o-matic (від bag of automatic formation) – бегоматик (форматор-вулканізатор шин). Фірмова назва може входити до складу терміна і у перекладі виступати як компонент складного терміна: Tripolam-moniacycle – амоній-катионування за методом Тріпол.

Значна кількість фірмових назв досить швидко стає загальноживаною номенклатурою і має українські відповідники, зафіксовані у перекладних словниках, наприклад: cellophane – целофан, plexiglass – плексиглас, aspirin – аспірин, alnico – алніко (магнітний сплав алюмінію, нікелю та кобальту), Polaroid – поляроїд (фотоапарат), nylon – нейлон, Fortran – фортран.

Фірмові назви звичайно не перекладаються, а транскодуються, тобто транслітеруються або

транскрибуються: Coca-Cola – кока-кола, Panadol – панадол, Ford Taurus – Форд-Таурус, Concord – конкорд, Pentium – пентіум, fiberglass – фіберглас. У випадку перекладу нових, невідомих або маловідомих фірмових назв крім транскодування необхідно застосовувати пояснення назви, що може подаватися як лівобічне означення або у дужках після транскодуваної назви: Dicyl – фотополімерний матеріал дікрил (або дікрил (фотополімерний матеріал), Ругех – боросилікатне скло пірекс, tergal – тергал (поліефірне волокно), Naviglade – курсовий і глісадний приймачі системи посадки з радіомаяком навіглейд, Autodin – автоматична цифрова мережа зв'язку Автодін. Необхідно мати на увазі, що наявні у фірмовій назві англійські літери переносяться без змін у переклад: Triton X-110 – Тритон X-100 (нейтральний детергент), Panasonic KF-2016 fax – факсовий апарат Панасонік KF-2016.

Іноді фірмова назва не транскодується, а перекладається відповідним українським терміном: Ohnell – підвісний замкнутий транспортер, Technamation – стереодрук. Окремі з таких назв можуть перекладатися обома способами: Variac – варіак (або регульований (авто)трансформатор чи регульований трансформатор Варіак). Деякі однослівні фірмові назви можна перекладати прийменниково-іменниковим словосполученням, де прикметник утворено від транскодуваної фірмової назви, а іменник позначає вид об'єкта: Thiokol – тіоколовий герметик, Ругех – пірексове скло.

Останнім часом у літературі спостерігається тенденція не передавати фірмову назву у перекладі або транскодуваній формі, а переносити її у оригінальному вигляді в український текст: One of the many advanced equipments is a *Type 1170 Soniclean* surgical instrument cleaner. Одним із таких сучасних приладів є стерилізатор

хірургічних інструментів *Type 1170 Soniclean*.

Windows NT 5.0 nears second beta with more performance features. Незабаром починається тестування поліпшеної бета-версії ОС *Windows NT5.0*.

Такий спосіб є доцільним у тих випадках, коли необхідно максимально точно передати фірмову назву.

Завдання. Перекладіть речення, звертаючи увагу на передачу фірмових назв.

1. Formica is a high-pressure laminated plastic. 2. Here water is pumped through Pyrex tubes. 3. IBM adds two utilities to its Warp Server. 4. Thermos is a brand of vacuum bottles and other insulated containers. 5. MITAC's 3020F Notebook has built-in, multi-layered security. 6. The F/A Hornet fighter can change from bomber to fighter in midmission. 7. The ABB X 200 high speed tilting train has a top speed of 200 kilometers per hour. 8. TelePrompter is a device employed in television to show an actor or a speaker an enlarged line-by-line reproduction of a script, unseen by the audience. 9. Polaroid is a camera and film that produce instant photographs. 10. All sorts of exercycles, i.e. exercise by cycle, are good for training. 11. Aqua-Lung is an underwater breathing apparatus. 12. Styrofoam is a light, resilient polystyrene plastic. 13. There is a Dictaphone in the lab, so we are talking as we work. 14. Dolby is an electronic device that eliminated noise from recorder sound and audio signals. 15. Procter & Gamble learned about pricing the hard way as many of its biggest, most famous brands, like Pampers and Tide, got buffeted by competition in the 1990s.

Питання для самоперевірки/Questions for self-testing

1. Що спричиняє необхідність таких трансформацій, як заміна однієї частини мови на іншу при перекладі?
2. Що таке компенсація при перекладі?
3. Яким способом перекладаються назви підприємств?
4. Назвіть особливості перекладу назв навчальних закладів, факультетів, кафедр.
5. Чи перекладаються назви лабораторій?
6. Як необхідно передавати назви підприємств? Наведіть приклади.
7. У чому полягає специфіка перекладу торгових брендів?
8. Чи є відмінності у сучасних та попередніх тенденціях?

ПРАКТИЧНИЙ РОЗДІЛ

ГУМАНІТАРНІ НАУКИ/HUMANITIES

Glossary

assimilation	role set
bureaucracy	sapir-whorf hypothesis
civil religion	scapegoat
class system	secularization
colonialism	social-conflict approach
cultural lag	socialization
cultural relativism	social stratification
culture	society
culture shock	sociocultural evolution
davis-moore thesis	status
dramaturgical analysis	stereotype
endogamy	stigma
ethnicity	structural-functional approach
ethnocentrism	subculture
exogamy	sustainable ecosystem
gender	symbolic-interaction approach
generalized other	thomas theorem
global perspective	urban renewal
groupthink	values
homogamy	active judge
ingroup	adversary proceeding
multiculturalism	alternative dispute resolution (adr)
multinational corporation	bench trial
neocolonialism	business bankruptcy

nonverbal communication	case law
nuclear family	clerk of court
outgroup	common law
pluralism	de facto
prejudice	de jure
race	de novo
rationalization of society	felony
rational-legal authority	jurisdiction
religion	sanction
role	verdict

Task 1. Complete sentences and paragraphs 1 – 20 with a word or expression from the table. In some cases you might need to change the form of the word in the box. Make written translation of the sentences.

1. _____ – a social group commanding a member’s esteem and loyalty whose identity is in part based on an “outgroup”, or opposition group.

2. The court officer who oversees administrative functions, especially managing the flow of cases through the court. The clerk's office is often called a court's central nervous system _____.

3. _____ – a framework for building theory based on the assumption that society is characterized by inequality and conflict that generate change; where functional theory addresses what works in a culture group or society, _____ looks for the dysfunction, what doesn’t work so well, mostly the structures of inequality.

4. _____ – power legitimized by legally enacted rules and regulations (stand in line; take a number; appointments only; majority rules; chain of command; etc.)

5. _____ – the lensk is’ term for the process of change that results from a society’s gaining new

cultural information, particularly technology, that may have a good or bad impact on the society, or both.

6. _____ – w.i. thomas's assertion that situations we define as real become real in their consequences, even if all the facts are not considered; ie. we often act on limited information ("america is behind the spread of secularism or christianity, modernization and capitalism, so we must attack them with terrorism"; "iraq has weapons of mass destruction and they will use them against us, so we must attack them").

7. Written statements filed with the court that describe a party's legal or factual assertions about the case

8. _____ – a number of roles attached to a single person (ex. mom, wife, realtor, cuban-american, catholic, etc.).

9. _____ – communication using body movements, body gestures, and facial expressions supporting, or in lieu of, speech.

10. _____ – the practice of judging another culture by the standards of one's own culture; an attitude of superiority about one's own culture or society.

11. A procedure for settling a dispute outside the courtroom. Most forms of _____ are not binding, and involve referral of the case to a neutral party such as an arbitrator or mediator.

12. _____ – a social or cultural group toward which one feels competition or opposition; an outside group whose cultural practices you avoid or behave in contrast to (if you're a jewish israeli (ingroup), then palestinians are your outgroup, and vice-versa).

13. _____ – the study of the larger world and our society's place in it; comparing our thinking and behavior to that of other cultures around the world.

14. _____ – the assertion that social

stratification is a universal pattern because it has beneficial consequences for the operation of a society; sort of justifies inequality in a class system (functionalist theory).

15. _____ – a shared cultural heritage (group usually sharing in common language, religion, history-homeland-ancestry, and some remaining customs and traditions; ethnic group often represent watered-down culture groups due to the assimilation pressures around them).

16. _____ – it is an organizational model based in rational thought seeking to accomplish tasks in a specialized and efficient manner (large businesses, governments, schools, etc.).

17. _____ – (conjugal family) a family unit composed of one or more parents and their children.

18. _____ – an attitude involving a rigid and irrational generalization about an entire category of people, usually remarking on their inferiority.

19. _____ – a hypothesis stating that people perceive the world through the cultural lens of their unique language; habits of speech and reading create habits of perception, and to some extent unique reality.

20. _____ – the fact that cultural elements change at different rates, which may disrupt a cultural system (ex. religion lagging behind the changes happening in science or technology; or old traditions of gender roles that are hard to die in an egalitarian modern society).

Task 2. Use your dictionary to check the meaning of the other words and expressions in the table. Translate them in a written form.

Task 3. Make written translation of the text.

TYPES OF SOCIAL GROUPS

Life places us in a *complex* web of relationships with other people. Our humanness arises out of these relationships in the course of social interaction. Moreover, our humanness must be sustained through social interaction-and fairly constantly so. When an association continues long enough for two people to become linked together by a relatively stable set of expectations, it is called a relationship.

People are bound within relationships by two types of bonds: expressive ties and instrumental ties. Expressive ties are social links formed when we emotionally invest ourselves in and commit ourselves to other people. Through association with people who are meaningful to us, we achieve a sense of security, love, acceptance, companionship, and personal worth. Instrumental ties are social links formed when we cooperate with other people to achieve some goal. Occasionally, this may mean working with instead of against competitors. More often, we simply cooperate with others to reach some end without *endowing* the relationship with any larger significance.

Sociologists have built on the distinction between expressive and instrumental ties to distinguish between two types of groups: primary and secondary. A primary group involves two or more people who enjoy a direct, intimate, cohesive relationship with one another. Expressive ties predominate in primary groups; we view the people as ends in themselves and valuable in their own right. A secondary group entails two or more people who are involved in an impersonal relationship and have come together for a specific, practical purpose. Instrumental ties predominate in secondary groups; we perceive people as means to ends rather than as ends in their own right. Sometimes primary group relationships evolve out of secondary group relationships. This happens in many work settings. People on the job often develop close

relationships with coworkers as they come to share gripes, jokes, gossip, and satisfactions.

A number of conditions enhance the likelihood that primary groups will arise. First, group size is important. We find it difficult to get to know people personally when they are milling about and dispersed in large groups. In small groups we have a better chance to initiate contact and establish rapport with them. Second, face-to-face contact allows us to *size up* others. Seeing and talking with one another in close physical proximity makes possible a subtle exchange of ideas and feelings. And third, the probability that we will develop primary group bonds increases as we have frequent and continuous contact. Our ties with people often deepen as we interact with them across time and gradually evolve interlocking habits and interests.

Primary groups are fundamental to us and to society. First, primary groups are critical to the socialization process. Within them, infants and children are introduced to the ways of their society. Such groups are the breeding grounds in which we acquire the norms and values that equip us for social life. Sociologists view primary groups as bridges between individuals and the larger society because they transmit, mediate, and interpret a society's cultural patterns and provide the sense of oneness so critical for social solidarity.

Second, primary groups are fundamental because they provide the settings in which we meet most of our personal needs. Within them, we experience companionship, love, security, and an overall sense of well-being. Not surprisingly, sociologists find that the strength of a group's primary ties has implications for the group's functioning. For example, the stronger the primary group ties of a sports team playing together, the better their record is.

Third, primary groups are fundamental because they serve as powerful instruments for social control. Their members

command and dispense many of the rewards that are so vital to us and that make our lives seem worthwhile. Should the use of rewards fail, members can frequently win by rejecting or threatening to ostracize those who *deviate* from the primary group's norms. For instance, some social groups employ shunning (a person can remain in the community, but others are forbidden to interact with the person) as a device to bring into line individuals whose behavior goes beyond that allowed by the particular group. Even more important, primary groups define social reality for us by structuring our experiences. By providing us with definitions of situations, they elicit from our behavior that conforms to group-devised meanings. Primary groups, then, serve both as carriers of social norms and as enforcers of them.

Task 1. Find the contextual equivalent of the word:

1. The word "*complex*" in the passage is closest in meaning to:

- delicate;
- elaborate;
- private;
- common.

2. The word "*endowing*" in the passage is closest in meaning to:

- leaving;
- exposing;
- providing;
- understanding.

3. The phrase "*size up*" in the passage is closest in meaning to:

- enlarge;
- evaluate;
- impress;
- accept.

4. The word "*deviate*" in the passage is closest in meaning to:

- detract;
- advance;
- select;
- depart.

Task 2. Summarize the text. Directions: Complete the table below by selecting three answer choices that are characteristics of primary groups and two answer choices that are characteristics of secondary groups.

Primary Groups	Secondary Groups

Answer Choices:

- Developing socially acceptable behavior
- Working together against competitors
- Experiencing pressure from outside forces
- Viewing people as a means to an end
- Existing for practical purposes
- Providing meaning for life situations
- Involving close relationships

Task 3. Make the glossary of the text and translate it into Ukrainian.

Task 4. Make written translation of the text.

REFLECTION IN TEACHING

Teachers, it is thought, benefit from the practice of reflection, the conscious act of thinking deeply about and carefully examining the interactions and events within their own classrooms. Educators T. Wildman and J. Niles (1987) describe a scheme for developing reflective practice in experienced teachers. This was *justified* by the view that reflective practice could help teachers to feel more intellectually involved in their role and work in teaching and enable them to cope with the paucity of scientific fact and the uncertainty of knowledge in the discipline of teaching.

Wildman and Niles were particularly interested in investigating the conditions under which reflection might *flourish* - a subject on which there is little guidance in the literature. They designed an experimental strategy for a group of teachers in Virginia and worked with 40 practicing teachers over several years. They were concerned that many would be "drawn to these new, refreshing conceptions of teaching only to find that the void between the abstractions and the realities of teacher reflection is too great to bridge. Reflection on a complex task such as teaching is not easy." The teachers were taken through a program of talking about teaching events, moving on to reflecting about specific issues in a supported, and later an independent, manner.

Wildman and Niles observed that systematic reflection on teaching required a sound ability to understand classroom events in an *objective* manner. They describe the initial understanding in the teachers with whom they were working as being "utilitarian...and not rich or detailed enough to drive systematic reflection." Teachers rarely have the time or opportunities to view their own or the teaching of others in an objective manner. Further observation revealed the tendency of teachers to evaluate events rather than review the

contributory factors in a considered manner by, in effect, standing outside the situation.

Helping this group of teachers to revise their thinking about classroom events became central. This process took time and patience and effective trainers. The researchers estimate that the initial training of the same teachers to view events objectively took between 20 and 30 hours, with the same number of hours again being required to practice the skills of reflection.

Wildman and Niles identify three principles that facilitate reflective practice in a teaching situation. The first is support from administrators in an education system, enabling teachers to understand the requirements of reflective practice and how it relates to teaching students. The second is the availability of sufficient time and space. The teachers in the program described how they found it difficult to put aside the immediate demands of others in order to give themselves the time they needed to develop their reflective skills. The third is the development of a collaborative environment with support from other teachers. Support and encouragement were also required to help teachers in the program cope with aspects of their professional life with which they were not comfortable. Wildman and Niles make a summary comment: "Perhaps the most important thing we learned is the idea of the teacher-as-reflective-practitioner will not happen simply because it is a good or even *compelling* idea."

The work of Wildman and Niles suggests the importance of recognizing some of the difficulties of instituting reflective practice. Others have noted this, making a similar point about the teaching profession's cultural inhibitions about reflective practice. Zeichner and Liston (1987) point out the inconsistency between the role of the teacher as a (reflective) professional decision maker and the more usual role of the teacher as a technician, putting into practice the ideas of others.

More basic than the cultural issues is the matter of motivation. Becoming a reflective practitioner requires extra work (Jaworski, 1993) and has only vaguely defined goals with, perhaps, little initially perceivable reward and the threat of vulnerability. Few have directly questioned what might lead a teacher to want to become reflective. Apparently, the most obvious reason for teachers to work toward reflective practice is that teacher educators think it is a good thing. There appear to be many unexplored matters about the motivation to reflect for example, the value of externally motivated reflection as opposed to that of teachers who might reflect by habit.

Task 1. Find the contextual equivalent of the word:

1. The word "*justified*" in the passage is closest in meaning to:

- supported;
- shaped;
- stimulated;
- suggested;

2. The word "*flourish*" in the passage is closest in meaning to:

- continue;
- occur;
- succeed;
- apply;

3. The word "*objective*" in the passage is closest in meaning to:

- unbiased;
- positive;
- systematic;
- thorough.

4. The word "*compelling*" in the passage is closest in meaning to:

- commonly held;

- persuasive;
- original;
- practical.

Task 2. Summarize the text. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Wildman and Niles have conducted research on reflection in teaching.

Answer Choices:

- Through their work with Virginia teachers, Wildman and Niles proved conclusively that reflection, though difficult, benefits both teachers and students.
- Wildman and Niles found that considerable training and practice are required to understand classroom events and develop the skills involved in reflection.
- Wildman and Niles identified three principles that teachers can use to help themselves cope with problems that may arise as a result of reflection.
- Wildman and Niles concluded that teachers need sufficient resources as well as the cooperation and encouragement of others to practice reflection.
- There are numerous obstacles to implementing reflection in schools and insufficient understanding of why teachers might want to reflect.
- Whether teachers can overcome the difficulties involved in reflection may depend on the nature and intensity of their motivation to reflect.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

PASTORALISM IN ANCIENT INNER EURASIA

Pastoralism is a lifestyle in which economic activity is based primarily on livestock. Archaeological evidence suggests that by 3000 B.C., and perhaps even earlier, there had emerged on the steppes of Inner Eurasia the distinctive types of pastoralism that were to dominate the region's history for several millennia. Here, the horse was already becoming the animal of *prestige* in many regions, though sheep, goats, and cattle could also play a vital role. It is the use of horses for transportation and warfare that explains why Inner Eurasian pastoralism proved the most mobile and the most militaristic of all major forms of pastoralism. The emergence and spread of pastoralism had a *profound* impact on the history of Inner Eurasia, and also, indirectly, on the parts of Asia and Europe just outside this area. In particular, pastoralism favors a mobile lifestyle, and this mobility helps to explain the impact of pastoralist societies on this part of the world.

The mobility of pastoralist societies reflects their dependence on animal-based foods. While agriculturalists rely on domesticated plants, pastoralists rely on domesticated animals. As a result, pastoralists, like carnivores in general, occupy a higher position on the food chain. All else being equal, this means they must exploit larger areas of land than do agriculturalists to secure the same amount of food, clothing, and other necessities. So pastoralism is a more extensive lifeway than farming is. However, the larger the terrain used to

support a group, the harder it is to exploit that terrain while remaining in one place. So, basic ecological principles imply a strong tendency within pastoralist lifeways toward nomadism (a mobile lifestyle). As the archaeologist Roger Cribb puts it, "The greater the degree of pastoralism, the stronger the tendency toward nomadism". A modern Turkic nomad interviewed by Cribb commented: "The more animals you have, the farther you have to move".

Nomadism has further consequences. It means that pastoralist societies occupy and can influence very large territories. This is particularly true of the horse pastoralism that emerged in the Inner Eurasian steppes, for this was the most mobile of all major forms of pastoralism. So, it is no accident that with the appearance of pastoralist societies there appear large areas that share similar cultural, ecological, and even linguistic features. By the late fourth millennium B.C., there is already evidence of large culture zones reaching from Eastern Europe to the western borders of Mongolia. Perhaps the most *striking* sign of mobility is the fact that by the third millennium B.C., most pastoralists in this huge region spoke related languages ancestral to the modern Indo-European languages. The remarkable mobility and range of pastoral societies explain, in part, why so many linguists have argued that the Indo-European languages began their astonishing expansionist career not among farmers in Anatolia (present-day Turkey), but among early pastoralists from Inner Eurasia. Such theories imply that the Indo-European languages evolved not in Neolithic (10,000 to 3,000 B.C.) Anatolia, but among the foraging communities of the cultures in the region of the Don and Dnieper rivers, which took up stock breeding and began to *exploit* the neighboring steppes.

Nomadism also subjects pastoralist communities to strict rules of portability. If you are constantly on the move, you cannot afford to accumulate large material surpluses. Such

rules limit variations in accumulated material goods between pastoralist households (though they may also encourage a taste for portable goods of high value such as silks or jewelry). So, by and large, nomadism implies a high degree of self-sufficiency and inhibits the appearance of an extensive division of labor. Inequalities of wealth and rank certainly exist, and have probably existed in most pastoralist societies, but except in periods of military conquest, they are normally too slight to generate the stable, hereditary hierarchies that are usually implied by the use of the term class. Inequalities of gender have also existed in pastoralist societies, but they seem to have been softened by the absence of steep hierarchies of wealth in most communities, and also by the requirement that women acquire most of the skills of men, including, often, their military skills.

Task 1. Find the contextual equivalent of the word:

1. The word "*prestige*" in the passage is closest in meaning to:
 - interest;
 - status;
 - demand;
 - profit.
2. The word "*profound*" in the passage is closest in meaning to:
 - strange;
 - positive;
 - direct;
 - far-reaching.
3. The word "*striking*" in the passage is closest in meaning to:
 - reliable;
 - noticeable;
 - convincing;
 - violent.

4. The word "*exploit*" in the passage is closest in meaning to:
- use to advantage;
 - depart from;
 - pay attention to;
 - travel across.

Task 2. Summarize the text. Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answers that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that not presented in the passage or are minor ideas in the passage.

By 3000 B.C., a distinctive form of pastoralism had appeared on the steppes of Inner Eurasia.

Answer Choices:

- The domesticated horse is primarily responsible for Inner Eurasian pastoralism's success in mobility and warfare.
- As pastoralists traveled across large areas of terrain with their domesticated animals, they traded valuable material goods such as silks and jewelry.
- Because pastoralists are highly mobile, they tend to have few material possessions and can influence the culture, ecology, and language of very large areas.
- Because pastoralism requires a great deal of land to support its animal-based lifeway, pastoralists must continually relocate and have comparatively egalitarian societies.
- Most scholars now believe that Indo-European languages probably evolved during the Neolithic period in the region of the Don and Dnieper rivers.
- Pastorslist communities do not have social classes in

the usual sense because they value spiritual attainment over material wealth.

Task 3. Make written translation of the text. Pay attention to the topical words.

Task 4. Make the glossary of the text and translate it into Ukrainian.

Додаток А
(обов'язковий)

ЗАТВЕРДЖЕНО
Постановою Кабінету Міністрів України
від 27 січня 2010 р. № 55

ТАБЛИЦЯ
транслітерації українського алфавіту латиницею

Український алфавіт	Латиниця	Позиція у слові	Приклади написання	
			українською мовою	латиницею
Аа	Aa		Алушта	Alushta
			Андрій	Andrii
Бб	Bb		Борщагівка	Borshchahivka
			Борисенко	Borysenko
Вв	Vv		Вінниця	Vinnytsia
			Володимир	Volodymyr
Гг	Hh		Гадяч	Hadiach
			Богдан	Bohdan
			Згурський	Zghurskyi
Ґґ	Gg		Ґалаган	Galagan
			Ґоргани	Gorgany
Дд	Dd		Донецьк	Donetsk
			Дмитро	Dmytro
Ее	Ee		Рівне	Rivne
			Олег	Oleh
			Есмань	Esman
Єє	Ye	На початку слова	Єнакієве	Yenakiieve
	ie	В інших позиціях	Гаєвич	Haievych
			Короп'є	Koropie

Продовження додатка А

Український алфавіт	Латиниця	Позиція у слові	Приклади написання	
			українською мовою	латиницею
Жж	Zh zh		Житомир	Zhytomyr
			Жанна	Zhanna
			Жежелів	Zhezheliv
Зз	Zz		Закарпаття	Zakarpattia
			Казимирчук	Kazymyrchuk
Ии	Yu		Медвин	Medvyn
			Михайленко	Mykhailenko
Іі	Ii		Іванків	Ivankiv
			Іващенко	Ivashchenko
Її	Yi	На початку слова	Їжакевич	Yizhakevych
		В інших позиціях	Кадіївка	Kadyivka
			Мар'їне	Marine
Йй	Y	На початку слова	Йосипівна	Yosypivka
		В інших позиціях	Стрий	Stryi
			Олексій	Oleksii
Кк	Kk		Київ	Kyiv
			Коваленко	Kovalenko
Лл	Ll		Лебедин	Lebedyn
			Леонід	Leonid
Мм	Mm		Миколаїв	Mykolaiv
			Маринич	Marynych
Нн	Nn		Ніжин	Nizhyn
			Наталія	Nataliia
Оо	Оо		Одеса	Odesa

Продовження додатка А

Український алфавіт	Латиниця	Позиція у слові	Приклади написання	
			українською мовою	латиницею
			Онищенко	Onyshchenko
Пп	Pp		Полтава	Poltava
			Петро	Petro
Рр	Rr		Решетилівка	Reshetylivka
			Рибчинський	Rybchynskiy
Сс	Ss		Суми	Sumy
			Соломія	Solomiia
Тт	Tt		Тернопіль	Ternopil
			Троць	Trots
Уу	Uu		Ужгород	Uzhhorod
			Уляна	Uliana
Фф	Ff		Фастів	Fastiv
			Філіпчук	Filipchuk
Хх	Kh kh		Харків	Kharkiv
			Христина	Khrystyna
Цц	Ts ts		Біла Церква	Bila Tserkva
			Стеценко	Stetsenko
Чч	Ch ch		Чернівці	Chernivtsi
			Шевченко	Shevchenko
Шш	Sh sh		Шостка	Shostka
			Кишеньки	Kyshenky
Щщ	Shch shch		Щербухи	Shcherbukhy
			Гоща	Hoshcha
			Гаращенко	Harashchenko
Юю	Yu	На початку слова	Юрій	Yurii
	iu	В інших позиціях	Корюківка	Koriukivka

Продовження додатка А

Український алфавіт	Латиниця	Позиція у слові	Приклади написання	
			українською мовою	латиницею
Яя	Ya	На початку слова	Яготин	Yahotyń
	ia	В інших позиціях	Ярошенко	Yaroshenko
			Костянтин	Kostiantyn
			Знам'янка	Znamianka
			Феодосія	Feodosiia

- Примітки:**
1. Буквосполучення "зг" відтворюється латиницею як "zgh" (наприклад, Згорани – Zghorany, Розгон – Rozghon) на відміну від "zh" – відповідника української літери "ж".
 2. М'який знак та апостроф латиницею не відтворюються.
 3. Транслітерація прізвищ та імен осіб і географічних назв здійснюється шляхом відтворення кожної літери латиницею.

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