

**КИЇВСЬКИЙ СЛАВІСТИЧНИЙ УНІВЕРСИТЕТ
МІЖРЕГІОНАЛЬНИЙ ГУМАНІТАРНИЙ ІНСТИТУТ**



**“ТЕОРІЯ І ПРАКТИКА ПЕРЕКЛАДУ”
НАВЧАЛЬНО-МЕТОДИЧНИЙ КОМПЛЕКС**

**Для студентів спеціальності
“МІЖНАРОДНІ ВІДНОСИНИ”**

Частина 1

Київ 2004

Теорія і практика перекладу: Навчально-методичний комплекс. Для студентів спеціальності “Міжнародні відносини”. Частина 1/Укладач канд. пед. наук, доцент Кміть О.В. – К.: Міжрегіональний гуманітарний інститут КСУ, 2004. – 27 с.

Рецензенти: Бобир С.Л., завідувача кафедрою англійської філології Чернігівського державного педагогічного університету імені Т.Г.Шевченка, кандидат педагогічних наук, доцент;
Литвин С.В., кандидат педагогічних наук, доцент кафедри іноземних мов Чернігівського державного технологічного університету.

Рекомендовано до друку кафедрою суспільних дисциплін Чернігівської філії МГІ КСУ. Протокол № 1 від 28.08.03

Затверджено до друку Вченою Радою МГІ КСУ. Протокол № 5 від 06.02.04

Посібник складений з метою сприяння успішному засвоєнню основ теорії і практики перекладу текстів, викладених англійською та українською мовою, студентами спеціальності “Міжнародні відносини”.

У навчально-методичному комплексі наведені матеріали з програмно-організаційного, науково-методичного забезпечення курсу перекладу, зокрема, запропоновані тематичний план, робоча навчальна програма для лекційних занять, плани практично-семінарських занять.

Посібник містить різноманітні вправи для усного та письмового виконання, які спрямовані на закріплення теорії перекладу. У ньому сформульовані питання, які дозволяють проводити підсумковий контроль знань студентів.

Застосування комплексу у навчальному процесі дозволить студентам досягти необхідного рівня знань і вмінь з перекладу та сприятиме викладанню теорії і практики перекладу на належному науково-методичному рівні.

Навчально-методичний комплекс призначений для студентів спеціальності “Міжнародні відносини” та для викладачів теорії і практики перекладу.

ЗМІСТ

1. Мета та завдання курсу.....	4
2. Вимоги до знань та вмінь студентів.....	4
3. Тематичний план.....	5
4. Робоча навчальна програма для лекційних занять.....	6
5. Плани практично-семінарських занять.....	7
6. Питання для підсумкового контролю знань студентів.....	27
7. Література.....	28

1. Мета та завдання курсу

Мета курсу – ознайомити студентів з основними положеннями теорії перекладу, дати їм уявлення про основні поняття перекладознавства, розвивати перекладацькі уміння та навички, забезпечувати оволодіння студентами елементами перекладацької стратегії та техніки, накопичення досвіду перекладу текстів різного ступеня складності.

Завданнями курсу є:

- повідомлення студентам знань про історію та сучасний стан перекладацької діяльності;
- ознайомлення з поняттям перекладності та відсутністю тотожності між змістом оригіналу та перекладу;
- ознайомлення з поняттям міжмовної комунікації, еквівалентності та адекватності перекладу;
- ознайомлення з прагматичними аспектами перекладу та основними способами прагматичної адаптації перекладу;
- повідомлення студентам знань про класифікацію перекладів та види перекладацької стратегії;
- вивчення студентами основних моделей перекладу, перекладацьких трансформацій (прийомів перекладу);
- вивчення студентами основних видів перекладацьких відповідностей та способів перекладу мовних одиниць, що не мають еквівалентів;
- ознайомлення з основними принципами перекладу зв'язного тексту;
- знайомство з лексико-граматичними та стилістичними аспектами перекладу;
- формування умінь для здійснення попереднього перекладацького аналізу;
- формування умінь, що визначають дії перекладача в процесі перекладу.

2. Вимоги до знань та вмінь студентів

Студенти повинні знати:

- зміст понять “мовний знак”, “концепт”, “денотат”;
- зміст понять “лексичне значення”, “денотативне значення”, “конотативне значення”;
- зміст понять “парадигма”, “синтагма”;
- зміст поняття “переклад”;
- основні етапи процесу перекладу;
- перелік операцій, які виконує перекладач в ході перекладу;
- особливості здійснення перекладу з позицій трансформаційного, денотативного та комунікативного підходів;
- зміст поняття “рівневість перекладу”;
- рівні перекладу;

- зміст понять “еквівалентність перекладу”, “адекватність перекладу”;
- типи та класи еквівалентності;
- особливості перекладу стилістичних засобів;
- зміст поняття “трансформація”;
- прийоми лексичних, граматичних та лексико-граматичних трансформацій.

Студенти повинні вміти:

- здійснювати попередній перекладацький аналіз тексту;
- визначати загальну стратегію перекладу у відповідності до його мети, типу тексту та характеру рецептора, для якого призначається переклад;
- виконувати паралельні дії двома мовами, переключатися з однієї мови на іншу;
- розуміти текст по-перекладацькі, приділяючи велику увагу контексту;
- обирати та правильно використовувати технічні прийоми перекладу;
- долати труднощі, пов’язані з лексичними, фразеологічними, граматичними та стилістичними особливостями вихідної мови;
- аналізувати текст оригіналу;
- виявляти стандартні і нестандартні перекладацькі проблеми та обирати способи їх вирішення;
- грамотно і правильно виражати свої думки мовою перекладу;
- користуватися словниками, довідниками, банками даних та іншими джерелами додаткової інформації.

3. Тематичний план

III курс, VI семестр

№ з/п	Тема	Всього годин	Лекції, годин	Практично-семінарські заняття, годин
1.	Вступ. Переклад у сучасному світі.	2	2	
2.	Загальна характеристика сучасної теорії перекладу.	2	2	
3.	Лінгвосеміотичні основи перекладу.	2	2	
4.	Еквівалентність у перекладі.	2	2	
5.	Лінгвістичні параметри перекладу.	2		2
6.	Комунікативні параметри перекладу.	2		2
7.	Переклад як об’єкт лінгвістичного дослідження.	2		2
8.	Основні підходи до перекладу.	2		2
9.	Рівневість перекладу.	2		2
10.	Еквівалентність та еквіваленти в перекладі.	2		2
11.	Переклад та стиль.	2		2
12.	Трансформації у перекладі.	4		4
	Всього	26	8	18

4. Робоча навчальна програма для лекційних занять

Тема 1. Вступ. Переклад у сучасному світі

Значення перекладу у професії спеціаліста з міжнародних відносин. Виникнення перекладу у давнину. Історична еволюція перекладацької діяльності. Основні риси перекладацької діяльності у сучасному світі. Різке збільшення масштабів перекладацької діяльності після Другої світової війни, поява нових видів перекладів, перевага інформативних перекладів, суттєві зміни у вимогах, що висуваються до перекладів та в умовах праці перекладачів. Підвищені вимоги до точності перекладу, велика тематична та стилістична різноманітність матеріалів, з якими доводиться мати справу перекладу, спеціалізація та технізація текстів, призначених для перекладу, широке використання технічних засобів в процесі перекладу. Ринок перекладів в країнах колишнього СРСР.

Тема 2. Загальна характеристика сучасної теорії перекладу

Лінгвістичні методи дослідження перекладу. Особливості виникнення та розвитку лінгвістичної теорії перекладу. Фактори, що перешкоджають включенню перекладу до сфери інтересів мовознавства, а також об'єктивні і суб'єктивні причини, що зробили можливим та необхідним вивчення перекладу лінгвістичними методами. Лінгвістичні причини перекладацьких труднощів та загальні принципи будови та функціонування всіх мов, які дозволяють знаходити шляхи подолання цих труднощів. Методи компонентного, трансформаційного та статистичного аналізу. Методи моделювання, інтроспекції, психолінгвістичного експерименту. Структура сучасної теорії перекладу. Дескриптивний характер основних положень сучасної науки про переклад. Зв'язок теорії перекладу та перекладацької практики. Поняття "переклад" як найважливіший вид мовного посередництва та як предмет перекладознавства. Зіставлення завдань загальної та спеціальної теорій перекладу. Основні поняття сучасної теорії перекладу. Коротка характеристика письмового та усного перекладу. Визначення термінів "еквівалентність", "адекватність", "буквальний переклад" та "вільний переклад". Поняття перекладацької ситуації. Вплив на хід і результат перекладацького процесу її складових, мети перекладу, типу тексту, що перекладається, та характеру рецептора перекладу.

Тема 3. Лінгвосеміотичні основи перекладу

Теорія мовного знака. Основні поняття семіотики. Мова як знакова система. Обумовленість перекладу основними властивостями мовного знака: його двобічністю та значимістю, його існуванням у мові та мовленні, його семантичною структурою, зв'язками з об'єктами, іншими знаками, що використовуються у мові. Перекладацькі проблеми, пов'язані зі структурою мови, її нормою та узусом, з прагматичними та синтагматичними зв'язками її одиниць. Особливості використання мовних знаків для побудови повідомлень, основні компоненти і

визначальні фактори вербальної комунікації. Переклад як засіб міжмовної комунікації, як специфічний тип двомовної комунікації та один із видів мовного посередництва. Комунікативна схема перекладу, що відбиває роль джерела ін формації, перекладача і рецептора оригіналу та перекладу, а також співвідношення процесу перекладу з його результатами та іншими релевантними факторами.

Тема 4. Еквівалентність у перекладі

Поняття “перекладацька еквівалентність”. Еквівалентність як найважливіша характеристика перекладу. Описання процедури емпіричного визначення еквівалентності шляхом зіставлення значної кількості реально виконаних перекладів з їх оригіналами. Типи еквівалентності з різним ступенем близькості тексту перекладу до оригіналу. Лінгвістичні основи такої близькості. Способи досягнення еквівалентності в рамках кожного типу. Класи еквівалентності: структурно-семантична, семантична, прагматична еквівалентності. Повна та часткова еквівалентності у перекладі.

5. Плани практично-семінарських занять

Тема 1 (А). Лінгвістичні параметри перекладу

Питання для обговорення.

1. Теорія мовного знака. Надання значення мовній формі у перекладі.
2. Види значень мовного знака.
3. Полісемантична природа мовного знака.
4. Плани та рівні мови як системи.
5. Парадигми та синтагми.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 1, 2, 7, 10.

Виконання усних та письмових вправ на:

- визначення лексичних значень українських та англійських слів, словосполучень;
- порівняння лексичних значень англійських слів та їх українських еквівалентів і навпаки;
- опис конотацій англійських слів та словосполучень;
- переклад запропонованих слів, словосполучень на українську мову з подібними конотаціями;
- розгляд асоціацій англійських слів у словосполученнях;
- переклад запропонованих словосполучень;
- переклад омонімів та синонімів;
- визначення елементів лексико-семантичних парадигм;
- визначення належності запропонованих англійських слів до певної граматичної парадигми.

Exercise 1. *Describe connotations of the following words and word combinations. Suggest Ukrainian translations with similar connotations.*

malady – disease – illness; unusual – off-beat; efforts – travails; work – toil, gun – piece; corpse – stiff; rich – well-to-do; quit – buzz off; liquidate – iron out.

Exercise 2. *Consider regular associations between English words (concepts) in the word combinations given below, suggest Ukrainian equivalents of the latter. Observe similarity or difference of the associations in the Ukrainian equivalents.*

white knight; white heat; yellow press; common sense; die hard; soft (hard) figures; pipe dream; red tape

Exercise 3. *Suggest the missing parts of the expressions below; say where the associations are similar in English and Ukrainian.*

.... Tom, ... Tom; ... Rouges, ... Rouge; ... sky, sky; apple; ... Apple, apple ..., apple, Apple ..., Apple, apple ..., apple ...

Exercise 4. *Give the elements of the following lexico-semantic paradigms.*

- a) furniture, colors, time, times of the day, seasons
- b) вибори; судова система; переговори; фінанси.

Exercise 5. *Compare the grammatical paradigms which enter the following English words and their Ukrainian equivalents.*

house, man, easy, do-little, easy-going, white

Exercise 6. *In the text below, name as many lexico-semantic and grammatical paradigms as you can find.*

BOTH SIDES WILL MAKE SURE AMERICAS CULTURE WARS CONTINUE

The International Herald Tribune. April 12, 2001. By Neat Gabler.

The culture wars that so enlivened the 1980s and 1990s in America are said to be over. The savage fights that raged full-scale as recently as two years ago over gay rights, abortion, gun control, environmental protection and general permissiveness, and that culminated in the Antietam of culture battles, Bill Clinton's impeachment and trial, seem to have just petered out

Pundits say the combatants, exhausted from all the verbal shelling, have accepted compromise rather than press on for total victory, and this has led to a new spirit of accommodation. One observer writes that the «crackle of cultural gunfire is now increasingly distant.»

It makes you wonder what country they're living in.

Exercise 7. *Compare the paradigm sets used to form the following English and Ukrainian sentences and paradigm elements activated in the syntagmas of these sentences.*

Jack is an early riser. Джек рано встає.

Тема 1 (Б). Комунікативні параметри перекладу

Питання для обговорення.

1. Мова як особливий код, призначений для здійснення комунікації.
2. Типи мовної комунікації.
3. Переклад як особливий тип двомовної комунікації.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 2, 6, 7, 10, 15.

Виконання усних та письмових вправ на:

- переклад на українську або англійську мови з виділенням елементів контексту, які дають можливість визначити значення слів;
- переклад з визначенням ситуацій або елементів фонові інформації, які допомагають уточнити значення виділених слів у запропонованих ситуаціях.

Exercise 1. *Suggest the elements of the context that clarify the meanings of the italicized words in the following phrases (messages). Translate into Ukrainian and English, accordingly.*

a) You are doing *well!* Water is deep down the *well*. *Top-to-bottom* structure. The submarine lies on the sea *bottom*. *College* vote. University *college*. *Drugs* plague modern society. The *drug* is to be taken with meals.

b) Він пишався своєю рідною землею, що дала світу так багато видатних людей. У цій частині країни всі землі придатні для вирощування пшениці. На чорній землі біла пшениця родить. На чийй землі живеш, того й воду п'єш. Колос плідний до землі гнеться, а пустий – вгору дереться. Земля багата – народ багатий.

Exercise 2. *Describe situations and/or items of background information that clarify the meanings of the italicized words in the following phrases (messages). Translate into Ukrainian.*

Bottoms up! Her Majesty *man-o'-war* 'Invincible'. *Bugs* in the room. *Global net*.

Exercise 3. *Describe situations and/or items of background information that clarify the meanings of the following Ukrainian words. Suggest English equivalents.*

презентація, КВН, бомж, зачистка, прем'єрада, ЖЕК.

Exercise 4. *Translate the text into Ukrainian. Suggest items of background information necessary for its proper translation.*

HAS THIS BEEN A TERM OF ENDEARMENT?

The Observer, Sunday April 29, 2001. Andrew Rawnsley, columnist of the year.

Tony Blair's government has made history. What it has yet to demonstrate is the capacity to change the country's destiny.

A week is a long time in politics; 48 months is an eternity. Four years ago this Wednesday, Tony Blair stood before the black door on his sun-dappled first day in office. 'Enough of talking,' said the man of action. 'It is time now to do'. 'Strip off the hype which has gushed from Number 10 ever since; blow away the froth of the

daily headlines. How has his government actually done? Let us try, as clinically as is possible, to assess the performance of New Labour.

The starter test of any government, I would suggest, is that it is reasonably accomplished at governing. This sounds an undemanding hurdle, but it is a first fence many previous governments have failed to surmount. The Blair government has made serious, self-inflicted mistakes -the Millennium Dome blasts them still. The unexpected has come close to blowing them over. Foot and mouth has not been – I am being charitable – a textbook example of how to handle an emergency. The Government teetered on the lip of the abyss during last autumn's fuel protests. It is natural that we should curse their blunders more than we offer credit for the mistakes they have avoided. But the Blair government has eschewed perpetrating any spectacular errors.

The novices to red boxes who took office four years ago have broadly run a competent government. Its life has been punctuated by crises, which have been invariably generated not by dissident backbenchers or off-message Ministers, but erupted from the inner core of the regime. There have been gripping soap operas, none more so than the double resignations of Peter Mandelson. But the damage done has been to the actors, not to the country at large. There has not been the economic calamity or civil crisis which destroys governments and wrecks countries.

The Blair government has not inflicted upon us a Suez, a Three Day week or a Winter of Discontent. There has not been the vicious social conflict of the inner-city riots and the miners' strike in the Eighties. There has not been anything approaching the ruinousness of Thatcher's poll tax or Major's Black Wednesday. Just by being reasonably adept at ruling, the Blair administration is lifted above the average run of postwar governments.

The next test of any government is whether it has been true to its promises. Generally, the so-distant People's Prime Minister has fulfilled the rather low expectations the people had of him. Blair was elected on a paradoxical prospectus. The subtext of his campaign was: everything is appalling; we will change it very slowly. The Conservatives may have left office in May 1997, but their term of power did not properly end until just two years ago, when Gordon Brown finally released the Government from the Tory spending corset. Transformed schools and hospitals await realisation. If not delivered in the second term, the punishment of the electorate may be terrible.

Blair's most reckless pledge was to restore faith in public life. Back on May Day 1997, even the most cynical observer did not anticipate they would have quite so much sleaze in them. In other respects, this government has delivered more than it promised. The last manifesto pledged nothing about child benefit – it has actually risen by 25 per cent. They did not claim to be able to create full employment, yet they have achieved that historic goal of Labour.

Any set of rulers with an eye on claiming a large place in posterity must aspire to be more than competent deliverers. The superior rank of government is occupied by those which make changes lasting beyond their lifetime. It is not conceivable that the Conservatives could unravel devolution to Scotland and Wales, an aspiration of progressive governments dating back to Gladstone.

One of the ironies of Blair is that, for all his relentless emphasis on the modern, his bigger achievements have been based on ambitions set by long-dead predecessors.

A settlement in Ireland has eluded every premier since the nineteenth century. The minimum wage was a Labour goal when Keir Hardie founded the party. The Tories have been compelled to accept it, just as they have been forced to support independence for the Bank of England. This government could come to a full stop today – and would leave enduring legacies.

There are other elements of the Blair record which the Right accepts because they are as amazed as many on the Left are disgusted that they have been enacted by a Labour government.

Which takes us to my next test of a government: has it permanently altered the framework of political choice? The verdict here is mixed. With a little help from the grisly pantomime that is William Hague's Conservative Party, New Labour commands the centre ground and swathes of territory on both flanks. Harold Wilson's unrequited dream of making Labour 'the natural party of government' is closer to realisation by Tony Blair than under any previous Labour Prime Minister.

But he has achieved it more by following the consensus than by challenging the status quo. His government has pandered to illiberality more often than it has confronted prejudice. It has become a little less bashful about making the case for the active state and a fairer society, but remains coy of full candour.

Since the Third Way was giggled to death, it has become ever clearer that this is a government which moves by inches rather than leaps. There is nothing intrinsically wrong with that: small steps, provided there are enough of them, can take you on a long journey.

Baby bonds are an eye-catching device to give the poor an asset stake in society. But this is the safest sort of radicalism. The first beneficiaries of the scheme will not come into possession of their modest endowments until Mr Blair is eligible for his pension. He, Cordon Brown, David Blunkett and Alistair Darling, along with the Institute for Public Policy Research and the Fabian Society, all claim paternity over baby bonds. When one good notion has to be spread around four Cabinet Ministers and two think tanks, it tells us that New Labour is not bursting with bold and innovatory ideas.

This brings me to the last and most demanding test. The outstanding governments are those which alter the country's destiny. The project to secure the exclusion of the Conservatives from power for a generation has withered as Blair's enthusiasm for changing the Westminster voting system has shrivelled. In terms of the private goals he set for his premiership, the most evident failure has been Europe. Towards Europe as a whole, and towards the single currency especially, public opinion is more aggressively hostile than ever.

The greatest wrangling between the Prime Minister and the Chancellor about the next manifesto is not over what it says about tax, but about the warmth of the phraseology towards the single currency. The fiercest struggle about that is within Mr Blair himself. Will he hedge his self-perceived destiny with deadening qualifications or will he articulate the belief that his epochal role is to make Britain a fully engaged partner in Europe?

The Blair government has demonstrated that it can make history. Only in its second term will we discover whether it has the capacity to change the future.

Тема 2 (А). Переклад як об'єкт лінгвістичного дослідження

Питання для обговорення.

1. Визначення перекладу як об'єкту лінгвістичного вивчення.
2. Процес перекладу як сукупність дій перекладача.
3. Основні етапи в процесі перекладу.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 1, 2, 5, 7, 15.

Виконання усних та письмових вправ на:

- переклад з англійської на українську мову з визначенням ситуації, фонові інформації, елементів контексту.

Exercise 1. *Suggest situation and/or background information necessary to clarify the meanings of the italicized words in the following sentences. Suggest Ukrainian equivalents for the italicized words and explain your choice. Translate the texts into Ukrainian and English, respectively.*

1. He stopped for *gas* at an all-night *Texaco* with a *clerk* who seemed uncommonly friendly.

2. Here was the most powerful country on earth *in suspended animation*: in the age of Internet, the age of instant information, the race between Al Gore and George W. Bush was frozen by a laborious manual recount.

3. All that the unsuspecting Bilbo saw that morning was an old man with a staff. «*Good morning!*» said Bilbo, and he meant it. The sun is shining, and the grass was very green. But Gandalf looked at him from under his long bushy eyebrows that stuck out further than the brim of his shady hat.

«What do you mean?» he said. «Do you wish *me* a good morning, or mean that it is a good morning whether I want it or not; or that you feel good this morning; or that it is a morning to be good on?»

«All of them at once,» said Bilbo. And a very fine morning for a pipe of tobacco out of doors, *into the bargain*. (Tolkien)

4. Як поет, він вперше серйозно заявив про себе під час «*відлиги*». Час минає, *гласність* стала асоціюватися з конкретним історичним періодом *перебудови*, на зміну їй прийшов термін *прозорість*. Спілкуючись з іноземцями, дізнаєшся, що для багатьох із них Україна – це Чорнобиль і Шевченко, зробимо паузу ...футболіст.

Exercise 2. *Build an intermediate model of translation and suggest final target text for the source text below.*

He could almost feel the campfire glow of the screen, an international sameness of news that must accompany businessmen everywhere.

Exercise 3. *Translate into Ukrainian. Suggest elements of the context that helped you choose the Ukrainian equivalents.*

WASHINGTONS NEW SALUTE TO COMPROMISE

New York Times September 6, 1998, by Herbert Muschamp

Bad things happen to good architects, James Ingo Freed is the man who designed the United States Holocaust Memorial Museum, one of the most powerful buildings of our time. It gives me no pleasure to report that Freed's most recent project, the Ronald Reagan Building, is a disappointing piece of work. The building has intermittent merit. It is an impressive feat of urban planning. It also offers some fine interiors and an excellent outdoor space. Its flaws are mostly the result of the design constraints under which Freed was compelled to operate. He was expected to design a neo-classical edifice of stone, as if in 1998 that concept were still able to fill anything larger than a Bart Simpson frame of values. As someone once said, the scariest sentence in the language is, «Everyone has their reasons.» This building is such an overwhelming monument to compromise that one comes away resenting the talent, intelligence, materials, time and space absorbed by its creation.

Officially called the Ronald Reagan Building and International Trade Center, this edifice is second in size only to the Pentagon among federal buildings. It fills in the last empty plot of ground in the Federal Triangle, the 70-acre urban slice that fans out between the Mall and Pennsylvania Avenue. Physically and symbolically, the Triangle both joins and separates the executive and legislative branches of government.

The area is slightly larger than Vatican City, though its turn-of-the-century image did not occupy high moral ground. A century ago, the Triangle was called the Hooker District for the many brothels there. Now it houses the National Archives, the Departments of State and Commerce, and the Internal Revenue Service. The grand neo-classical faces of these huge, foursquare buildings hark back to a time before federal bureaucracy became a term of contempt.

The project began with an idealistic vision. The concept was to pull together beneath one roof a cultural center and agencies for international trade. What a wonderful idea: a government building dedicated to the historical and continuing interaction between global trade and cultural exchange. Sadly, the cultural components, mainly performance spaces, were largely eliminated from the project in 1992. As realized, the Reagan Building houses some small government agencies, private business offices, shops, restaurants and the Woodrow Wilson Center. Essentially, it is a speculative real estate venture built on public land. The major disappointment is that the building itself makes no cultural contribution.

The site is a vast irregular space, just south of the Post Office Building, left vacant when work on the Triangle was halted in the late 1930s. For decades, the lot was used for parking. In plan, it looks something like a guitar after a mad rock star has smashed off part of the handle. Like the Holocaust Museum, this building has a dual personality. Its neo-classical limestone exterior belies the modern spaces within. At the Holocaust Museum, however, Freed subverted the classical vocabulary to create a gaunt, hauntingly sinister facade, an image that evokes the official face of a totalitarian regime.

Here, he gives us neo-classicism straight, without even a whiff of postmodern irony. There are rusticated stone bases, ionic columns, arches both round and square, two little round tempietti, windows with triple-layered stone reveals. This overwrought

classicism is the kind that Louis Sullivan, in 1893, predicted would set American architecture back by 50 years. Do I hear 100? Inside the building, Freed has attempted to realize the modernist ideals of structure and clarity that have guided most of his work. Beyond the main entrance, on 14th Street, is the building's main public space, a vast atrium with an exposed metal framework that rises toward a glass roof in the form of a half-cone.

The arrangement is similar to Cesar Pelli's Winter Garden at Battery Park City: glazed atrium; palatial staircase; a ring of shops and restaurants; art gallery. But instead of looking out toward the Hudson River, this atrium faces an imposing mezzanine adorned with a brilliant neon sculpture by Keith Sonnier.

Freed's other major departure from beaux arts precedent is the Interior circulation. Instead of axial symmetry, the organization of halls and corridors reflects the site's irregular shape. Imagine the diagonal crisscross of an airports runways and you gain some impression of the effect. The plan is mildly disorienting but never boring. This is not a bureaucratic Kafkaland. What remains of the buildings initial program of performing arts is a small but exquisite auditorium, its walls festooned with swags of copper-colored fabric, acoustically functional and visually ravishing. A large illuminated grid of white opaque glass – an Adolf Loos marquee – rises two stories in the hall outside the theater.

Behind the building is a large plaza, the most successful element of the design. Fronting upon the grand hemicycle of the Post Office Building, the design counters this curve with a long diagonal wall to create a dynamic public space. The Reagan Building reaches out toward the hemicycle with a pavilion that will house the Woodrow Wilson Center. The pavilion's attenuated curve is balanced in the center of the plaza by a two-story tempietto designed for an upscale restaurant. The space offers a grand procession toward a Metro stop and is adorned by a perfectly scaled sculpture by Martin Puryear.

The work resembles at once an exclamation point and a punching bag: a fine symbol of the emotions evoked by a government of, by, for and against the people. Best of all is a long arcade facing out on the courtyard, and stretching its full length. It is divided into shallow bays, each outfitted with a lamp of exaggerated length. The spatial proportions may remind visitors of a first childhood trip to Washington. Recently, I listened to the recording of Maria Callas Juilliard master class in which she says good-bye to her students. Callas tells them that it makes no difference whether she keeps on singing or not. They are the younger generation, they must keep on going in the proper way, with courage, phrasing and diction: not with fireworks, or for easy applause, but with the expression of the words, and with feeling.

If I hear her correctly, what she is saying works to take the measure of this building. External authority – a musical score, an urban context, the classical tradition – can be properly grasped only by an artists courageous acceptance of her internal authority. This building lacks that acceptance. The city has been denied the knowledge Freed has gained in a lifetime of distinguished work, integrity and intellect. As a former dean of the Illinois Institute of Technology, once headed by Mies van der Rohe, Freed needs no architecture critic to remind him that Mies was the heir to neo-classicism in this century, and that the Reagan Building was an opportunity to rethink neo-classicism in the light of that history. All those pilasters and cornices are just so much fireworks, easy applause.

This should have been a glass building, a literal and metaphoric reflection on Classicism and the City Beautiful movement. It would have taken courage to insist on a modern building – or maybe just a serious phone call to Sen. Daniel Patrick Moynihan, whose influence on public works is potent. What is most deplorable about this building is that it pitches Classicism back into exhausted debates over Traditional vs. Modern, Conservative vs. Progressive, debates that debased esthetic currency in the 19th century and have certainly not created architectural value in the comic post-modern mimicry of historical styles.

As Freed must know, his design for the Javits Center in New York is more authentically classical, in the principles it conveys of structure, clarity, detail and proportions, in its relationship to context and urban history, in its expression of personal conviction. Or if Moynihan was otherwise indisposed and a masonry building had to be the order of the day, Freed might have modeled this structure on the radical Classicism of Boullée and Ledoux, and thus enriched the Federal Triangle with an architectural reminder of our country's roots in the Enlightenment. Those abstracted, 18th-century designs are also among the historical sources of Freed's architecture.

In the Holocaust Museum, Freed, who was born in Nazi Germany, rose to the great creative challenge of drawing upon his intense personal experience of history's greatest evil. With greater fidelity to his own sense of architectural diction, phrasing and feeling, Freed might have created a building that assured modern democracy's capital city of its own place in time.

Тема 2 (Б). Основні підходи до перекладу

Питання для обговорення.

1. Трансформаційний підхід до виконання перекладу.
2. Денотативний підхід до здійснення перекладу та основні етапи такого перекладу.
3. Комунікативний підхід до реалізації перекладу.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 3, 4, 7, 8, 11.

Виконання усних та письмових вправ на:

- порівняння українського тексту та його англійського перекладу з метою визначення елементів у тексті, що відрізняються;
- визначення використаного підходу до виконання перекладу;
- переклад тексту з англійської на українську із застосуванням трансформаційного та денотативного підходів.

Exercise 1. *Compare the Ukrainian text and its English translation, find mismatching text elements. Suggest the ^{пропозиції} approach used by the translator.*

Слово може обманути. Очі, руки, ритм серця – ніколи... Задля цієї правди якась дитина сьогодні вперше одягне пуанти і стане до станка... І з тої миті, якщо вистачить їй волі і бажання, кожен день власним різцем на власному тілі буде годинами «відсікати все зайве» ...

Words deceive, while the eyes, hands and heart never do... Learning this simple truth, another youngster dons her toe shoes and approaches the bar for the first time... From this very moment, if she has enough will and desire, she will start shaping her body several hours a day...

Exercise 2. *Translate into Ukrainian using the transformational approach and observing syntactical transformations of the italicized text fragments.*

No bail for South African police.

«Bail should be denied for six white police officers arrested after a videotape showed them setting dogs on alleged illegal immigrants, beating them and shouting racial slurs». – Justice Minister said on Wednesday

Exercise 3. *Translate into Ukrainian using both transformational and denotative approaches. Suggest reasons for your choice of a particular approach.*

SPRING-CLEAN

The Times, March 16 2001

The Clinton foreign policy is in for an overhaul. For a President who took office with the reputation of being almost exclusively interested in domestic policy, George W. Bush has moved with remarkable speed and concentration to distance his Administration's foreign and security policies from those of the Clinton era. Almost every major aspect of America's international profile is under intensive scrutiny. Even on missile defence, where there is no doubting President Bush's determination to press ahead, if possible with the assent and co-operation of America's allies and of Russia but if need be without, analysts have been sent back to the technical and diplomatic drawing boards. But it is already clear how different will be the priorities and style of this Administration.

It will be scrupulously polite, as Tony Blair found, but on substance it will be a good deal less emollient than the Clinton White House. It will have a preference for the bilateral over the multilateral; and it is deeply sceptical of the Clintonite mantra of «constructive engagement» with governments, such as China's, North Korea's or even Russia's, which in the words of the Secretary of State, Colin Powell, «do not follow international standards of behaviour». The new Administration may also, although the Bush team does not yet, and may not in future, speak with one voice, be more reliable to deal with than the Clinton White House, which was disconcertingly prone to abrupt policy shifts.

This is no «new look» team. Mr Bush has drawn his biggest hitters from his fathers generation, and in so doing has created a novel variation on the tensions, familiar from the days of Henry Kissinger, between the State Department, Defence and the National Security Adviser. Both General Powell at State and, to a lesser extent, Condoleezza Rice at National Security are finding themselves outpaced by the formidable duo of Donald Rumsfeld at Defence and Richard Cheney, who shows no sign of settling into the conventional near-anonymity of the vice-presidency. Both men view the present through the prism of the Cold War and its immediate aftermath and are more at home assessing «the true threats facing America» than they are with the rhetoric of opportunity. Those threats are, in the new conspectus, heavily concentrated in Asia,

where China is seen not as a «partner» but a potential strategic challenge and North Korea – with which Mr Bush has cancelled plans for talks and in effect told Pyongyang that the road to Washington lies through Seoul – as an unpredictable, unreformed menace.

Chinas conciliatory reaction goes some way towards proving the wisdom of this more sceptical approach. Time was when Beijing would have taken loud offence at being told that its Foreign Minister must wait in the White House queue behind Japans lame duck Prime Minister; instead, yesterday, it hastened to issue its own invitation to Mr Bush. Its chief arms negotiator, Sha Zukang, has even announced that China will not contest US plans to deploy a missile defence system in Asia to protect US troops there – a with its hitherto shrill opposition to missile defence in any form. With Russia showing interest in missile defence and European Union resistance slackening, China fears being left out in the cold. Above all, it wants to dissuade the US from equipping Taiwan, as it is inclined to do, with anti-missile defence systems.

There is some risk that Europeans will misinterpret Washington's intentions. On European defence, a muted tone should not be mistaken for assent to EU plans for a rival military structure to Nato; the US will accept no such thing. A second mistake would be to see «realism» towards Russia as any; there is more intense US scrutiny of Moscow in Washington than there has been for some time. US foreign policy is undergoing a thorough spring-cleaning.

Foreign governments would do well to turn out their own attics.

Тема 3 (А). Рівневість перекладу

Питання для обговорення.

1. Рівневість перекладу.
2. Рівні перекладу та основні його компоненти.
3. Відповідність типів перекладу його методам.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 2, 4, 7, 9, 12.

Виконання усних та письмових вправ на:

- переклад з англійської мови на українську з урахуванням відповідних його рівнів.

Exercise 1. *Translate into Ukrainian. Divide translation equivalents into regular and occasional.*

Only these who have talent and willpower can make the most daring dreams come true. Many of us thought that we already knew all about the professional abilities of Bogdan Stupka, People's Artist of Ukraine and winner of numerous prizes. However, the news again held quite a surprise. The news of his tremendous success and the international recognition heaped on him this year reached us quickly and shattered all the long established clichés in one big bang. Bogdan Stupka won his latest victory in the movie *With Sword and Fire*, Jerzy Hofman's film shown in Poland, the United States and Australia raised the Ukrainian actor to the level of international film star. It was indeed his finest hour.

Exercise 2. Translate into Ukrainian using appropriate ranks (levels) of translation as required by the source text content and style. Comment on your decisions.

1) «I am trustworthy, loyal, and helpful. But I struggle with obedient.»

Tripp smiled faintly. «I am not looking for a boy scout,» he said.

«Next best thing,» I said.

«Well» Trip said, «Lieutenant Quirk said you could be annoying, but you were not undependable.

«He's always admired me,» I said.

«Obviously you are independent,» Tripp said. «I understand that. I've had my moments. 'He who would be a man must be a nonconformist.'» (R.B.Parker).

2) ANIMALS HAVE TRADITIONALLY SHAPED HUMAN EVENTS

Leading article The Times, April 27, 2001

There everyone is, caught between horror at the ghastly enormity that is foot-and-mouth and ennui that it has dragged on for so long, when suddenly from the ashes there rises the sacred calf, Bambi reincarnate. With her fluffy white fur, ox-eyed gaze and perfect pink pout Phoenix is the prettiest page 3 star Fleet Street has had in years. Suddenly amid the big, ugly world of slaughter trip the words «tiny», «white» and «innocent». Ministers quail and policy is made on the hoof.

People talk about causes needing a human face, but on the whole prefer an animal countenance. Mute bestial appeal is considered easier on the ear than, say, the guttural petition of asylum-seekers. We can be fairly indifferent to our own kind; it takes an animal to make us human. Phoenix's life would have been pretty dreadful under normal circumstances, but no matter. She has assumed the symbolic status of The Cow That Changed History.

Animals have altered the course of events more often than might be imagined. Many's the time when mankind has felt himself to be sturdily at the helm, when in fact matters have been bunted along by beak or snout. Europe itself began this way when Europa was carried off into the ocean by a bullish Zeus, kicking and flailing before submitting to become a continent. For Christians the instigating beast is the serpent, worming his way into Eve's confidences with sinuous insinuations.

Ancient history is a positive bestiary of cloven goings on. The noblest incidence of animal magic came in the form of the sacred geese whose cackling alerted their masters to a stealthy advance upon the Capitoline Hill. Caligula's bestowal of a consulship upon his horse was rather less successful, being one of all-too-many final straws that broke the populace's back and led to his being dispatched at the Palatine Games. Cleopatra's exit pursued by an asp showed far better judgment.

Animals also throw up historical «what-ifs». What if Richard III had traded his kingdom for a horse, Dick Whittington not been so bounteous with his cat, or Catherine the Great been less pony crazy? In the multimedia age pets can win the ultimate prizes and emerge as global mega-stars. The orbit of Sputniks dog, Laika, made him the fantasy comrade of the worlds youth.

The Prime Minister's personal intervention as Phoenix's saviour is a bow to the electoral beasts of the apocalypse. It is a case of chicken, but the public will see only a happy ending to *The Calf's Tale*.

Exercise 3. *Translate into Ukrainian. Suggest the ranks (levels) of translation and explain your decision.*

The first plant you will notice by the glass doors of the terminal will be a tangerine tree with tangerines «for real». The aroma, the color of their warm peel and even tiny dimples on the surface are so attractive that you, sick and tired of stony winter landscapes, will feel very much like putting some tangerines in your pocket. This country is fun already!

Тема 3 (Б). Еквівалентність та еквіваленти в перекладі

Питання для обговорення.

1. Еквівалентність. Класи еквівалентності.
2. Взаємозв'язок між еквівалентністю та одиницями перекладу. Оптимальний обсяг тексту для перекладу.
3. Повна та часткова еквівалентності перекладу.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 2, 3, 4, 6, 7, 13.

Виконання усних та письмових вправ на:

- переклад з англійської мови на українську з визначенням умов його еквівалентності;
- поділ тексту на одиниці перекладу;
- визначення типів еквівалентів, використаних у перекладі.

Exercise 1. *Translate into Ukrainian. Define translation equivalence conditions (context, situation, background information) that helped you find proper equivalents. Divide the text into translation units and prove your choice of units.*

BUSH PUSHES RESEARCH ON GLOBAL WARMING

Washington Post Service; Monday, June 11, 2001

Europe to Get Offer of Alternative to Kyoto

President George W. Bush plans to tell European allies this week that he wants to spend millions of dollars on research into the causes of global warming and the technologies to reduce it, but he will not back down on his opposition to mandatory controls on emissions of greenhouse gases, administration officials say. The research and technology initiatives, which the president plans to outline in a speech on Monday before leaving Washington for Europe, constitute the administration's first detailed response to the criticism from Europe and Asia that followed Mr. Bush's decision to abandon the Kyoto global warming treaty. White House officials said Mr. Bush plans to emphasize how seriously he regards the problem of global warming, even as he remains adamant in his rejection of the 1997 accord reached in Kyoto, Japan. That agreement committed the United States and 167 other nations to the first binding limits on carbon dioxide and other heat-trapping gases that scientists say may cause catastrophic changes in the planet's climate.

Exercise 2. *Translate into Ukrainian. Indicate missing aspects of translation equivalence, if any.*

a) Chief justice; justice of the peace; court is in session; take the lead; take shape; to hold at arm's length; closed matter; harbor hopes; take a dim view; exit polls; gender gap; popular vote.

b) Keep off the grass; in the exact middle; floors tiled and carpeted; for time out of mind; to throw caution with the wind; to collect one's wits.

c) He felt very weak and wobbly in the legs; a crown of leaves; to be a little way ahead; it looks as if my dreams were coming true; there was nothing to be done to tighten the belt round the empty stomachs, and trudge along without any great hope of ever getting to the end before they lay down and die of starvation. Dead silence fell in the middle of the world. I suppose hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow) wear no shoes because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces and laugh deep fruity laughs (especially after dinner, which they eat twice if they can get it). (Tolkien)

Exercise 3. *Translate into Ukrainian, suggest units of translation and types of equivalents used in translation. Pay special attention to the italicized text and suggest background information required for translation.*

BOY POWER

Lock up your daughters and unleash your sons

Leading article, The Times, APRIL 26, 2001

Life used to be so straightforward. Father *made a daily trek* to the office, while Mother *held the fort* at home, cooking, sewing and *popping the odd tranquilliser*. Their 2.2 *children* watched and learnt. Peter wanted to be an engine driver when he grew up, but would end up in *middle management* like his father. Jane wanted to be just like Mummy, but better dressed. The only thing their upbringings had in common was a shared affection for Pat the dog. It was a man's world and that world meant work. A «Girl's World» was a ghoulish dummy's head on which to experiment with make-up.

Then came the *bra-burning, banner-wielding, placenta-eating Sixties* and suddenly Jane got herself some options. *Wimmin* needed men *like fish needed, well, any form of transport*, sisters were revolting and nights were reclaimed. Everywhere was insurrection and the flap of dungaree. But it took another couple of decades to realise that the next generation of Janes should be dragged to their parent's work-places to alert them to the professional choices before them. «Take Our Daughters to Work Day» was born and today is the latest outing for these *loitering Lolitas*.

And what dazzling monsters feminism has created. Little girls used to be made of sugar and spice. These days they are made out of an indestructible combination of stamina and ambition. Girls outshine boys at *all stages of their development from thumb-sucking to number-crunching*. And at last these Amazons are reaching adulthood

ready set to head butt the glass ceiling. Backlash was inevitable. An American academic called Christina Hoff Sommers has published a polemic entitled «The War Against Boys» in which she argues that it is males who have become the «second sex», while girls continue to be cosseted by positive discrimination.

Certainly too many boys loaf around in a state of affable fecklessness – *skateboarding, girl-watching and navel-gazing* their way through school, *pickling themselves* at university and *slacking through* their careers. The only statistics in which young men consistently beat girls are those for criminality and suicide.

With this in mind, *forward thinking organisations* might choose to extend tomorrow's invitations to the less *fair sex*. Boys can get a taste of the feminine work ethic. Girls can stay at home to witness the one spectacle that would promise them a more optimistic future – the phenomenon of fathers participating on the domestic scene in any way at all.

Тема 4. Переклад та стиль

Питання для обговорення.

1. Зв'язок еквівалентності перекладу та стилю.
2. Основні стилістичні різновиди текстів.
3. Стилiстичні засоби у перекладі.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 2, 6, 7, 10, 11, 14.

Виконання усних та письмових вправ на:

- переклад текстів з англійської мови на українську, зберігаючи їх стилістичне забарвлення;
- визначення стилю запропонованого тексту.

Exercise 1. *Define the style of the following texts. Translate into Ukrainian preserving stylistic colouring.*

a) The best friend a man has in the world may turn against him and become his enemy. His son or daughter that he has reared with loving care may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name may become traitors to their faith. The money that a man has, he may lose. It flies away from him, perhaps when he needs it most. A man's reputation may be sacrificed in a moment of ill-considered action. The people who are prone to fall on their knees to do us honor when success is with us may be the first to throw the stone of malice when failure settles its cloud upon our heads.

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous is his dog. A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and the snow drives fiercely, if only he may be near his master's side. He will kiss the hand that has no food

to offer; he will lick the wounds and sores that come in an encounter with the roughness of the world. He guards the sleep of his pauper master as if he were a prince. When all other friends desert, he remains. When riches take wings, and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies. And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

(Scoff not at 'Tribute to the Dog.'

The New York Times Magazine, June 1, 1999. By WILLIAM SAFIRE)

b) EMBASSY OF UKRAINE TO THE UNITED STATES OF AMERICA

3350 M Street, NW Washington DC 20007-27 December 1998

For immediate release

[Press Releases Home]

Statement of the Ministry Of Foreign Affairs Of Ukraine

On December 25, 1998, the State Duma of the Russian Federation's Federal Assembly ratified the Treaty on Friendship, Cooperation and Partnership between Ukraine and Russia.

A long-awaited-for ratification of the Treaty, the bedrock of the legal basis of the relations between the two sovereign states, will permit increasing relationships between Ukraine and Russia to a qualitative new level and opening up new opportunities for further comprehensive development of Ukrainian-Russian relations. This is exactly for what leaders and peoples of the two fraternal nations are striving.

Ratification of the Treaty by the Verkhovna Rada of Ukraine on January 14, 1998 and its ratification by the Russian State Duma confirmed that both Ukraine and the Russian Federation legally recognized the inviolability of the existing between them borders, as well as their sovereignty and territorial integrity. They have also pledged to develop their further relations on the basis of universally recognized standards of international law.

Ratification of the Treaty on Friendship, Cooperation and Partnership between Ukraine and the Russian Federation constitutes a landmark historic event not only in their bilateral relations, but also in a broader context of European and global security. It testifies to the fact that both Ukraine and Russia are well aware of their role and responsibility in building up a new European security architecture and maintaining stability and security not only in Europe but also in the world as a whole.

The Ministry of Foreign Affairs of Ukraine expresses its satisfaction with the ratification by the State Duma of the major political Treaty between the two states, as well as its confidence that the Treaty's entering into force will provide for further development of equal Ukrainian-Russian cooperation for the benefit of the peoples of the two states.

Exercise 2. Define the underscored stylistic devices and means of expression in the following text. Translate the text into Ukrainian preserving its stylistic colouring.

Ever since the U.S. got voted off the island at the U.N. Human Rights Commission three weeks ago, Congress has been hopping mad and the U.N.-haters have been on a tear. So I have an idea: Let's quit the U.N. That's right, let's just walk. Most of its members don't speak English anyway. What an insult! Let's just shut it down and turn it into another Trump Tower. That Security Council table would make a perfect sushi bar.

No? You don't want to leave the U.N. to the Europeans and Russians? Then let's stop bellyaching about the U.N., and manipulating our dues, and start taking it seriously for what it is – a global forum that spends 95 percent of its energy endorsing the wars and peacekeeping missions that the U.S. wants endorsed, or taking on the thankless humanitarian missions that the U.S. would like done but doesn't want to do itself. The U.N. actually spends only 5 percent of its time annoying the U.S. Not a bad deal.

The vote that got the U.S. booted off the Human Rights Commission was to the U.N. what Senator Jim Jeffords's vote to leave the Republican Party was to the Senate – a wake-up call, a signal that the world will push back against radical Bush policies just as Senator Jeffords did.

When President Bush trashed the Kyoto treaty on climate change, the message the world got was that the Bushies will do whatever they please, on a range of issues, and if the world doesn't like it – tough. So, not surprisingly, when the members of this U.N. commission got a chance to vote anonymously on whether the U.S. should be a member, they stuck it to us. People with power often don't think about it; people without power think about it all the time.

(The New York Times, May 29, 2001

By THOMAS L. FRIEDMAN)

Exercise 3. Translate into Ukrainian preserving the stylistic coloring of the source text.

a) She made an embarrassed laugh, though there was nothing funny.

She laughed again, an extraneous laugh, something to punctuate the silence. The word [she uttered] was almost nonexistent, squeezed out in the smallest of voices. Her Barbie doll face, devoid of character lines, showed no sign of the adult struggle she was waging. It remained placid, hidden behind the affectless makeup. (R.B.Parker).

b) It was a Babylon of glass and chrome and spandex, where personal trainers trained up people on politically correct way to tone up and be better.

Тема 5. Трансформації у перекладі

Питання для обговорення.

1. Лексичні трансформації.
2. Граматичні трансформації.
3. Лексико-граматичні трансформації.

Для підготовки до обговорення використовується література, наведена у розділі 7 в пунктах 2, 6, 7, 10, 13, 15.

Виконання усних та письмових вправ на:

- переклад текстів з англійської мови на українську з виявленням типів трансформацій у перекладі.

Exercise 1. *Translate into Ukrainian, Observe regular transformations in translation.*

KING OF THE STAGE

Only those who have talent and willpower can make the most daring dreams come true. Many of us thought that we already knew all about the professional abilities of Bogdan Stupka, People's Artist of Ukraine and winner of numerous prizes. However, the news again held quite a surprise. The news of his tremendous success and the international recognition heaped on him this year reached us quickly and shattered all the long established clichés in one big bang. Bogdan Stupka won his latest victory in the movie «With Sword and Fire». Jerzy Hofman's film shown in Poland, the United States and Australia raised the Ukrainian actor to the level of international film star. It was indeed his finest hour.

Exercise 2. *Translate into Ukrainian. Observe regular and occasional transformations in translation.*

**THE TROUBLE WITH THE SONS OF ENGLAND
IS THEY HAVE NO FOUNDING FATHERS**

The Times. July 6, 2001. PHILIP HOWARD

We are the people of England that never have spoken yet. Accordingly, after this water(slurry?)shed of an election it behoves us to speak up for our nation. But it is difficult to decide what our nation is. We lack a foundation myth that defines what it means to be English.

In the Middle Ages King Arthur and his Knights of the Round Table were described as the Matter of Britain. But they are improbably cosmopolitan heroes for the British National Party or the UK Idiots' Party. At a literary level, they are anachronistic medieval freelances from an EU elite of bullies. On a historical level (if they existed), their descendants survive in the wild west of Wales. «Lancelot» came from Brittany, and Tristram from Celtic Atlantis in the West. If he is more than legend, you can imagine Arthur leading the last stand of the armoured cavalry of the legions against the alien English asylum-seekers. In other words, he was a Roman. St George was a Levantine?/ Roman?/ Jew?/ Peculant pork butcher? Definitely not British.

Other nations have less problematic foundation myths. Italians can choose Horace or Garibaldi as their national hero, according to taste. The French have Charlemagne, Ioan of Arc or Asterix. The Germans, Hermann or Arminius. The Dutch, snatching a living on land from the sea, make the most of the references in Tacitus to the Batavians, who splashed a living in their watery world. Their cavalry were good at swimming across rivers with their horses. But the Old Testament is an even more powerful foundation myth for the Dutch. Their Calvinist pastors taught them that they were the Chosen People, saved from the Flood, threatened on all sides by monarchs, Papists, and the other hosts of Midian, who prowl and prowl around.

Foundation myths come more easily to nations that sprang from revolution, like the Dutch. Or the Americans, who left the Old World to seek religious and political liberty in the West. Their New England preachers also used the Old Testament as a myth to validate their Chosen People.

Political correctness has censored the Western movie, the foundation myth and art form of the past century. Dim drums can no longer throb in the hills half heard, as the Comanche appear over the crest. The heroic latter-day Joshuas and Davids no longer stand silent in the white sunlight of their empty midday streets, waiting for the enemies of Zion.

The American bard of the noble savage and the last frontier is even more rubbished than McGonagall as national prophet. But the new edition of his poems reminds us that Longfellow was technically jolly good, in spite of having missed the modernist boat and the Ark of the Covenant. My grandfather used to adore Hiawatha in the Albert Hall, with a feathered cast of thousands chanting, «By the shores of Gitche Gumee,/ By the shining Big-Sea-Water».

Longfellow was a skilful versifier when poems still rhymed and scanned. «This is the forest primeval. The murmuring pines and the hemlocks,/ Bearded with moss, and in garments green, indistinct in the twilight...» Not even Tennyson wrote such good English hexameters. And as many of Longfellow's tags have entered the American quotation bank as Tennyson's have the English. «Under a spreading chestnut-tree,/ The village smithy stands». «I shot an arrow into the air,/ It fell to earth, I knew not where.» «Ships that pass in the night.» «Footprints on the sands of time.» «When she was good, she was very, very good.» «Life is but an empty dream.»

Longfellow spoke up against slavery long before Emerson and Thoreau. From youth he was a Unitarian, a follower of William Ellery Channing, who believed that human beings are basically good. Longfellow's narrative poetry and visionary preaching are unfashionable. But he is still a ghost in the background of American identity. Kipling and Tennyson are not so influential for English nationalism. Shakespeare is too elusive. Perhaps the nationalists of our old and mongrel race should follow the foundation myths of the Dutch and the Americans by adopting the Old Testament as their manifesto.

Come to think of it, we have. The lost ten tribes of Israel were carried away into Assyria in 721 BC, about 140 years before the Babylonian captivity exiled the tribes of Judah. Since at least 1649 various religious and nationalist nutters have suggested that the English are the lost tribes. This is as dotty as the first verse of Blake's Jerusalem, which opens with three questions, the answer to each of which is, «Certainly not: don't be silly.» But that does not stop Jerusalem being a battle hymn of True English nationalism. Just as Gideon, Joshua and Noah were once seen as Dutch or New England patriots.

Exercise 3. *Translate into Ukrainian, using the suggested, and, if needed, other devices:*

a) partitioning:

Similar artifacts have been found at sites throughout North and South America, indicating that life was probably well established in much of the Western Hemisphere by some time prior to 10,000 B.C. One result of these restrictions was to reduce the appeal of nativists organizations. (*організації «американців за походженням»*)

b) replacement:

1. Everyone was talking but stopped the moment she entered the room. 2. The establishment of the United Nations Office in November 1992 followed the signing in New York a host agreement between Ukraine's Foreign Minister and the United Nations Secretary-General. 3. I hear that you have been promoted. Congratulations! 4. Please be quiet. You're continually interrupting! 5. Pay no attention to him. He is just being naughty. 6. When he was rich, he used to stay in this hotel. 7. Scientists are on the point of making a vital breakthrough. No sooner did the President start his speech than he was interrupted. 8. Principal hereby appoints Agent as its non-exclusive service provider. 9. This Agreement may not be amended or supplemented except by written agreement signed by both parties hereto. 10. The terms used hereunder shall have the following meaning. 11. Each Party may, within 20 days after receiving the minutes, suggest amendments thereto.

c) addition:

Publications on Foreign Policy; the United Nations; Ministry of Health

d) omission:

a) The Court of Justice; null and void; rejected and omitted; as far back as; as early as; he is head and shoulders above his comrades; prim and proper; power to execute and perform the duties and responsibilities; continue in full force and effect; foreign policy problem; electoral base; political scientist;

e) Статут Організації Об'єднаних Націй; Члени Організації Об'єднаних Націй; юристи з визнанням авторитетом у галузі міжнародного права; постійна Палата Третейського Суду; взяти на себе обов'язки; подати заяву про відставку; у порядку спрощеного судочинства; у випадку рівності голосів суддів голос старшого за віком дає перевагу; термін повноважень п'яти суддів закінчується через три роки.

f) antonymous translation:

Valid with diploma only. Keep off the grass. Take it easy. Take it or leave it. She was not like a bird. Staff only. It won't be long before the help arrives. It wasn't until 1983 that Connor could afford a holiday abroad. It would take these first North Americans thousands of years more to work their way through the openings in great glaciers south to what is now the United States. The armed forces shall not be used save in the common interests.

Exercise 4. *Translate into Ukrainian, making necessary transformations.*

Primaries; academia; turnout (at the polls); caucus; Ministry of Health; the Exchequer; to investigate; to accommodate; airborne; breeze; refinery; publicist; body of independent judges.

6. Питання для контролю знань студентів

1. Дайте визначення мовного знака, концепту та денотата. Поясніть відношення між ними.
2. Що таке лексичне значення? Дайте визначення. Уточніть поняття “денотативне значення” та “конотативне значення”. Наведіть приклади.
3. Назвіть основні джерела двоїстості перекладу, які обумовлені зв'язками “мовний знак – концепт”.
4. Які рівні традиційно виділяють у системі мови? Наведіть приклади елементів кожного рівня.
5. Дайте визначення парадигми. Наведіть приклади лексико-семантичних та граматичних парадигм.
6. Дайте визначення синтагми.
7. Дайте визначення мови як знакової системи.
8. Дайте визначення поняття “мовна комунікація”. Назвіть типи мовної комунікації. Наведіть приклади.
9. Опишіть переклад як особливий тип двомовної комунікації.
10. Дайте визначення контексту. Наведіть приклади екстралінгвістичних ситуацій та елементів фонові інформації, які допомагають з'ясувати значення повідомлення.
11. Дайте визначення поняття “переклад” (за Комісаровим).
12. Назвіть основні етапи процесу перекладу.
13. Наведіть перелік операцій, які виконує перекладач в ході перекладу.
14. Дайте визначення перекладу з позицій трансформаційного підходу.
15. Які дії виконує перекладач, здійснюючи переклад згідно з денотативним підходом?
16. Назвіть принципів відмінності між трансформаційною та денотативною еквівалентностями.
17. Дайте визначення перекладу, що виконується відповідно до комунікативного підходу. Що є ключем до успішного перекладу згідно з цим підходом?
18. Поясніть поняття “рівневість перекладу”. Які рівні перекладу Ви знаєте?
19. Прокоментуйте відношення між типами на методами перекладу.
20. Дайте визначення поняття “еквівалентного перекладу”. Що допомагає знайти еквіваленти перекладу?
21. Опишіть взаємозв'язок між еквівалентністю та одиницями перекладу. Який обсяг тексту є оптимальним для перекладу?
22. Дайте визначення повної та часткової еквівалентності.
23. Назвіть класи еквівалентності та поясніть зміст кожного з них.
24. Що таке синтаксичний, семантичний та прагматичний аспекти еквівалентності перекладу? Який з них є найважливішим для адекватного перекладу?
25. Прокоментуйте відношення між еквівалентністю перекладу та стилем.
26. Дайте визначення функціонального стилю. Які функціональні стилі виділяють у сучасній лінгвістиці?
27. Дайте визначення основних стилістичних засобів, які зустрічаються у текстах.

28. Що таке “метонімія”? Наведіть приклади. Прокоментуйте особливості перекладу цього стилістичного засобу.
29. Що таке “метафора”? Наведіть приклади. Прокоментуйте особливості перекладу цього стилістичного засобу.
30. Що таке “іронія”? Наведіть приклади. Прокоментуйте особливості перекладу цього стилістичного засобу.
31. Що таке “зміщений атрибут”? Наведіть приклади. Прокоментуйте особливості перекладу цього стилістичного засобу.
32. Що таке “зевгма”? Наведіть приклади. Прокоментуйте особливості перекладу цього стилістичного засобу.
33. Що таке “парафраза”? Наведіть приклади. Прокоментуйте особливості перекладу цього стилістичного засобу.
34. Що таке “каламбур”? Наведіть приклади. Прокоментуйте особливості перекладу цього стилістичного засобу.
35. Дайте визначення “трансформації”.
36. Назвіть основні прийоми лексичних трансформацій I групи. Наведіть приклади.
37. Назвіть основні прийоми лексичних трансформацій II групи. Наведіть приклади.
38. Назвіть прийоми граматичних трансформацій. Наведіть приклади.
39. Назвіть прийоми лексико-граматичних трансформацій. Наведіть приклади.

7. Література

1. Комиссаров В.Н. Лингвистика перевода. – М., 1981.
2. Рецкер Я.И. Теория перевода и переводческая практика. – М., 1975.
3. Комиссаров В.Н. Слово о переводе. – М., 1973.
4. Бархударов Л.С. Язык и перевод. – М., 1975.
5. Швейцер А.Д. Перевод и лингвистика. – М., 1973.
6. Федоров А.В. Основы общей теории перевода. – М., 1975.
7. Мірам Г.Е., Дайнеко В.В., Тарануха Л.А., Грищенко М.В., Гон О.М. Основи перекладу. – К., 2003.
8. Мирам Г.Е. Профессия: переводчик. – К., Ника-Центр, 1999.
9. Мирам Г.Е. Переводные картинки. Профессия: переводчик. – К., Эльга, Ника-Центр, 2001.
10. Нелюбин Л.Л. Переводческий словарь. – М., 1999.
11. Латышев Л.К. Курс перевода. – М., 1981.
12. Латышев Л.К. Текст и перевод. – М., 1989.
13. Латышев Л.К. Технология перевода. – М., 2000.
14. Комиссаров В.Н., Кораллова А.Л. Практикум по переводу с английского языка на русский. – М., 1990.
15. Комиссаров В.Н. Теория перевода. – М., 1990.