

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД  
«ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ»

ФАКУЛЬТЕТ ФІЛОЛОГІЧНИЙ  
КАФЕДРА ГЕРМАНСЬКОЇ ТА СЛОВ'ЯНСЬКОЇ ФІЛОЛОГІЇ

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**ПРАКТИКА ПЕРЕКЛАДУ (АНГЛІЙСЬКА)**  
**(для здобувачів першого (бакалаврського) рівня вищої освіти)**

**Навчальний посібник**

**Слов'янськ / Дніпро – 2023**

УДК 811.111'25(075.8)

О-65

*Розглянуто та схвалено на засіданні  
кафедри германської та слов'янської філології  
ДВНЗ «Донбаський державний педагогічний університет»  
(протокол № 1 від 27 серпня 2023 р.)*

*Рекомендовано до друку Вченою радою  
ДВНЗ «Донбаський державний педагогічний університет»  
(протокол № 1 від 27 серпня 2023 р.)*

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О65 Орел А. С. Практика перекладу (англійська) (для здобувачів першого (бакалаврського) рівня вищої освіти) : навч. Посібник. Дніпро: ДДПУ, 2023. с.

Навчальний посібник з курсу «Практика перекладу (англійська)» призначений для підготовки бакалаврів спеціальності 035 Філологія, спеціалізації 035.041 – германські мови та літератури (переклад включно), перша – англійська. Посібник має на меті ознайомити студентів з основними проблемами перекладу, надати стислі теоретичні тези, допомогти розвинути навички усного та письмового перекладу з англійської мови на українську та навпаки. Містить п'ять розділів, що включають теоретичний матеріал, тренувальні вправи та тексти для перекладу. Розрахований на здобувачів вищої освіти бакалаврського рівня на філологічних та перекладацьких факультетах.

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## INTRODUCTION

The purpose of the textbook is to introduce students to the main problems of translation, and to present theoretical material in a concise manner, help develop translation skills. All the theoretical provisions covered in the textbook are closely related to translation practice and are supported by a system of exercises. The specificity of this manual is reflected in the following methodological principles:

- 1) gradual introduction of students to the course of translation problems;
- 2) focusing their attention on one specific translation problem when completing a written assignment;
- 3) developing students' mental activity;
- 4) stimulation of interest in the subject.

The handbook consists of five sections. Four sections contain theoretical material and training exercises intended for written performance. The fifth section includes texts for translation, mastering which, from a translation perspective, will allow students to consolidate the knowledge gained in translation studies courses.

To work with the textbook, it is recommended to use English-Ukrainian and terminology dictionaries. The manual is intended for students, teachers, translators and anyone who wants to improve their translation skills and improve their general knowledge of the English language. The materials can be used both for independent work, as well as for work under the guidance of a teacher.

## CHAPTER 1. THEORETICAL ISSUES OF TRANSLATION

The basic concept of translation theory is undoubtedly the concept of the concept of "translation". Many scholars and translation scholars define this concept definition of this concept, although sometimes from different, sometimes completely sometimes completely opposite positions. L. S. Barkhudarov, one of the founders of the of Russian translation theory, gives the following definition: "Translation is the process of transforming a linguistic work in one language into a linguistic work in another language while maintaining the same plan of content, that is, meaning".

According to O. A. Akhmanova, translation is "the transfer of the semantic content and stylistic features of a statement in one language by means of another language". According to I. R. Halperin "translation is the transmission of the semantic content and stylistic features of an expression in one language by means of other features of an expression in one language by means of another language". A. V. Fedorov's definition is noteworthy: "To translate - means to express correctly and fully by means of one language what has already expressed earlier by means of another language".

In all of the above definitions, translation is interpreted as a certain activity performed by a translator. Thus, most of the authors define translation as a process that results in a text in another language. Speaking of translation as a process, linguists distinguish two phases in it:

a) the comprehension phase, during which the translator analyzes the source text, taking into account its semantic, grammatical, lexical syntactic, stylistic and other features;

b) the phase of translation itself, which is the reproduction of the content of the source text by means of another language. If the first phase consists of the translator's first acquaintance with the publication to be translated, the second phase involves realization of all that constitutes translation competence, as well as achieving the final result through this realization the final result - the creation of a

translated text. What are the requirements for translation as a final result? This requirement is as follows: the translated text must accurately and holistically convey the meaning of the original, while preserving its stylistic features. While the criterion of accuracy implies the identity of the information, the criterion of integrity means the transmission of information by equivalent means of the target language.

In other words, a translation should convey not only what is expressed in the original, what is expressed in the original, but also how it is expressed in the original. When performing a translation, the translator first of all determines the method of translation, i.e. the degree of translation transformation. Translation transformations are defined as transformations that make the transition from the units of the original to the units of translation. They are carried out in order to achieving adequacy of the translation, for a more accurate transmission of the information contained in the original text. This requires mandatory compliance with the relevant translation standards of the language from which the translation is which the translation is made.

The theory and classification of translation transformations developed primarily in the works of L. S. Barkhudarov, V. N. Komissarov, and Y. I. Retsker. As a result of evaluation and analysis of the original language units and their comparison with the units of the target language, the requirements imposed by the conditions of adequacy and norms of the target language. On their basis, operations are performed, that are expressed in translation transformations, which are divided into the following types:

- lexical, caused by differences in the content of lexical units of the source and target languages and which represent deviations from direct dictionary correspondences;

- grammatical, which consist in transforming the structure of the sentence structure in accordance with the norms of the target language (rearrangement), including:

- morphological, which mean the replacement of one part of speech of the language by another or several parts of the language;
- syntactic, which are defined as established various kinds of cause-and-effect relationships between contextual elements;
- stylistic, which are expressed in a change in the stylistic coloring of the translation unit.

In practice, the most commonly used transformations are of mixed type, which are combined with each other and occur and occur simultaneously. As a rule, one transformation entails another, possibly of a different type. Transformation is a necessary and integral component of translation activity. It has a complex nature and is particularly challenging.

## **CHAPTER 2. GRAMMATICAL TRANSFORMATIONS**

Grammatical transformations are caused by differences in the grammatical structure of English and Ukrainian and are carried out in conditions of either similarity or difference in the grammatical properties of linguistic units in the foreign language and the target language. Grammatical transformations take the form of transforming of individual grammatical units at the level of phrases, sentences and larger units. Special grammatical properties of language units are important i.e. morphological or constituent grammatical units at the level of phrases, sentences and larger units. Also important are the special grammatical properties of linguistic units in English (articles, fixed word order, etc.) and Ukrainian (participles, forms of agreement, etc.), as well as differences in), as well as the differences and similarities of grammatical forms, their functions and meanings lead to either full or partial translation. The latter, which occurs most often, dictates the need for, the degree and nature of transformations.

Grammatical transformations consist of a complete or partial transformation of a unit of the English language into a unit of the Ukrainian language that has a different grammatical meaning. Here we are talking about changing the structure of the sentence, possible replacement of the main and secondary members of the sentence with the simultaneous replacement of parts of speech.

The most common techniques for grammatical transformations are to replace an English verbal noun with a Ukrainian verb or replacing an English verb with a Ukrainian noun; replacement of plural with singular and vice versa; replacement of gerund with a verbal noun, infinitive, or participle; and possible substitutions of other parts of speech. The substitution may be caused by the absence of a corresponding noun in the Ukrainian language or the need to change the structure of the sentence in accordance with the norms of the Ukrainian language.



The need for transformation may be caused by the absence of equivalent forms and constructions in the Ukrainian language, such as qualifier constructions, absolute constructions, causative constructions, etc.

Differences in the meaning and use of equivalent forms and structures that is special for each language, which requires specific arrangement of syntactic units and compliance with the rules of word formation, is another reason for transformations. In this case, it is appropriate to talk about the translation of participles and participial phrases, replacement of parts of speech and clause members, etc.

Substitution of sentence members accompanied by a restructuring of the sentence structure is a frequent type of grammatical transformation that occurs. It can occur for various reasons and is most often is caused by the need for communicative division of the sentence.

The essence of grammatical substitution is to transfer grammatical and semantic functions of English language units, including those that have no categorical equivalents in the Ukrainian language.

Grammatical transformations are carried out in cases where this is required by the syntactic function, lexical content, semantic structure, expressive and stylistic function of the sentence or the surrounding its context.

### **2.1. Replacing word forms and parts of speech.**

The replacement of word forms and parts of speech is usually caused by the peculiarities of the English and Ukrainian language norms. These include in particular, include different word usage, different compatibility, absence of a part of speech with a corresponding meaning, etc. Substitution is also made when the norms of the Ukrainian language require a different use of number for nouns than in English and tense for verbs. Typical examples are the replacement of a noun with a verb, an adjective with an adverb, or an adverb with an adjective, an adjective with a noun, and so on. Parts of speech are replaced for reasons of

expediency and in accordance with the lexical, syntactic and stylistic requirements of the Ukrainian language.

### **Exercise 1.**

**Indicate which words and parts of speech can be replaced; consider options for replacing their forms. Translate the sentences into the written form.**

*1. Small numbers of Indian slaves persisted into the nineteenth century. Other intermarried with Africans, and their descendants blended into black population. 2. English attitudes toward the native inhabitants of America were complex. 3. In the face of this rather sudden decline in the supply of European servants, labor-hungry Chesapeake landowners looked elsewhere for replacements. 4. British naval superiority brought with it dominance of the African slave trade, a dominance symbolized establishment of the slave trading Royal African Company in 1672 and receipt of the royal Asiento (or right to supply the Spanish colonies with slaves) in 1713. 5. The turn to Africans came not because of any ideological concerns but because the flow of indentured white labor seemed to be drying up. 6. Many feet away, an offense that – if they were apprehended – brought its perpetrators whippings, brandings, bodily mutilations and extended terms of servitude. 7. For while industrial goods and notions of a single god may have been new and shocking to many such people, unlimited war was not. 8. Being a good looking, smooth talker. Charles soon had them all behind him and promptly took Edinburgh.*

### **2.2. Replacing the main members of a sentence.**

This translation technique is often used because that in some cases in English and Ukrainian sentences the functional load of the main members is different. For example, the functions of the subject may not coincide. For example,

if the English subject denotes an object of action, it can be replaced by an appendage.

Grammatical transformations are also necessary when there is a difference in the types of predicate and their usage in English and Ukrainian languages. For example, the English compound noun can be transferred through the Ukrainian verbal predicate in the active voice to the passive voice and vice versa.

The replacement of the main members of a sentence is accompanied by other significant changes. Replacing one of the main members entails replacement of another, parts of speech and their forms change, the syntactic structure of the sentence undergoes serious changes, and it often division or unification.

### **Exercise 2.**

**Identify the main members of the sentence and their form, find the best way to replace them and explain the necessary transformations. Translate the sentences into writing.**

*1. The infamous system of racial injustice was collapsing, and the only choices before Americans and American politicians were either to hurry the fall, or vainly to resist it, or apathetically to stand aside. 2. These were the logical sequel to the sit-ins of the previous year. 3. A fourth phase has opened, but it is all too obvious that the work of attaining substantive social and economic equality will be achieved only in the twenty-first century; given the sluggish growth of the US economy since 1973, the effort required may well turn out to be as huge and long drawn-out as in any of the earlier periods. 4. Three other judicial appointments in the South in 1961 turned equally badly, and exposed the Kennedy's to felling Republican criticism. 5. So the Kennedy strategy, even if it had been wholeheartedly adopted by the civil rights movement, would not for long have kept the issue off the flow of Congress. 6. Even before he began to speak, though he did not know it, the marshals were having to defend themselves with gear gas (they*

*were under strict instructions not to use pistols); they were coming under a terrifying barrage of stones and bricks and other missile.*

### **2.3. Replacing other members of a sentence.**

This type of transformation has a dual nature, it includes syntactic transformations along with grammatical transformations, syntactic transformations occur. The most common reason for this transformation is communicative. From the point of view of grammar, such substitutions are appropriate when English sentences are complicated by characteristic syntactic components – infinitive, gerund, absolute constructions that do not have a Ukrainian equivalent. Replacement of parts of speech also often leads to the replacement of sentence members.

The most common and simple example is the replacement of an English passive voice to active voice in Ukrainian with the corresponding replacement of sentence members.

### **Exercise 3.**

**Determine what grammatical changes need to be made in the following sentences, paying attention to the highlighted elements. Explain what motivates their necessity. Indicate what transformations accompany them.**

*1. The Boer War of 1899-1902, for example, saw the British Empire fighting against transplanted European settlers of primarily Dutch extraction, in a conflict characterized on both sides by the open abuse and murder of civilians and prisoners. 2. Fortunately for them, the late seventeenth century witnessed not only a decline in the availability European laborers but also an increase in the availability of African. 3. All he needed was a little help from his old friends the French and few thousands English volunteers that he'd been counting on from over the border. 4. This lead persisted, for unlike the colonies to its north, South Carolina did not experience a reduction in demand for (or delivery of) slaves in*

*the third quarter of the eighteenth century. 5. The contemporary equivalent of a shoplifter might be whipped, branded with the letter "T" (for "thief"), pilloried in the stocks, or transported to America.*

#### **2.4. Grammatical transformations of passive voice constructions.**

A typical example of replacing sentence members is replacing of an English passive construction with a Ukrainian one in the active voice, when the English subject is replaced in the Ukrainian sentence by an by an appendage or circumstance, and the secondary member of the English sentence (complement or predicative member with a linking verb) becomes the subject or an indefinite personal construction is used; and the form of the passive voice of the English verb is changed to the form of the active voice of the Ukrainian verb.

#### **Exercise 4.**

**When translating the following sentences, determine the nature of the transformations necessary to render the passive voice.**

*1. He supposed that it would be his record on foreign, policy that determined the outcome of the 1964 election, and he also thought that his re-election would be unlikely if he alienated the while South. Nor did he expect to be controlled by events. 2. James completely lost his bottle and ran back to London, soon to be caught up by a rather puzzled William. Had James not been a bit do-hilly he could still have saved the situation. But no – not him. 3. The Tories weren't taking any risks, however, and banned the cheaper press. ... Public meetings were forbidden and the Act of Habeas Corpus was suspended. 4. Mary's sister, Anne, was catapulted into power in 1702 aged thirty-eight. Although dull and lethargic herself she was ace at employing chaps who weren't. 5. One of the whales was pulled up onto the wharf, and before the day was out thousands of people – including, perhaps, the five-year-old Thomas Nickerson –had come to see it. 6. He deported 800 rebels to the West Indies and Barbados not, I hasten to add, for the*

*good of their health and 100 left were dangled along the sides of the roads as an example to others (they must have got the message, wouldn't, you?). Neither the Whigs nor the Tories were too pleased by James's cruelty but with his army of 30,000 professional soldiers behind him it was tough bananas! 7. The first proper Prime Minister was invited and called Sir Robert Walpole. His job was to clear up the mess and keep the country on an even keel under Whig rule.*

### **Exercise 5.**

**When translating the following sentences determine the function of the underlined noun and make the necessary substitution of parts of speech.**

*1. Neither Kennedy nor Johnson was prepared to sacrifice the prospect of success to the mere exhilaration of self-righteousness. 2. Jack had little sense of urgency about the race question. 3. Compounded over a few years, this would bring a market improvement in Indians' standard of living. 4. In the students' opinion, corruption, collision, and nepotism were the causes of the crises. 5. Dango (домовлености данго) is a sociable process. 6. These rules can be interpreted as attempts to ensure that the winner is likely to be the lowest-cost bidder, and therefore to maximize the total shares profits. 7. The cost of deviating now is the loss of the future. 8. Now everyone takes bribes as though it is his last day at work. 9. If competition were introduced into Japanese construction industry, there would probably be a shakeout. 10. A dramatic demonstration of his power came in 1985 when he abolished the entire customs bureau because of its corruption. 11. Markets flourished regardless, and with them economic growth.*

### **Exercise 6.**

**Determine the type of predicate, how it is expressed, and make grammatical transformations, if necessary.**

*1. But negotiations are complicated by the fact that production costs are private information to the firm. 2. The Kennedy's world was comfortable, northern*

*and white. 3. Meanwhile, Suharto's family and cronies became immensely wealthy. 4. Some of the larger firms are highly sophisticated technologically. 5. The whole situation is so corrupt, that everywhere you go people forget about the interests of the industry. 6. Second, an argument is worthless without some way of enforcing it. 7. Such indexes are necessarily subjective and inexact. 8. The incentives the planners offered producers were necessarily blunt. 9. Communist planning is dead, but an autopsy can be informative. 10. The word dango is unique to Japan but the practice, of course, not. 11. Corruption cuts into productivity because firms that few they will be at the mercy of bribe-takers are reluctant to invest. 12. A ship is more likely to survive a raging storm if it is in the charge of a veteran captain, who has met it, than a physicist who is expert in fluid mechanics and structural ability but lacks seagoing experience. 13. Suharto periodically fired officials whenever their bribe-taking became too blatant. 14. The benefits of growth were widespread. 15. Payments for protection were rife. 16. Dango is the name given in Japan to a negotiation among bidders to decide which firm will get the job. 17. Petty corruption among low-level clerks in government offices was rampant.*

### **Exercise 7.**

**Determine the semantics of the adjective included in the complex predicate and the possible ways of rendering it. Translate the sentences.**

*1. This low productivity might be attributable to dango. 2. The text was not readable. 3. Many skills arising from repetition and practice are intuitive and not reducible to written rules. 4. Insisting that the internet be monitor able would have condemned it to perpetual underdevelopment. 5. Officials are sometimes undistinguishable from the criminals. 6. The fastest way to make a ton of steel plates was to make them thick, so the steel factors made them so thick that they were often unusable. 7. This paid off: it made the internet adaptable and participatory.*

### **Exercise 8.**

**Define the semantics of adjectives in the superlative and explain the semantics of the superlative adjectives that make up the predicate, what transformations are necessary when translating it. Translate the sentences.**

*1. Its annual growth would be 1 percent higher. 2. Its annual growth would be half percent bigger. 3. While this was lower than that in some other Asian countries such as Korea and Malaysia, it was higher than that in South Asia, Latin America, and sub-Saharan Africa. 4. This rate of investment is significantly lower. 5. The bribe-takers unrestrained greed deters productive activity, with the result that the total bribes are lower than they could be. 6. Despite the efforts dango organizers make, negotiations will be usually less effective than bidding as a means of selecting the low-cost firm. 7. Devastating as it was. Indonesians were nevertheless far better off after the crisis settled down than they had been before the growth spurt. 8. Per capita income was three times its 1960 level. 9. The productivity of China's peasants under planning was about a half what it became after the communes were abolished.*

### **Exercise 9.**

**Determine the composition of the verbal clause, give a semantic characterize its members, identify possible ways of its transmission, and translate the sentences.**

*1. The government has an essential role to play in designing markets. 2. Suharto had a variety of channels to monitor bureaucrats. 3. The end came partly because of the external shock of the 1997 Asian financial crisis, which was beyond the ability of Indonesia's stunted political, legal, and regulatory institutions to cushion. 4. The internet's growth is the consequence of unleashing the power of individual creativity. 5. It takes two to dance tango.*



## **2.5. Transmission of causative constructions.**

The grammatical transformations caused by the presence of causative constructions are also complex. In such multi-part constructions, the first component is expressed by a causative verb in the personal form, the second by a noun or pronoun, and the third component varies depending on the relationship they are expressed in. Their transmission usually requires permutations, substitutions and syntactic transformations.

### **Exercise 10.**

**In the following sentences, determine the composition of the causative construction; explain the necessity and type of transformation.**

- 1. But they could not stand back and let the Freedom Riders be murdered.*
- 2. On Inauguration Day his eagle's eye had noticed that there were no black faces in the detachment of the Cost Guard which paraded before him; he ordered immediate action to remedy the situation thus disclosed, and required a report from each Cabinet officer on how things stood in his department.*
- 3. So Bobby urged the civil rights movement to make black voter registration its prime objective.*

## **2.6 Impersonal verb forms (Infinitive, Gerund, Participle II).**

### ***Infinitive***

When using the infinitive, keep in mind that it has certain properties, performs certain syntactic functions, and is part of another complex construction. Being an impersonal form of the verb, the infinitive names an action, but without acting independently as a predicate, it can perform the functions of a noun in a sentence. It also has verbal properties: it can have direct complement, be determined by an adverb, and have grammatical forms of relative tense, mood, and type. Syntactically, the infinitive performs the same functions as a noun and can

act as a subject, an integral part of a predicate (noun or verb), a complement, a definition, circumstance of purpose, consequence, or with an optional meaning.

A construction, in which the infinitive acts as part of a complex subject in a subject infinitive clause, is translated in depending on its composition. If it contains verbs of sensory perception, it is usually translated with the impersonal or indefinite personal voice as the main clause followed by a subordinate clause. If the infinitive is expressed by the linking verb to be, it can be translated with a simple sentence. In some cases, it could be a simple sentence with an introductory impersonal (as is known, as reported, as assumed) or by using a modal verb or adverb (e.g, the verb to suppose).

### **Exercise 11.**

**Determine the grammatical and syntactic function of the infinitive and infinitive constructions, paying attention to the subject. When translating the sentences, make the necessary transformations and explain them.**

*1. To speak of these things as "children's issue" is to consider them in their diminutive form and make them easier to dismiss. 2. So many of us, as parents, wish to capture the image of what we have been told family life and childhood are supposed to be. 3. I'm not sure they have an understanding of what a childhood is supposed to be. 4. One thing that youth is supposed to have is time. 5. This is the way we are, we're not supposed to be children. 6. Because children seem to know more about the world, adults are more likely to assume, sometimes wishfully, that kids can take care of themselves. 7. The topic of childhood seems to touch some adults' deep chord in my generation. 8. We are not able to save much and seem to need everything. 9. What I've noticed is that more young women I work with seem to be choosing to have wardrobes instead of children, or choosing not get married at all. 10. Yet even relatively affluent parents can't seem to buy enough time. 11. Some children are expected to be more responsible for self-care when then*

parent's aren't around. 12. *It is not my right to insist that they have a childhood just like mine, or that I impose my boyhood escapism on them.*

### **Exercise 12.**

**Determine the type and composition of the predicate and the function of the infinitive. Translate the sentences.**

*1. It is not for us to decide. 2. To speak of these things as "children's issue" is to consider them in their diminutive form and make them easier to dismiss. 3. The goal of the movement will be to improve family life and the lives of children now, as well as in the future. 4. One of the ways to hold on to childhood is to have children of your own. 5. The movement's success will depend on a few things. 6. How can families liberate themselves and their full potential? 7. In the past, kids might have turned to extended families, churches, healthy neighborhoods. 8. Unless adults can be concerned about and can contribute to the next generation, they suffer from stagnation. 9. Adults – whether or not they themselves are parents – need to be needed by the young.*

### **Exercise 13.**

**In the following sentences, identify the composition of the compound and translate the sentences.**

*1. I subconsciously realize who to ask for time and how much to ask for, and to apologize: "I need to talk to so and so, but I'll only take fifteen minutes." 2. It is necessary for the reaction to be accelerated. 3. I tell myself each person can make his or her own life as positive as they want it to be. 4. I want to be there for them yet I want them to have what's good, too. 5. We expect more of the children, expect our children to do better in school, to be more responsible, to be more aware. 6. It allows our current national condition to be viewed through a particularly clear lens. 7. But I've got two babies in my house now, my half-sisters,*

*and I don't want to leave and not see them grow up. 8. I had always to import a friend for you to play with.*

#### **Exercise 14.**

**Explain how the definition is expressed in the following sentences, identify the function of the infinitive, and translate.**

*1. She must have got over it, however, as she is one of the only people to go down in history as having died of exhaustion from a fit of laughing. 2. The only conclusion for him to make was the following. 3. Could it be that, after twenty years of movements, a new kind of liberation movement is germinating – one that recognizes the right of family to be connected? 4. As a boy growing up in a troubled family, I sensed that I could get much of what I needed from the web – neighbours to watch out for me on the street, schools that cared, and an understandable community in which to prove myself. 5. The way to reverse the process is to find ways to increase positive contact between adults and children. 6. It is an article to be discussed, but not approved now. 7. They are the first generation to grow up in the electronic bubble, the environment defined by computers and new forms of television, the first generation to grow up in new kind of dispersed, deconcentrated cities, not quite urban, rural, or suburban.*

#### ***Gerund***

As a special grammatical category that does not exist in the Ukrainian language grammatical category used to indicate the execution, the performance of an action, its process, in English allows us to avoid the load of sentences and create short and concise phrases. A gerund has the characteristics of both a noun and a verb; when translated can be rendered as either of them, depending on the context. In a sentence, it functions as a subject, a complement, a part of the predicate, determiner (always combined with a preposition, usually of), a qualifying gerund, a circumstance of time, purpose, etc., cause, mode of action, etc. (always combined

with a preposition). The choice in translation depends not only on the function of the gerund, but also on the context.

### **Exercise 15.**

**In the following sentences, the gerund acts as a subject. Name it, give options for rendering it, and translate the sentences.**

*1. Talking of Dillard's memoir of her childhood in the late forties and early fifties drew him back into that time. 2. Parents would often say that these questions had haunted them long before I asked them, and that answering them could not be done simply. 3. They intuitively understand that this web supports us all, and that attending to it will improve life for children and also for adults, whether or not they have children of their own.*

### **Exercise 16.**

**In the following sentences, the gerund acts as part of the predicate. Name and define the composition of the predicate, give options transmission, translate the sentences.**

*1. The top choices for leisure are television watching and resting. 2. The most popular leisure pastimes were reading, going to movies, and dancing. 3. I keep thinking its technology. 4. I think kids were receiving a lot more quality time before they started calling it quality time.*

### **Exercise 17.**

**List the attachments, identify what they are expressed in, and how they are expressed. Translate the sentences.**

*1. This stage includes being a good parent, but it represents more than that. 2. So my wife and I thought of moving, and still do. 3. The adult time zone allows for delay, distraction, pushing away. 4. Six out of ten regret not doing the simplest things. 5. In a classroom of fourth-graders as Kenwood Elementary*

*School, I asked on a whim if anybody worried about getting into a good college or getting a good job in the future.*

### **Exercise 18.**

**Identify the functions of additional members of the sentence performs gerund. Explain what transformations are necessary to make for its transmission. Do the translation.**

*1. The new constitution is notable, among other things, for designating Islam as the national religion, the centralized power of the presidency, and gender equality in principle. 2. It will define liberation not as the act of breaking off from one another, but as the individual's ability. 3. Though parents and kids share this sense of being pushed forward a few extra nanoseconds, children and adults still live in entirely different time zones. 4. Another reason for over programming is fear – fear of the environment, fear of falling behind. 5. To be effective, this movement, by defining family in the broadest possible way, will enlist the commitment of people who are not parents. 6. So in researching and writing this hook, I have fallen through the web, those who are barely hanging on, and those who have begun to weave. 7. We attempt to compress time (much as television technologists have learned to do by speeding up the pace of commercialists) into "quality" time.*

### **Exercise 19.**

**In the following sentences, the gerund has different functions. Determine what they are and what the possible ways of transmission are. Translate the sentences.**

*1. What they mourn – even with vivid memories of noisy, whiny, sometimes obnoxious little people who blocked where they wanted to walk, seldom entered a room without leaving it in tatters, and never closed their mouths except to chew – is that they did not spend enough time "savoring" their children 2. In 1813*

Wellington dived into Europe and chased the French all over the place, finally catching and driving them out of Spain at Vittoria before crossing the Pyrenees. 3. This event had been originally planned by A. Philip Randolph, as we have seen, as a means of putting pressure on the president. 4. The government has an essential role to play in designing markets. The cost of deviating now is the loss of future profits. Suharto periodically fired officials whenever their bribe-taking became too blatant. 5. Wilson concluded that the state's taking over of the means of production can "never guarantee the happiness of anybody but the dictators themselves". 6. Often this results, as with the Soviet managers, in their keeping knowledge to themselves. 7. With everyone separately putting his hand in the till, however, the firms are discouraged from investing. Thus, there will be little left to take bribes from next year.

### **Exercise 20.**

**Identify the participles and their function. Explain the ways of expressing it. Translate the sentences.**

1. Time is a decreasing natural resource for everybody. 2. They speak as if they were foresters moving through tangled woods, marking sick trees for later harvest, but without much sense of the forest's dimensions or shape. 3. Just as the children cue at the risk, baby boomers, beginning to parent in large numbers, are also endangered. 4. I find myself tugging between my fear and my intellect. 5. I remember my parents saying they didn't have enough time, but I never felt they didn't have enough time for me. 6. But I hear myself saying that too much to my own kids. 7. The other scenario is that kids see their father and mother doing exciting things, and maybe the kids follow that path with some joy. 8. I can remember my parents saying things like that –"You're growing too fast". 9. The more expensive prestige colleges get the more pressure and scheduling you see parents putting on these kids at an earlier age. 10. How often, interviewing children, have I heard that phrase, or some variation of it? 11. I moved from child

to child, bending close to hear their soft-spoken answers. 12. "But once they get past five years old," said still another single mother, smiling, "you can't ride them on the vacuum anymore". 13. They have to spend the time improving their test scores. 14. "Nope. Just playing catch," I answered, tossing the ball to Jason. 15. Several students (some of them wearing earrings and some leather) laughed cynically.

### ***Past participle (Participle II)***

Having the properties of an adjective and an adverb, in a sentence the participle acts as a determiner, a predicate a participial phrase, a part of a complex clause, time circumstances and reasons. The participle, without acting as a predicate on its own, it can be an integral part of it. When translated, it is rendered depending on its function.

### **Exercise 21.**

**Determine the function of the past participle and consider the ways in which it can be and consider the possible ways of expressing it. Translate the sentences.**

1. A lost ball recalls another lost ball twenty, thirty years ago. 2. Something unnamed is unraveling around them. 3. They are the first generation to grow up in the electronic bubble, the environment defined by computers and new forms of television. 4. His mother is an athletic woman, very committed to her children's schooling and athletic achievements. 5. When I was ready to play with my parents, they had their housework taken care of, and they could spend time with me. 6. When heated, solids expand little as compared with liquids. 7. Here is the beginning of understanding that parents are doing their best, and most children are doing their best, and they're doing pretty well, all things considered. 8. An advertising for Pioneer electronics shows a handsome young man, legs crossed, in his lap a baby he feeds with a bottle. 9. A very serious little girl, eyebrows



*scrunched up behind her thick glasses, explained: "Well, you should not stare out the window or dream". 10. The entire Ukrainian economy ran according to a plan built on biased information. 11. The regular troops finally ordered in by Bobby Kennedy were maddeningly slow to appear (another black mark for the Pentagon in the eyes of both the Attorney-General and his brother); it was touch and go until dawn.*

## **2.7. Absolute structures**

This peculiar to English, unlike other syntactic construction is characteristic of written language and is almost never used in the spoken language. It has a weak grammatical connection with the main sentence and is often separated from it by a comma. In an absolute construction, the first element is usually a noun or pronoun, and the second element is usually an infinitive, participle, noun with or without a preposition, adjective or without, an adjective or an adverb. Absolute construction expresses the relationship of phenomena, the relationship between which is not specified, and performs the function of attaching an additional thought to the main clause, but does not indicate a grammatical connection with its composition. Therefore, translators should not try to reveal this connection in the translation. There is no direct analog in the Ukrainian language. When transformation, an absolute construction can be transformed, for example, into a mode of action circumstance expressed by the participle phrase, into an independent or subordinate clause, etc. Transformations largely depend on whether the subject of the absolute construction coincides with the subject of the main clause.

### **Exercise 22.**

**Define the absolute construction, its composition, function and possible ways of rendering it. Translate the sentences.**

1. With a house on the east side of Orange, a captain could watch his ship being outfitted at the wharf and keep track of activity in the harbour. 2. Without the captains to inhibit the revelry (and with the Bar between them and town), they may have seized this chance for a final, uproarious fling before the grinding discipline of shipboard life took control of their lives. 3. With their men gone for so long, Nantucket's women were obliged not only to raise the children but also to run many of the island's businesses. 4. This was something which Kennedy could not and did tackle immediately; by 1963 he had appointed far more blacks to posts in the federal government than all the presidents before him, his two most significant appointees being Robert C. Weaver to head the Housing and Home Finance Agency, and Thurgood Marshall, the NAACP's most formidable lawyer, to the Second Circuit Court of Appeals in New York. 5. Clearly, much could have gone wrong, and it is noteworthy that even with Lyndon Johnson exercising his formidable skills the Civil Rights bill did not become law until the summer of 1964. 6. Ole Miss had been, politically, exactly what Kennedy had most wanted to avoid, a repetition of Little Rock, with troops sent into a southern town (they stayed until Meredith graduated in the summer of 1963) and much of the Deep South boiling with resentment at what it saw as yet another unjustified Yankee invasion. 7. Another little girl, this one with her hair braided in corn rows, said: "When I be getting' home from school my mom is just leaving to go somewhere. That happens mostly all the time, when I be getting out of school". 8. Parents and children face choices, choices everywhere, but with less value places on the meaning of so many of these choices.

## **2.8. Modality.**

Means of conveying modality, which can be either objective or subjective, and subjective nature, either coincide in both English and Ukrainian, or appear as a substitute. The norms of the language into which is being translated and the function that the modality has in each case determine the choice of substitution. If

it is impossible to convey the modality through the state, modal verbs and words, then such means as predicative and syntactic constructions with modal meaning are used. In some cases the modality does not need to be conveyed (for example, in some scientific and historical texts), as it is only a marker of modality that indicating the relative nature of the historical reliability of events of the past.

### **Exercise 23.**

**Determine the nature and means of expressing the modality, as well as the necessity and ways of expressing it in the Ukrainian language. Translate the sentences.**

*1. The American clothing norm seems to have been based on the idea that being well dressed was an indication of respectability. 2. Similar estimates were given at the beginning of the century, although, as in France, there must have been substantial variation. 3. In some regions, such as the Middle West, it seems to have been easier for the working class to adopt the clothing styles of the middle class than in others. 4. Shergold states that American workers often appeared to be better dressed than their European counterparts because of the variety and flamboyance of their clothes but that their clothes tended to be of poor quality. 5. In the late nineteenth century clothing appears to have had a special significance as one of the first consumer goods to become widely available. 6. To a greater extent than among the farmers and arm laborers described in the French case studies, farmers in the Middle West appear to have emulated the clothing of middle class. 7. The use of hats to blur class boundaries appears to have occurred most frequently in England, to a lesser extent in the United States (particularly outside the workplace), and the least in France. 8. During the nineteenth and twenties centuries, uniforms were continually revised in ways that appeared to reflect changes in the perceived status of these workers. 9. The seductiveness of fashion, then as now, lay in the fact that it seemed to offer a person the possibility of becoming in some way different, more attractive, or more powerful. 10. Still*

another factor seems to have been the absence of one of the crucial elements in the sewing machine's success in America: the widespread availability of clothing patterns in specific sizes. 11. In both Europe and America, the use of clothing to enhance social status seems to have peaked at the end of the nineteenth and at the beginning of the twentieth century and declined during subsequent decades. 12. Maid's uniforms seem to have developed later in the United States than in England. 13. Charles, it seems, then made several movies in which he starred as the romantic fugitive, dodging round the highlands, seducing pretty maidens and avoiding the English patrols. 14. At times, hats provided a means of burring differences, but their primary function seems to have been that of claiming or signaling social status. 15. Clothing as a means of indicating differences in social rank should not have mattered, but in fact it did. 16. Higher percentages might also indicate a greater concern for involvement in social life outside the household. 17. Class gradation may have been less pronounced than in cities on the east Coast, even in nonfarm occupations. 18. Similar estimates were given at the beginning of the century, although, as in France, there must have been substantial variation. 19. Their preoccupation with clothing suggests that clothes may have represented for them a form of popular culture, specifically a link to urban culture that was unavailable to them in isolated regions. 20. The absence of traditional clothing, which immigrants generally discarded when they arrived, as well as higher levels of literacy early in the century, may have made these American women more susceptible than European women in similar regions to social pressures to establish their social status. 21. American workers, both native born and immigrants, appeared to attach a greater significance to clothing than most European workers. This may have reflected the attainment of a standard of leaving in some regions that permitted them to spend more money on clothing, as well as an environment that encouraged such expenditures. 22. Rigid customs had developed about what types of gloves were to be worn and for what type of functions. 23. At any time, there were less than a dozen types of hats, each of which

*might be sold with slight variations in colour, size, shape of brim, and material that were not sufficient to prevent its being recognized as belonging to one of the major categories.*

## **CHAPTER 3. LEXICAL TRANSFORMATIONS**

By lexical transformations we mean the use of meanings that are not a direct dictionary match to the lexical unit. They also include the transmission of non-standard language units peculiar to the culture of the source language (e.g., proper name, professional term, words denoting primordial phenomena, concepts, objects, etc.) Lexical transformations take the form of concretization and generalization of meanings, semantic development (modulation) development (modulation), antonymic translation, metonymic development, compensation and lexical substitutions and are usually complex and complex in nature. Differentiation is a technique that consists in selecting a wide semantics for English words that do not have a direct correspondence, one of the variable vocabulary equivalents in the Ukrainian language.

This technique is used to align the following the scope of concepts that may be different in the source and the target language. Differentiation is used due to the fact that often English words that reflect a common meaning cannot be conveyed through only one direct Ukrainian equivalent, because the Ukrainian language does not have a unanimous word for to denote the concept as a whole. In this case, it is necessary to select from the total number of dictionary meanings, it is necessary to select (differentiate) one that will be appropriate in this particular case.

### **3.1. Concretization.**

Concretization, which is inevitably combined with differentiation, can be carried out at the lexical, lexico-grammatical phraseological levels. At the lexical level, specification means replacing an English word or phrase with a Ukrainian word or phrase by a Ukrainian word or phrase with a narrower meaning. Specification occurs because the vocabulary of the Ukrainian language is characterized by greater specificity than the corresponding lexical items in English. It can be carried out due to the absence of a lexical unit in Ukrainian the absence of a lexical item with a corresponding equally broad meaning in Ukrainian, due to

differences in language stylistic characteristics or requirements of grammatical order. English words of broad semantics, such as nouns, adjectives and verbs, are rendered by Ukrainian words that have a specific lexical meaning, which depends on the structure and lexical content of the words that convey it. Linguistic concretization is caused by the difference in the structure of the English and Ukrainian languages, while contextualization is based on contextual and stylistic considerations. The most typical examples are is the concretization of words of broad semantics and words with the broadest possible broad or abstract meaning, i.e. words that convey the concept of a class of objects or phenomena without specifying the content of their meanings.

#### **Exercise 24.**

**When translating the following sentences, choose the meaning of the underlined words, choose one of the meanings given or find others:**

*висловити збентеження, поведінка в процесі комунікації, «поділитися посмішкою», традиції спілкування, спілкуватися, комунікативний процес, людське спілкування, уявою про особистий простір, комунікаційні моделі, виділити.*

*1. Rituals often express the ethos of a culture better than do most other forms of communication. 2. Some writers have extended this concept (o the point of stating, as a principle, that it is impossible not to communicate. Their logic is simply that if «communication» embraces all human behaviour, then it is impossible to not communicate because it is impossible to not behave. 3. If nothing else, the recognition of role and status somehow causes us to alter communication, but we may not know best to alter it. 4. But briefly we might note here that the apparent absence of performance and ceremony in much of American communication – «Be frank», «Make yourself home», «Help yourself», – is equally disturbing for many non-Americans unaccustomed to directives which seem to require performances without rules or standards. 5. For example, a young girl is*

likely «to communicate a smile» not as the start of communication or even as acknowledgement of receipt of communication but as a point in the process. 6. He said it at a distance of about twenty-one feet with his eyes looking downward and with a voice we would use to communicate embarrassment. 7. To a much greater extent that we may realize we communicate not with flesh-and-blood people, but with roles, with positions of status, with representatives of the social structure. 8. This concept of human communication, different from many other uses of the word, is the concept to the point of stating, as a principle, that it is impossible not to communicate. 9. It is hoped that some of the basic concepts of interpersonal communication, such as self-images and reference groups, will be helpful in providing clues to the structure of the communication process. 10. And so it may be helpful to identify at least some broad functions of communication and in the process perhaps suggest other functions which might be added. This refers to a larger grouping with which people identify themselves or others, and it often serves as a guide to action and as a basis of comparison. 11. And so it may be helpful to identify at least some broad functions of communication and in the process perhaps suggest other functions. 12. This kind of problem is now perhaps the most widely discussed by students of intercultural communication, but it remains as only one example of report-command inconsistency and there is no proof that special pattern differences are the most important barrier to intercultural communication. 13. Much of what is called «patterns of communication» could be – and is, in other contexts called «cultural patterns».

### **Exercise 25.**

**When translating the following sentences, choose the meanings of the underlined words in the following sentences, choose one of the meanings given:**

*реакція, осуд, відноситися до кого-небудь.*



1. *If one is at a funeral, one probably does not laugh – but not primarily because of concern for the other's reaction (the feedback?) but because of reasons shared by all members* 2. *They seemed unfriendly by my standards; is that "expected", is that their impression of me, or am I in such a state that I cannot tell their real reaction?* 3. *Likewise, he does not know how to judge the «audience reaction»: «They seemed pleasant, but was that for me, or are they always that way?».*

### **Exercise 26.**

**When translating the following sentences, choose the appropriate words, choose the appropriate one or select one of the following meanings:**

*соціальний стан, ранжування, субординація, розмежування, категорія людей, кастовість, пост, вищий за рангом.*

1. *In the business world, as well as in the number of professions, the specific rank of individuals (who have rank) is expressed in the titles... Over and above these obvious symbols of rank is the status of the company or organization in which the individual has. The higher ranking the employer is, the higher the status will be of any individual in the organization.* 2. *Although the individual who was graduated from X school, works for Y company, and has achieved a rank of Z in the managerial hierarchy is not obligated to behave as a subordinate in any chance contact with another individual whose school or firm outranks his own.* 3. *If ranking in a superior-inferior structure is one side of the social coin in Japan, the other side is an equally deep and pervasive impulse among the Japanese to form themselves into and identify with groups on the basis of proximity and activity.* 4. *Relative rank between individuals in particular enterprises and organizations, and to a lesser extent between them and outsiders, determines not only the behavior but also the rights, privileges, responsibilities, and obligations of the individual Japanese.* 5. *But if the family heir was incompetent, the ranking employee ran the business.*

### Exercise 27.

When translating the following sentences to convey the emphasis words, select the appropriate one or choose one of the following meanings:

*підтримувати дисципліну, система, побудувати, організувати, бути організованим, полон, вести себе в будь-якій ситуації, упорядкувати, модель поведінки, сценарій.*

*1. This is perhaps particularly true for your most different students, who may lack structure in their lives. 2. The first strategy is probably preferable in "difficult" school, as it allows the teacher to structure the entry of the class into the room. 3. Our natural impulse is to place a structure on our lives – a daily pattern that gives us a feeling of safety and security. 4. Your teaching must be structured, not only in terms of lesson content, but also in the way you organize your class and the way you control the behaviour of your students. 5. In addition, you should make it blatantly clear to your students at every stage exactly how and why this structure is being used. 6. For instance, you might structure your lessons so that your classes are asked to work quietly, staying in their seats and putting up their hands if they do have any questions. 7. In this way, the students will have a very clear idea about what is going to happen during the lesson, giving them a sense of structure to hang on. 8. So, as ever, you need to give your classes structure, by running your lessons in a controlled and consistent way. 9. There are many different ways that you can give your lessons a structure or pattern, and probably the best way to illustrate this is to give an example.*

### Exercise 28.

When translating the following sentences, choose the appropriate words, choose the appropriate one or select one of the following meanings:

*побажання, вести себе належним чином, завжди вести себе однаково, вимоги.*

1. If a student does challenge your expectations, try taking the following steps... State your expectations. 2. This pattern will allow your students to arrive at your classes knowing exactly what to expect from you, and knowing that you will remain cool whatever the circumstances. If their expectations are met on a regular basis, they will begin to feel a sense of security in your company, and will behave better as a result. 3. By ending early. Mr. Charman has time to praise his students for their hard work, setting up a "good feeling" about the time they spent together. He can also make clear his expectations about the completion of homework, or answer any last minute queries.

### **Exercise 29.**

**When translating the following sentences, choose the appropriate words, choose the appropriate one or select one of the following meanings:**

*зустрічати відсіч, перевірити, взяти верх, змушувати думати.*

1. Finally, the teacher praises them for the low level of noise, but sets them the challenge of being even quieter. 2. The way you teach your lessons: Is the lesson varied, interesting, challenging and fun? 3. It could be that they have learnt from example, from parents or guardians who react to problems in a confrontational manner. The students might feel embarrassed to have their poor behavior challenged and react in an aggressive way to hide their discomfort. 4. But what you have to remember is, if you do become emotional, not only will you be stressing yourself – you will also be allowing the students to win the challenge.

### **Exercise 30.**

**When translating the following sentences, choose the appropriate words, choose the appropriate one or select one of the following meanings:**

*аудиторії, його потенційні виборці, обраного глядача, слухачі.*

1. Certainly the facile persuader is likely to seek any plausible form of identifying himself with his audience: thus Nixon in political campaigns was

alternately "a Quaker", "a former soldier", "a child who knew poverty too", "an established lawyer", "a Californian", "a New Yorker", and so forth, depending on which identification is more likely to match that of his audience. 2. This suggests a perspective of performance, of consciously acting – with props and customs in an appropriate setting for the benefit of a selected audience. 3. For example, in the U.S. a public speaker is likely to begin a speech on almost any subject with a joke ("a funny thing happened to me on the way to..."). [...] But his audience may not be able to tell if this was a joke or not, and it is very likely that, to be safe, his audience will not laugh.

### **Exercise 31.**

**Translate the following sentences, defining the meaning of the highlighted broad semantic words. Explain your choice.**

1. They did not know the value of a straightforward and truthful policy and that they never hesitated to utter a falsehood when the truth would have served the same purpose. 2. The leather jacketed man, unfamiliar with the terrain, had been unable to react quickly enough, and as soon as his wheels touched the graveled forecourt he began to skid out of control. 3. Next, when samples from the body was examined the quantity of strychnine found in the blood would have felled a bull elephant. 4. My husband picked up the frying pan from the stove while I was cooking breakfast, and struck me with it. 5. Because blacks were presumed to be slaves unless they could show otherwise, they found unauthorized movement more difficult. 6. For a variety of reasons, however, Indian slavery never reached very substantial proportions on the British-controlled American mainland. 7. From this small beginning, however, emerged by far the largest slave population in the Western Hemisphere. 8. He ran back outside to face the unwelcome visitor, who had come to a halt by the back of Diana's Audi.

### 3.2. Generalization.

The replacement of a narrow species concept with a more general, broader generic is connected with the peculiarity of the English vocabulary, which is that words here are more often more abstract than Ukrainian words that refer to the same concept. Generalization is also carried out in cases where there is a danger of distortion of the meaning when translating a word or phrase due to its direct dictionary correspondence.

#### Exercise 32.

**Translate the following sentences, paying attention to the underlined the words underlined. Explain the reason for generalization.**

1. *The senior director of Kaizosha knew nothing of economics or management theories, but he had a firm grasp of the unseen, unwritten business principles that are an integral part of Japanese culture.* 2. *This level of reserves was more than adequate to cushion the short-term impact of negative shocks.* 3. *The flow of servants didn't entirely end: during the first half of the eighteenth century, transportation of convicts to Maryland increased substantially.* 4. *They were heathens, an attribute that many have been the most important of all, for in an era when being the wrong kind of Christian put one in mortal danger in most of Christendom (including most of the English colonies), being a non-Christian automatically put one beyond the pale.* 5. *But I just couldn't hang around there any longer, the way we were on opposite sides of pole, and the way he kept missing the bed whenever he chucked something at it, and his sad old bathrobe with his chest showing, and that smell of Vicks Nose Drops all over the place.* 6. *He was one of these tall, round-shouldered guys— he was about six four – with lousy teeth.*

### 3.3. Metonymic translation.

*Semantic (logical) development or modulation*

Thanks to this translation technique, which consists in replacing a dictionary equivalent by a logically related one contextual, when the same meaning is conveyed more accurately by other means of the target language. Usually, this method of translation is usually realized within a phrase or a semantic group, or a sentence. This includes metaphorical and metonymic substitutions. Substitutions can occur within each category of significant parts of speech (noun, adjective, numeral, pronoun, verb, and adverb) and between them, and can also be of a different character. As a rule, substitutions occur at the level of categories «process», «feature», «object», «cause», «effect», etc. Metonymic development occurs when the English word or phrase is replaced, whose meanings are derived logically from the original meaning.

### **Exercise 33.**

**When translating the following sentences, use the technique of metonymic development and make the necessary substitutions for the highlighted the words that are highlighted. Explain their meaning and reason.**

*1. Disbursements per capita are far lower in Afghanistan than in other recent post-conflict countries. 2. The typical Japanese company today remains communal group first and a functioning group second. 3. Once employed they are usually not dismissed for any function failure, but they may be dismissed if they break the communal standards. 4. A sound private sector environment is important for a market-led economy. 5. Most British-traded slaves continued to go to the sugar islands in the Caribbean. 6. Both Muslims and Christians traditionally believed that only heathens (non-Muslims and non-Christians, respectively) could be enslaved, and numerous, groups enslaved those from other countries, tribes, or nationalities while sparing members of their own communities. 7. There was something not contemporary about him. The set of his head and shoulders. The air about him of gentlemanly reserve, courtesy – even as he had made his outlandish request. 8. Glencoe was less conspicuously affluent than either of these towns, but,*

with its palm-lined streets, its sunny placidity and its openness to the ocean it was the very antithesis as Aunt Lore said, of Vermont. 9. So Sybil Blake became a model for Mr. Starr. 10. «But, dear child», he said, «this is my profession – redeeming the world!». 11. Sybil, leafing through the sketches, paid little attention to Mr. Starr's tumble of words: she was struck by the feathery, uncertain, somehow worshipful detail in the drawings. 12. With no mind for who might hear him, Mr. Starr called after her, «You see, Blake? – Starr is true to his word, always!» 13. Aunt Lora had something to say that really couldn't wait – her work at the Glencoe Medical Center provided her with a seemingly inexhaustible supply of comical and outrageous anecdotes. 14. She shank from considering how her aunt might respond, for her aunt was mistrustful of strangers, and particularly of men. 15. His tentative smile bared chunky damp teeth. 16. And the world requires a constant ceaseless redemption. 17. Lora Dell Blake, in her late forties, was a tall, lanky, restless woman; with close-cropped grainy, hair; sand-coloured eyes and skin; a generous spirit, but a habit of sarcasm. 18. Aunt Lora regarded Sybil with worried eyes: a look of such suffocating familiarity. 19. And the money he had pressed into her hand, now in her bureau drawer, rolled up neatly beneath her underwent, as if hidden. 20. He'd asked her to remove her headband, and to sit on a bench with her head dropping back, her eyes partly shut, her face uplifted to the sun – an uncomfortable pose. 21. He wore a khaki-coloured jacket or smock with rolled-up sleeves. 22. Sybil had been posing in the sun, warmly mesmerized by the sun, the surf, Mr. Starr's voice, and now, as if wakened from a sleep of which she had not been conscious, she felt as if she'd been touched – prodded into wakefulness. 23. The initial session wax easy, effortless. 24. A boating accident. 25. Lora Dell Blake said with such an air of bemused exasperation. 26. She was a delicate-boned girl, since infancy prone to respiratory infections but...with physical confidence had come a growing confidence in herself. 27. She was a woman with a generous spirit.

### 3.4. Adding and omitting words.

The addition or introduction of words that do not appear in the English text, is used to replace a word for which there is no for which there is no Ukrainian equivalent, to clarify the stylistic expressive coloration, in accordance with the requirements of the Ukrainian language, including grammatical ones. The replacement object can be either a word or a phrase (semantically incomplete, attributive, etc.) or a semantic group. The need to add is determined by the ratio of implicit and explicit in English and Ukrainian languages, the difference in syntactic structures, differences in stylistic norms, and differences in lexical compatibility. When translating, many unexpressed and implied elements of content are conveyed in the translation with the help of additional lexical items that are introduced by means of accession or inclusion. Omission occurs for lexical reasons and concerns desemanticized words, i.e. those whose meaning has been erased.

#### Exercise 34.

**When translating the following sentences, pay attention to the underlined words, determine what motivates the use of the techniques of addition and omission.**

1. *The new American Secretary of State has proposed a world conference on food supplies.* 2. *The culmination of Naval hydrofoil technology, «Tucuncary» is one of the most advanced surface craft.* 3. *She never used scent, and she has always thought if rather fast, but Eau de Cologne was so refreshing.* 4. *The rote of state monopoly capitalism in moderating the impact of crises.* 5. *In fact, the Government's wage freeze robbed them of some months of their negotiated wage increase.* 6. *The US government waived the Jacobson-Vanik amendment to the Trade Act of 1974.* 7. *Other companies provided computerized controls in fertilizer plants.* 8. *State property committees seek advice from foreign consultants regarding legal matters.* 9. *Financing growing government expenditures in a*



*noninflationary manner* is very difficult because tax revenues are declining. 10. Khrushchev introduced *decentralization reforms*. 11. Many intellectuals are living with *starvation salaries* and crime have increased, prostitution and pimping have become widespread, and young girls are exported by panderers to other countries. 12. *Production incentives* are higher in private plots than in state farms, because of the wage payments according to *annual production*. 13. In some cases, *loan-equity deals* (that is leading money in return for a potential stake in enterprise) are made. 14. But many others *who came after Harris* reported the same thing, so it is important to look closely at the Japanese view and use of truth.

### **3.5. Antonymic translation.**

The essence of antonymic translation is to replace any concept in the English text by replacing it with the opposite concept in the Ukrainian text. The substitution is accompanied by a corresponding reorganization of the entire sentence. Most often, there is a replacement of an affirmative sentence with a negative one and vice versa. Its expediency is dictated by the simplification of perception and the peculiarities of Ukrainian syntax.

#### **Exercise 35.**

**Translate the following sentences using the technique of antonymic translation.**

1. Yet at the end of 1961 Jack Kennedy's priorities *were unchanged*. 2. No choice was cost-free. 3. It was the only thing to do. 4. It was far from over. 5. None of the existing banks is operational. 6. The available information on non-agriculture sectors is still patchy, *as no recent surveys are available*. 7. Slaves there usually lived within the immediate households of their owners in an environment *that wasn't altogether foreign to them*. 8. This flexibility was evident in Massachusetts, where slaves *never formed* more than a tiny fraction of the population and most blacks were house servants or skilled workers. 9. But most

*important, whereas the great majority of European migrants came to America voluntary, none of the Africans did. 10. Colonists complained that Indians were haughty and refused to work properly.*

### **3.6. Terms.**

Special lexical items that are used to accurately convey a concept peculiar to a given style and context, are mostly unambiguous in nature, are transmitted in the following way in the following way: through a functional analog or a variable correspondence, calque correspondences, correspondences-analogues, transliteration, transcription, description, and in a mixed way. Terminological values are selected depending on the subject matter of the text being translated and are verified by the context. Sometimes there may be more than one functional analog even within the same subject within the same topic, and then the context becomes even more important. Selection of a Ukrainian equivalent is the most common technique in the translation of specialized texts related to the field of economics and finance, military, political medical, sports and other fields. This is because most of the terms used in these fields have a dictionary definition full or partial functional analog.

### **Exercise 36.**

**Translate the sentences, identifying the topic of the text and the terms used. Identify the ways in which the terms are conveyed through variable correspondence.**

*1. At the same time, coordination between governments on economic policy, and between central banks on monetary policy, would be increased. 2. In the market economy, the general acceptance of a particular monetary standard makes possible rational judgments about comparative prices and about current and future values. 3. The Delors' Report has remained the key document on EMU. Its proposals have been reflected in the many papers later produced by the*

*Commission itself, by the Community's Monetary Committee, by the Committee of Central Bank Governors. Any exchange rate fluctuations clearly had repercussions on the payment farmers actually received. 4. The possibility of exchange-rate movements will then once again pose a problem for agriculture. 5. For the Germans, the soundness of the D-Mark and the avoidance of inflation are overriding objectives. Monetary policy should be as tight as is necessary to achieve them. 6. During Stage One all Community currencies would join the Exchange Rate Mechanism, and the «single financial area» would be created. 7. Exchange rates as a means of adjustment. 8. Any advantages they may have as a result of lower wage costs are offset by higher overheads. 9. A very large proportion of East German agriculture and industry is finding it difficult to complete without considerable reductions in the labour-force and large injections of capital. 10. A common currency is like a single currency, in that it can be used fully throughout a given currency area. 11. Using modern methods of payment like credit cards and Euro cheques does not enable one to escape transaction costs. 12. Only vertically integrated monopolies can guarantee secure supply, by investing enough in local grids and capacity, and by using their might to strike advantageous long-term deals with powerful outside suppliers, like Russia. 13. «In the long run we are moving towards a gas OPEC», said Chakib Khelil, Algeria's energy minister, at a recent meeting of big gas producers in the gassy Arabian state of Qatar. 14. Demand for gas has taken off in recent years, thanks chiefly to its greenness – it burns far cleaner than oil or coal, making it ideal for new power plants from California to China. 15. Oilmen make similar complaints to their counterparts in the rest of Britain's engineering sector. 16. Wood Group is a big oil-services firm that specializes in, among other things, enhanced-recovery technology and offshore pipelines. 17. The hope is that they will be able to sell the expertise they have acquired in the North Sea to an industry searching for oil and seeking to maximize production in ever more testing submarine conditions around the world. 18. Gas traditionally needed elaborate systems of pipelines to get it*

*from the wellhead to the customer. 19. Tanker ships are getting bigger and more affordable. 20. At the same time, Mr. Chavez has used cheap oil and refined products as «solidarity» to secure the loyalty of countries in the region. 21. It would be hard-pressed to find other markets for about half of oil production, especially since most of its crude is high in Sulphur and unsuitable for most refineries.*

### **Exercise 37.**

**When translating the following sentences, find the terms and translate them by using calquing.**

*1. Currencies were locked together in what became known as the «snake». 2. President Nixon cut the link between the Dollar and gold, and the world entered a period of floating exchange rates. 3. From the start, the stability of the System has rested heavily on the role of the D-mark as «anchor» for the other currencies. 4. If the interest-rate differentials are large enough, the paradoxical situation can arise that relatively «weak» currencies attract inflows of funds, which make their inflation worse. 5. The present ECU comes into existence as a «bundle» or «a basket» of national currencies, weighted roughly in proportion to economic strengths.*

### **Exercise 38.**

**Define the terms and use the transliteration method to translate the following sentences.**

*1. The full convertibility of currencies. 2. If one country's labour productivity falls behind that of its neighbours, so that its goods become uncompetitive, it can «price itself back» into the market by devaluing its currency. 3. Much of the money originally set aside for restructuring, has been absorbed in meeting current operating losses. 4. Opposed to the «economists» however, has been another school of thought: the «monetarists». 5. European monetary union,*

*though desirable, must be conditional upon a degree of prior economic convergence. 6. There has been for some time now a flourishing market in ECU denominated securities.*

### **Exercise 39.**

**When translating the following sentences, identify their stylistic and define the terms; use the descriptive form to convey them. Use the descriptive method.**

*1. For as long as exchange-rates are fixed, Graham's Law holds, and bad money drives out good. 2. In the event of fundamental disequilibria, where there was provision for realignments. 3. The response to this second problem is what is known as «cohesion». This means money; transfers of funds to the poorer regions. 4. Their dejection was evident to all as the television cameras zeroed in on the «kiss and cry» area of the arena, where the skaters sit, together with their coaches, and wait for the marks to be posted. 5. They see the athletes experimenting with, for example, quadruple jumps instead of triples. 6. The runners got into the blocks; the starting gun was fired. 7. Ten minutes later he is shadow-boxing in the ring.*

## CHAPTER 4. SYNTACTIC TRANSFORMATIONS

Syntactic transformations, just like grammatical transformations, are inevitable in translation are inevitable and occur for a number of reasons. Speaking about their causes, we should keep in mind the following: linguistic, which include the differences in the structure of the Ukrainian and English, as well as acceptable normative requirements; usual, or those dictated by the language norm; lexical and semantic, pragmatic (for example, extra linguistic), as well as individual translation requirements. Each of these reasons is discussed in more detail on a case-by-case basis. For example, to the specifically grammatical reasons for syntactic transformations include, in particular, the fixed word order in an English sentence, partial or complete differences in the meaning conveyed and the use of a number of forms and constructions. When constructing a Ukrainian sentence, the type of design, and word order in a sentence are changed in accordance with commonly used norms, which is already a transformation, which, however, may not carry an emphatic load and is not regarded as logical division.

Such transformations occur at different levels and can be both internal and external. By internal we mean are those that occur within a sentence, leaving its syntactic type the same. That is, we are talking about substitutions, adding and omitting sentence members, moving a word from one sentence to another, or changes in the composition of the syntactic structure of the sentence, as a result, the syntactic type of the sentence can either remain unchanged or change. External syntactic transformations include those that entail changing one type of sentence to another. These can be replacement of a simple sentence with a complex one and vice versa; change of order of the sequence of parts of a complex sentence; replacement of the main clause by a subordinate clause, a compound clause by a complex clause, and vice versa; change the type of subordinating clause in a complex sentence; two-syllable to one-syllable, complete to incomplete; replacement of the conjunctive type of communication by the non-conjunctive type and vice versa; change the type of statement (affirmative, exclamatory,

interrogative). And finally, syntactic transformations that occur at the interphrase level are the division and combination of sentences.

#### **Exercise 40.**

**Identify the cause and type of syntactic transformations (change in the composition of the sentence, replacement of its members, change in the syntactic structure by means of various substitutions of sentence types, etc.) in the translation of the following sentences.**

*1. Molly remembered Reuben Anthony chatting with Zebina. She thought back to that night. 2. He shrugged. 3. «Huh?» Joy tugged at her hand. «You're kidding, aren't you? Come on. Mom. It's getting dark». 4. She cast a narrow beam of light over a tiny room filled with years of debris. 5. It was a five hour drive from Charlotte to the small Georgia town of Harmony where her husband's aunts lived. 6. She passed through the huge stone columns that marked what was once the city limits. 7. Aunt Iris will come down when she's good and ready. ... It won't do to rash her. 8. Afraid I woke you up with all my clattering about down here! 9. Emma Beth, for God's sake, you sound like a herd of buffalo. Do you want to wake the dead?*

#### **Exercise 41.**

**Translate the following sentences and rearrange them, additions, deletions, transpositions, substitutions, or other necessary changes.**

*1. Joy slept soundly, looking even younger than her thirteen years. 2. Last year the three of them had spent Christmas skiing in Colorado. 3. But Judson Home only laughed. «Just you wait», he told her. 4. Iris cut her bacon into pieces. 5. Myrt smiled as she brought in the drink. «Jud's jealous because I wouldn't sell him the land so that he could develop a shopping center», she said. 6. Molly looked at the clock on her dashboard, it was half pass four, and the sun had the peculiar late afternoon slant of pale winter light. 7. Shivering, Molly Stonehouse leaned on*

is windowsill. 8. The two men had remained in touch throughout the years, but Molly had been so overcome with grief when Ethan died that she had neglected to get in touch with Neil. 9. Nantucket was now the wailing capital of the world, but there were more than a few islanders who never even seen a whale. 10. While they had no choice but to rebuild the Essex's upper works, there could well have been suspicious areas below the waterline that they chose to address at a later time, if not ignore. 11. Alexis de Tocqueville, after visiting Algeria in 1946, claimed that the savage nature of the war there was turning French soldiers into bloodthirsty brutes. 12. When combined with the fact that anti-Western and antiimperialist movements were sprouting up with increasing regularity in those far corners, the destructive potential of this trend was magnified dramatically.

#### **Exercise 42.**

#### **Replace the simple sentence and explain why.**

1. Except for the slight fluttering of his cape caught by the wind, he was as motionless as a statue. 2. Molly glanced at Joy, who silently left the room. She heard her soft tread on the stairs. 3. But still she cried out sharply when her fingers touched something soft and cold. Gloves! Gratefully Molly pulled them on. They must have fallen to the floor when she slid from the seat to hunt for Augusta. 4. The familiar song ricocheted through her mind like a bouncing ball. 5. Three times – from 1839 to 1842, in 1878, and again in 1879 – the British went to war in Afghanistan to forestall Russian designs. 6. Instead they left the harvesting of whales that washed up onto the shore (known as drift whales) to the Wampanoag. 7. To off-islanders it was clear that these children were a distinctive class of juveniles, accustomed to consider themselves as predestinated mariners. 8. That July and August the stench rising from the wharf must have been pungent enough to gay even a veteran whale man. 9. All it took was one walk through its narrow sandy streets to discover that despite the stately church towers and the occasional mansion, Nuncket was a far cry from Salem. 10. Over the last decade and a half,



*the ship had done well by her Quaker owners, regularly returning at two-year intervals with enough oil to make them wealthy men. 11. What a liar you are! 12. Hope you slept all right in that relic of bed.*

### **Exercise 43.**

#### **Replace a complex sentence and explain the reasons for doing so.**

*1. Violent as it was, the anarchist movement never represented a truly significant threat either to established business interests or to the stability of Western governments. 2. Most imperialist statesmen of true stature – including Americans such as Theodore Roosevelt, who pushed hard for the annexation of the Philippines after the American war with Spain in 1898 – genuinely believed that they were performing a moral service by bringing Western liberal democracy to the world. 3. President Truman relieved Forrestal of his duties, after which the secretary underwent a severe mental collapse, insisting that a coalition of communists, Jews, and other members of the Truman administration were «after him». 4. Molly swore under her breath as she stubbed her toe on a rocking chair. She watched the quiet light loiter over dark oak floors and creep up the marble topped dresser. 5. He unfolded the thick newspaper beside him and offered her a section, and Molly remembered with a shock that it was Sunday. 6. In 1810 there were forty-seven fatherless children on Nantucket, while almost a quarter of the women over the age of twenty-three (the average age of marriage) had been widowed by the sea. 7. It was largely the women who maintained the complex web of personal and commercial relationships that kept the community functioning. 8. «The gradual consumption of provisions and store keeps pace with the gradual accumulation of oil..., and a whale ship is always full, or nearly so, all the voyage». Jud followed them to the car, where he hoisted the busy cedar into the trunk and tied down the lid with a length of twine. 9. Finally, after what had seemed an endless wait, Nickerson was going to sea. 10. From the earliest times, the appearance of a comet was interpreted as a sight that something unusual was*

*about to happen. 11. Nantucket's. English settlers, who began arriving in 1654, had been mindful of the sea's dangers. 12. It was spectacularly profitable for those British or French businesses that gained access to such colonies, but the annual return to national governments themselves never exceeded, by most estimates, some 3 to 5 percent. 13. In fact, the companies that manufactured such arms were soon producing them so quickly that they required large numbers of new customers, and a burgeoning international arms trade grew out of the healthy one that already existed. 14. Their first boats were only twenty feet long, and they launched them from the beaches along the island's south shore. 15. Once they'd killed the whale, they towed it back to the beach, where they removed the blubber and boiled it into oil. 16. If you should wish to see any man, you need but ask the first inhabitant you meet, and he will be able to conduct you to his residence, to tell what occupation he is of, and any other particulars you may wish to know.*

#### **4.1. Thematic relations and their transmission.**

Transformations of any type are subordinated to a single goal to adequately convey the original text. To determine which transformations should be made, the text is subjected to pre-translation analysis. One of its tasks is to find out what means in the English text (lexical, grammatical, stylistic and intonational) to achieve the communicative goal. Since the basic communicative unit of language is a statement unit is a statement in the form of a sentence, then it is necessary to establish its logical and grammatical organization. It includes the semantic richness of the word or phrase is involved, their contextual relations, grammatical relations in which they and their position within the sentence.

Determining the logical and grammatical organization of a sentence is possible by establishing what is the rema (predicate, the purpose of information for which the statement is made) and the topic (secondary, already known data). Correctly established connections within sentences allow us to more accurately understand the development of the story and build it logically. As you know, topic-

relations in English are established in different ways. The logical center of a sentence in English can be identified by a variety of means: logical emphasis, by content and by contact (through the formation of a chain contact, parallel or linear communication), grammatically (thanks to the artichoke, passive construction with or without the addition of «by»), lexical (with or without), lexically (using words with a distinctive and restrictive meaning, which usually come before the word-carrier of the new one), positional (by inversion); and, of course, contextually.

#### **4.2. Syntactic ways of expressing a ‘merk’ (rema).**

The way of expressing a rema through positioning in an English sentence is that the arrangement of words is inversely, with a change in its usual structure. The most used are the construction "there is / there are", the phrase "it is ... that", passive construction, inverting sentence members (predicate, application). When translating, a rema is distinguished as a result of syntactic, grammatical and lexical transformations. Among the syntactic ones, as a rule, the possibility of changing the order of words in a sentence is considered first of all. In order to distinguish the rema positional, we need to take into account the peculiarities of the Ukrainian sentences, in which the location of the target of the statement tends to the end of the sentence. The location of the rema at the end of the sentence is the most typical for the information structure of a sentence. There are cases when, when determining the novelty of information there is a question of choosing in favor of one or another option.

In such cases, the rule of «monorema» (completely new information that appears in the text for the first time) and «diremas» (information that was mentioned earlier, indirectly or is common knowledge). When determining the primacy and degree of novelty of information, preference is given to the «monorema». If you need to make a choice, you need to remember some distinctive characteristics of a monorema. Thus, its formal indicators can be the indefinite article, logical emphasis by introduction of additional units into the

predicate, change of the usual position of the distributive words and pointers to the logical center of the statement. Transmission of a hole also requires significant transformations, which can be substitutions of parts of speech and sentence members. For example, the subject can be transformed into a circumstance of time, reason, purpose, mode of action, or a direct or indirect addition, or a feature of the subject. Or, if the English subject is expressed in a non-standard way (represented by a verb) in a non-standard way (represented by a verb in the passive form or a formal subject), other transformations will be required, depending on the situation. All these and other transformations are aimed at overcoming differences in the communicative structure of English and Ukrainian utterances and are used in the scheme of the actual membership scheme.

#### **Exercise 44.**

**When translating the sentences, identify the subject (and if possible monorema and direma) and topic, how they are expressed in and explain how they are expressed in the English sentence.**

1. *"French opera is to my taste", the man said.* 2. *If you only think so, you must find a way of convincing her.* 3. *I was never without my sketchbook, which was a sort of visual diary of my trip.* 4. *People still did things the old way in Cheshire.* 5. *Mahogany chests, gilded eagles, and polished silver sauce boats glimmered from a succession of exquisite booths.* 6. *Arrangements of stargazer lilies, snapdragons, spider chrysanthemums, and eucalyptus bloomed from a pair of cast-iron urns.* 7. *London in 1750 was the most modern city in the world.* 8. *Middle-class matrons streamed back and forth along the city's mud dye streets.* 9. *A Cheshire farmer probably ordered the blue blanket chest.* 10. *Loomis made furniture for the minister in lieu of paying his church taxes.* 11. *Hammers and clamps hung from sawhorses.* 12. *Bottles of stains and varnishes lined the shelves in neat rows.* 13. *A new chair might appear in town one day.* 14. *In every comer, arrangements of flowers stood in Chinese vases.* 15. *A charity called the East Side*

*Settlement House runs the Winter Antiques Show for a week each January. 16. A number of interesting people had owned it for over the past several years. 17. He ran a woodworking shop at the centre of town. 18. Some of the antiques had sat in palatial country homes, where their owners rarely so much as touched them. 19. «I can speak English. I can write English», he said, 20. My one pass at her had been a humiliation for us both, but neither was I submissive. 21. Sick at heart as they prepared to blow their ships into the air the crews of her sister ironclads suddenly broke into wild cheering. 22. It has been pressed into service. 23. A man appeared – not a squat Sicilian farmer but a tall elegant-looking man in a soft yellow sweater and light-coloured slacks and sunglasses. He greeted us. 24. Besides, her air of spiteful superiority was like a goad to me. 25. The personality of a director is the deciding factor to me. 26. Everything had been transformed: magic. 27. Many years passed since then. 28. She was wearing the dress I liked the most, a white crocheted one. 29. The early post war years saw a reappraisal of values. 30. The next three days were the same – the same shopping, the same waiting, the same snubs, even the same startling glimpses of her body. 31. The statement and her accent told me she was German. 32. She didn't answer. «I have one, I like so, not large» – but her slender measuring hands made it seem large – «however, yes, it is a Tiziano». 33. I was informed that I was not dinner guest. But once again I was surprised how, in the manner of trying to appear casual, Haroun was manipulating she situation. 34. So in that way I was informed that I was not a dinner guest. 35. Another obvious trait of very rich European aristocrats was their literal mindedness. 36. What I have never said is that the most resourceful storytellers the ones who avoid a particular story, the only story the teller has; the very avoidance of it is the reason for the other wilder tales. 37. In front of the map stood a little man wearing a fur-lined coat. 38. Dealers usually require a year to stockpile a booth full of objects worthy of the Winter Show. 39. Change came slowly lo a place like Cheshire. 40. No such madness had yet infected Cheshire. 41. Against the white walls, Giampietro had placed such objects as a Goddess of*

*Liberty weathervane, circa 1865, which he had priced at \$95.000. A large wooden Indian in a painted blanket headdress stood in one corner. A Pennsylvania chest, a Navajo blanket, and a portrait by an itinerant artist named George Hartwell also awaited prospective new owners. 42. Sotheby's threw a cocktail party on Monday evening to inaugurate the largest auction of the year in the world of American antiques*

#### **4.3. The construction there is / there are.**

It is used to predict the existence or spatial localization of the subject. In the Ukrainian language, in similar cases, verbs of broad similar cases, verbs of broad semantics (be, exist, meet, stay, hang, lie, stand, etc.). Their selection depends on the lexical content of the statement in Ukrainian. Inverted word order, which is usually present in an English sentence, is not transmitted in this case, is not transmitted, and the word denoting the predicate is placed at the end of the phrase. If such a construction is used without circumstance of place or it is placed at the beginning of the sentence, then there is no need for structural rearrangements are not necessary.

#### **Exercise 45.**

**When translating the following sentences, put the words in the correct order the necessary word order. Identify the semantic field and make a lexically justified choice of the verb in the Ukrainian clause to express the construction there is / there are.**

*1. Interestingly, though, there are a few exceptions. 2. There are unfilled jobs for bus drivers. 3. It is very pretty and spirited, what the poets tell us about Thermopylae, but there was as much patriotism at one end of the pass, as there was at the other. 4. There is a thunder in Europe, but if the storm ever breaks it is in America that the lightning will fall, for here is a great vortex which the decivilizing agencies are pouring into without obstruction. 5. In medicine there has*

*been discovered but a single specific. 6. Between their inception and their present stage of development there is scarcely the beat of pendulum; and already, by corruption and lawlessness, the people of both continents, with all their diversities of race and character, have shown themselves about equally unfit. 7. There was something anxious in Haroun's helpfulness that suggested he was afraid of Graf. 8. There are certain pieces that not only sum up the potentials that seem inherent in that form but that seem to surpass them. 9. «Yes, you are welcome», the man said in English, which disconcerted me. «Over there is a little pond, with ducks and many flowers for you». 10. There was no reason to believe that Germany's former enemies, particularly the French, would not seize the first opportunity to annex German territory or squeeze more penalties out of the already starving German people, particularly after the Great Depression struck. But there were already more than enough anarchists in America to do a great deal of harm, as evidence by McKinley's death at the hands of Leon Czolgosz, a creature so unbalanced that even many anarchist groups had been reluctant to allow him into their ranks.*

#### **4.4. The word patterns it/this is ... that/who.**

This turn of phrase, which is involved in the semantic amplification of the predicate, can serve to emphasize any member of the sentence (except for the predicate), which can be, among other things, a complement with preposition «by» in a passive construction. It is possible to transmission both with a change in the order of words in the sentence and with its preservation in the same order. If the English and Ukrainian carriers of the topic and the Ukrainian carriers of the topic and the subject coincide, words of distinctive and restrictive meaning can serve as a means of emphasizing the new.

#### **Exercise 46.**

**Name the members of the sentence that are distinguished by the constructions it/this is ... that/who, and also select the words of emphatic and restrictive meaning, if necessary. Consider the possible translations of the sentences and explain them.**

*1. It is they who, preventing concentration and regulation of unabolishable evils, promote their distribution and liberty. 2. It is a universal weakness to disparage the knowledge that we don't possess, but it is only my own beloved country that can justly boast herself the last refuge and asylum of the impotents and incapables who deny the advantage of all knowledge whatsoever. 3. M. Casiniir-Perier did not seek the Presidency of French Republic; if was thrust upon him against his protestations by an apparently almost unanimous mandate of the French people in an emergency which it was thought that he was the best man to meet. 4. It was true that I knew nothing of aristocracy, while she was a countess. 5. Yet the concerns of international commerce in 1990 were strikingly similar to those in 2000: questions of international tariff rates and hade wars, of the impact of immigration, of the encroaching influence of Western goods and cultures in less developed countries, of how to regulate (or avoid the regulation of) the exploitation of global natural resources, even of how to open the Chinese market to greater economic penetration – all these were pressing issues a hundred years ago. 6. And when the Germans attempted to counteract the blockade through the only effective means at their disposal submarine warfare against merchant chipping it was Churchill who schemed endlessly to get the submarines to provide some sort of an «incident» that would lead to the entrance of the neutral United States into the war on the Allied side.*

#### **4.5. Splitting a sentence.**

This translation technique is aimed at overcoming grammatical and pragmatic problems that may arise when translating a sentence directly from



English into Ukrainian. There are two types of division: topical, related to the context and logic of the presentation, which is based on analysis, the purpose of which is to establish the semantic center; and formal and grammatical, which is expressed in the replacement of the subject and predicate. Often, both occur simultaneously or mixed. Such substitutions can occur for various reasons, among which the most common are differences in language structure.

It is known that the implicit structure of the English language has confirmed in grammatical expression in the form of various independent constructions. The explicit structure of the Ukrainian language involves the use of extended means of communication, which are used for both grammatical and pragmatic reasons considerations. If grammatical transformations result in too many subordinating or other syntactic phrases, they lead to difficulties of perception either due to communicative redundancy or stylistic complexity. In this case it is advisable to use the method of division.

According to the norms of the Ukrainian language, one sentence may include several subject situations that have their own grammatical expression in the form of syntactic determiners, participial phrases, and various subordinate clauses. Therefore, as a result of syntactic transformation, a single complex sentence can be transformed in different ways. Internal transformations can be made transformations can be made, as a result of which a simple English sentence is replaced by a Ukrainian compound or complex sentence. As a result of a possible breakdown of one sentence, two or more simple ones may appear two or more simple ones.

#### **Exercise 47.**

**Turn the following complex sentences into simple ones by splitting them. Pay attention to the accompanying grammatical changes and explain them.**

1. In 1879, with their attention focused on Afghanistan, the leaders of the empire received the shocking news that a significant British military force had been massacred in South Africa by a Zulu army that as yet was fighting with little more than spears. That eventual incident, of course, was the sinking of the passenger liner *Lusitania* – an event that Churchill could scarcely have done more to facilitate if he had been steering the ship himself. 2. Idealization of «noble savages», far less prevalent than it was among the French in Quebec, coexisted with interest in Christianizing «pagans» and the dominant goal of repressing, expelling, or killing «beasts» viewed as threats to civilization. 3. First settled by the French at the end of the seventeenth century, ceded to Spain in 1763, and briefly reacquired by Napoleon in 1800 before being sold to the United States in 1803, colonial Louisiana lacked the overwhelming staple-crop domination of Britain's plantation colonies. 4. Old George, his dad, died suddenly in 1727 on holiday in Holland, and the prince was crowned before the old man was cold. 5. This took place when another Stuart pretender to our throne, Prince Charlie, (known rather «campily» as Bonnie) landed in Scotland with seven of his mates to stir up the heavy Highlanders again. 6. He just ran away with his son, only a nipper, to France where Louis XIV was really pleased to have them, as he was looking for any excuse to attack England. 7. The Irish, always ones to be difficult, decided to support James and invited King Louis over to form a Catholic army to fight the English. They decided first to besiege and then rout the remaining Protestants in Londonderry (a bit like IRA are trying to do now). 8. Orange Billy', as he was known, called up his old Dutch mates, who still thought the French were creeps, and Anglo-Dutch Army met the O'Frogs on the banks of the Boyne in 1640. 9. This rough, tough way of setting up a Republic upset the rest of Europe, and soon France was at war with most of it –and doing surprisingly well. 10. There was so much fuss, however, that Pill resigned, and the strain of losing finally sent poor George completely. 11. While she was on holiday abroad, he wrote and offered her 50.000 not to come home. 12. Starting with Abdur Rahman Khan, this

effort culminated in the region of Amanullah (1919–1929), when Afghanistan fought a successful third war against the British, built up modern institutions of government, developed secular education, and encourages women to remove their veils, among other reforms. 13. The Daoud government was itself overthrown by a violent communist uprising in 1978, which ushered in a long period of conflict. 14. There may be decent prospects tin a strong economic recovery in the short ran, provided certain preconditions are met, principally on the security improvements, the government's continued commitment to sound economic management, and continued donor support. 15. Large numbers of foreign nationals, from Pakistan and many Arab countries came to Afghanistan, attracted by the Taliban's particular brand of radical Islam, and with plans to undertake military training in camps ran by Al-Quaeda. 16. The day dawned fine and clear, another Sicilian day of blazing heat, and I loved everything I saw and smelled – the prickly aroma of pine needles and hot bricks the whiff of salt water from the blue sea, my freshly laundered clothes, the new espadrilles I had bought in town, my breakfast of fruit and coffee, my body outstretched on the chaise lounge. 17. Passions stirred beneath Nantucket's Quaker facade. Life might seem restrained and orderly as hundreds, sometimes thousands, of people made their way to meeting each Thursday and Sunday, the men in their long dark coats and wide-brimmed hats, the women in long dresses and meticulously crafted bonnets. 18. Whether or not they called Boston home, most of them had probably spent more than a few nights in the boardinghouses in the waterfront area of the North End of the city – a place notorious as a gathering place for itinerant seamen, black and white, looking for a berth.

#### **4.6. Combining (merging) sentences.**

If syntactic and stylistic norms require it, the reverse of dismemberment is used. It consists in replacing two or more simple English sentences into one by joining them.

### **Exercise 48.**

**When translating sentences, use the technique of combining.**

*1. Small numbers of Indian slaves persisted into the nineteenth century. Others intermarried with Africans, and their descendants blended into the black population. 2. Exports will grow gradually toward 12 percent of GDP (= BBII) in 2010. Government revenues would increase gradually to 7,2 percent by 2010. 3. There are 29 provincial offices, or Mustoufiats, that coordinate fiscal operations. Reports have to be submitted from the Mustoufiats to the General Revenue Administration. 4. He was swiftly replaced by a chap named Henry Pelham, who, with his fearfully corrupt brother, The Duke of Newcastle, managed to string the war out for eight years, settling nothing. All it did manage to achieve was a unique opportunity for another Jacobite rebellion called the '45. 5. In those days I travelled with one change of clothes. I wore a seersucker jacket over a T-shirt, and a pair of jeans. 6. Immense block-and-tackle systems were strung from the ship's masts to the wharf to haul the ship onto her side. The exposed bottom was then sheathed in copper to protect the ship from marine growth, which could turn her four-inch-thick oak hull planking into a soft, porous veneer. 7. He wasn't going alone. His friends Barzillai Ray, Owen Coffin, and Charles Ramsdell, all between the ages of fifteen and eighteen, were also sailing on the Essex. Owen Coffin was the cousin of the Essex's new captain and probably steered his three friends to his kinsman's ship. Nickerson was the youngest of the group. 8. Russell's promotion allows the former first mate, George Pollard, Jr., to take over command of the Essex, and one of the boat-steerers (or harpooners), Owen Chase, to move up to first mate. Three other crew members were elevated to the rank of boat-steerers.*

### **4.7. Parallel structures.**

Parallel constructions (syntactic repetition), which are characteristic of the English language, are an effective syntactic means of rhythmic organization of the

text, as it gives it logical clarity and expressive coloring. They are used to highlighting the words or phrases that are most important in conveying the overall idea importance in conveying the general idea and meaning. Due to the fact that in not only semantics and structural connections of repeated elements, repetition, being a stylistic technique, is a complex lexical and syntactic linguistic that requires attention when translating.

Repetition can be accomplished either by direct repetition of a linguistic unit, or through substitution (for example, by pronominalization), or through its extension. Depending on the type of repetition, it performs certain expressive, semantic and stylistic functions.

Parallel constructions are complex in composition, and when they are transmitted in a series of structure, and their transmission in some cases requires a number of various complex transformations are required. If they are removed, it must be motivated or compensated for in some other way. Methods of translating parallel structures depend on their nature. In order to recognize them more easily, you should consider what type of syntactic repetition – full or partial parallelism – you have to deal with.

Parallel constructions consist of members that may coincide with or differ from the members of the sentence. These members can be in different relationships with each other: complete parallelism, no parallelism between the corresponding correspondents and inconsistency with members of other parallel structures.

In full parallelism, being in the same type of syntactic relations, maintaining the same word order, parallel constructions always contain the same number of members, perform the same syntactic functions, have the same word order. They can be represented by a variety of types of sentences, from the simplest to the most complex, be independent or part of another figure.

Incomplete parallelism is observed when there is omission of one of the members or its extension at the expense of simple or complex (up to a sentence) units, or a change in the syntactic pattern, or there is another deviation.

The main difficulties in translating parallel structures are to preserve the rhythm of the original, which is designed to ensure a certain logic and expressiveness.

When translated, depending on the need, they can be transferred directly, by means of transformations or they can be removed. But in the latter case, their logical, stylistic, and semantic load is conveyed by other ways, which also include syntactic grammatical and lexical transformations.

When conveying parallel constructions, one should take into account their stylistic richness, which affects the presentation of information. They can play a meaningful role in formulating a problem, for combining, bringing together individual moments of the story with a common idea, or comparing them. However, their direct transmission or retention do not always contribute to the goal of achieving adequate translation. In the Ukrainian text, any transformations should be carried out under the provided that the semantic center of the English expression is preserved. And for a written Ukrainian text, as you know, the most universal means is the arrangement of words and the placement of the rema at the end of the sentence. Because of this, in some cases, the preservation of parallel constructions leads to a violation of topic-rema relations, and the semantic center of the statement remains unidentified. This is the case when the transmission of a parallel construction can be harmful, and in contrast to the English sentence, which emphasizes its logical side due to parallelism logical side is emphasized, in the Ukrainian version it is weakened or even incorrect.

In addition, the transfer of parallel structures affects the possibility of preserving the Angora features, which are expressed in the organization of the rhythm of the text and giving it emotional saturation by emphasizing certain moments of the statement.

### **Exercise 49.**

**Determine the nature and function of parallel constructions, their composition, the need to keep or remove them in translation, and as well as the ways of their transmission.**

*1. The most difficult thing is not to convince audiences to come and see my shows or to convince audiences that theatre is an extraordinary form of art, a form of expression, but to convince theatre people that theatre is the most fantastic thing. 2. People do theatre for all sorts of reasons. People do theatre in the meantime. People do theatre because they cannot afford to do film or to do TV. 3. It used to be that you'd buy a play because the play had not only been written by someone, but it had been staged. It had been through the meet grinder of the theatre production context. It had been through the meet grinder of actors. It had been through the hands of the stage architect, of a director, and all the others who had worked on it. 4. You have to attract them with arguments such as come and see, and you will not have to think. Come and see us, and you will forget about your life. Come and see us, and you will relax. 5. There are very few people in the world now who have chosen to do theater for theater, who have chosen to do theater not as a normal process towards film, as a normal process towards television. 6. As a theater person, I don't believe that you write theater alone. «Writing theater», that's one generalized idea that we have about theater, the theater is something that a writer does on his own. It's a collective process, and theater exists if there is an audience. 7. Self-knowledge has no end – you don't come to an achievement, you don't come to a conclusion. 8. If government has any meaning it means the restraint of the many by the few – the subordination of numbers to brains. It means the determined denial to the masses of the right to cut their own brains. It means the grasp and control of all the social forces and material enginery – a vigilant censorship of the press, a firm hand upon the church, keen supervision of public meetings and public amusements, command of railroads, telegraph and all means of communication. It means, in short, the ability*

*to make use of all the beneficent influences of enlightenment for the good of people, and to array all the powers of civilization against civilization's natural enemies – the people. 9. Before we can build, before we can transform, before we can condemn or destroy, we must know that which we are. 10. The problem is always new, whether it is a problem of starvation, a psychological problem, or any problem. Any crises are always new. 11. And it seems to me that without this understanding, without this experience, merely to read books, to attend talks, to do propaganda, it is so infantile – just an activity without much meaning, without this understanding, without this experience. 12. Perhaps that may be putting it very crudely, but that is actually what we want – knowledge that will give us pleasure, experience that will give us pleasure, a gratification that will not wither away by tomorrow. 13. So one of the fundamental causes of the disintegration of society is imitation, and one of the disintegrating factors is the leader, whose very essence is imitation. 14. Perhaps you can find gratification, but surely you cannot find happiness. 15. If we were both equal in thought, in feeling, there would be no respect, there would be no ill-will. 16. Stupidity is the giving of wrong values to those things which the mind creates, or to those things which the hands produce. 17. There is no end, there is no actor, because action with an end in view creates the actor. 18. When there is love, there is action, is there not? And is that action not liberating? 19. I can escape into illusions, I can run away from contention, strife, struggle; I can worship another; I can look for my salvation through somebody else. 20. But so long as I am ignorant of myself, so long as I am unaware of the total process of myself, I have no basis for thought, for affection, for action. 21. It is not dependent on any ideology, either on the left or the right; and if it is dependent on an ideology, then it is merely a matter of opinion. 22. Is the seeker different from the thing he seeks? When you say, «I am making happiness», is the seeker different from the object of his research? Is the thinker different from the thought? 23. We are concerned with livelihood, getting jobs, earning money; we are concerned with the relationship with our family or with our*



neighbours, and we are concerned with ideas and with beliefs. 24. Therefore, then, the problem is: Is there not action without this becoming? Is there not action without this pain, without this constant battle? 25. We follow authority – if not of a person, and then of a system, of an ideology –because we want a result which will be satisfactory, which will give us security. 26. What is that most of us are seeking? What is that each one of us wants? Probably most of us are seeking some kind of happiness, some kind of peace; in a world that is ridden with turmoil, wars, contention, strife, we want a refuge where there can be some peace. I think that is what most of us want. 27. But that is the last thing we want: to know ourselves. Yet that is the only foundation on which we can build. Before we can build, before we can transform, before we can condemn or destroy, we must know that which we are. If we are petty, jealous, vain, and greedy – that is what we create about us, that is the society in which we live. 28. So, before we give out minds and hearts to something which demands a great deal of earnestness, attention, thought, care, we must find out, must we not?, what it is that we are seeking, whether it is happiness or gratification. 29. Mere isolation in an enclosing idea is not a release from conflict. So we must find, must we not? – what it is, inwardly, as well as outwardly, that each one of us wants. Have you got to go to somebody to find out? Yet that is what we are doing, is it not? 30. We want something that will endure everlastingly, which will gratify us. If we strip ourselves of all the words and phrases, and actually look at it, this is what we want. 31. The solution obviously lies in the creator of the problem, in the creator of the mischief, of the hate and of the enormous misunderstanding that exists between human beings. The creator of this mischief, the creator of these problems, is the individual, you and I, not the world as we think of it. 32. The desire to achieve an end brings about will, which is the actor – I want to achieve, I want to write a book. I want to be a rich man, I want to paint a picture. 33. The will to be is the will to become, at different levels of consciousness, in different states, in which there is challenge, response, naming and recording. 34. One is to be aware of this total process, of how ideas come into

*being, how action springs from ideas, and how ideas control action and therefore limit action, depending on sensation. 35. In that moment of anger there is neither the experiencer nor the experience; there is only experiencing. But the moment you come out of it, a split second after the experiencing, there is the experiencer and the experience, the actor and the action with an end in view – which is to get rid of or to suppress the anger. 36. So long as there is mentation, so long as there is shaping of action by an idea which is experience, there can be no release; and so long as that process continues, all action is limited. 37. But is there an action when there is no ideation? Surely there is such action when the idea ceases; and the idea ceases only when there is love. Love is not memory, love is not experience, love is not thinking about the person that one loves, for then it is merely thought.*

## CHAPTER 5. TEXTS FOR TRANSLATION

### TEXT 1.

Presidential Address Mr. Speaker, Mr. President Pro tempore, members of the Congress, and fellow-Americans! In the normal course of events, presidents come to this chamber to report on the state of the Union. Tonight, no such report is needed: it has already been delivered by the American people. We have seen it in the courage of passengers who rushed terrorists to save others on the ground. We have seen the state of our Union in the endurance of our rescuers working past exhaustion; we've seen the unfurling of flags, the lighting of candles, the giving of blood, the saying of prayers in English, Hebrew, and Arabic. We have seen the decency of loving and giving people who made the grief of strangers their own. My fellow-citizens, for the last nine days the entire world has seen for itself the state of our Union — and it is strong! Tonight we are a country awakened to danger and called to defend freedom. Our grief has turned to anger, and anger to resolution. Whether we bring our enemies to justice or bring justice to our enemies, justice will be done. And, on behalf of American people, I thank the world for its outpouring of support. America will never forget the sounds of our national Anthem 46 playing at Buckingham Palace, on the streets of Paris, and at Berlin's Brandenburg Gate... Nor will we forget the citizens of eighty other nations who died with our own: dozens of Pakistani, more than a hundred and thirty Israelis, more than 250 citizens of India, men and women from El Salvador, Iran, Mexico and Japan, and hundreds of British citizens... On September the eleventh, enemies of freedom committed an act of war against our country. Americans have known wars, but for the past 236 years, they have been wars on foreign soil, except for one Sunday in 1941. Americans have known the casualties of war, but not at the center of a great city on a peaceful morning. Americans have known surprise attacks but never before on thousands of civilians. All of this was brought upon us

in a single day, and night fell on a different world: a world where freedom itself is under attack.

*C-SPAN Archives. U.S. House of Representatives, Washington DC, 2001.*

## **TEXT 2.**

What is a Melody? From 1958 to 1969, L. Bernstein was conductor and musical director of the New York Philharmonic, sometimes, as piano soloist, conducting from the keyboard. With this orchestra, he made several international tours in Latin America, Europe, the Soviet Union and Japan. His popularity increased through his appearance on television not only as conductor and pianist but also as a commentator and entertainer. Up to 1973 Leonard Bernstein and the New York Philharmonic thrilled audiences with wonderful concert experiences geared for children and presented in sparkling music-with-commentary format. Bernstein's sheer creative energy imbued each topic (What Does Music Mean? What Is Classical Music? What Is a Melody? What Is American Music? and more) with such unique charm that learning became entertainment. Viewed nationwide on television, the Young People's Concerts «tuned in» an entire generation of music lovers. ... Last time we were so preoccupied with the new science of acoustics that we didn't get to talk very much about music. So, today we are going to make up for lost time and talk about the meat and potatoes of music, the main course, which is melody. Now, to some people music and melody are the same thing, it's the whole meal, so to speak; when you think of music you think of melody right away, and they're right in a way because what is music, anyway, except sounds that change and move along in time, and that's a definition of melody too: a series of notes that move along in time one after another. Well, if that's true then it's almost impossible to write music that doesn't have melody in it. I mean if a melody is simply one note coming after another, how can a composer avoid writing melodies if he just writes notes? For example, he writes one note... then he writes another..., well that's already a sort of melody, 59 it's a two-note

melody. Sort of. Then he adds another note... Well, it's already more melodious, isn't it? But if he then adds a few more... Oh, we've got Mendelssohn's 'Wedding March'! See how simple it is? Where there's music there's melody. Can't have one without the other. Well then, why do so many people complain about music that has no melody? Some people say they don't like Bach's fugues because they don't find them melodic and others say the same thing about Wagner operas, and others about modern music, and others about jazz. What do you suppose they mean when they say it's not melodic? What are they talking about? Isn't any string of notes a melody? Oh, I think the answer is in the fact that melody can be a lot of different things: it can be a tune, or it can be a theme, or a motive, or a long melodic line, or a bass line, or an inner voice, and the minute we understand the difference among all those kinds of melody, then I think we'll be able to understand the whole problem.

*From Philharmonic Hall in Lincoln Center, a New York Philharmonic Young People's Concert under the musical direction of Leonard Bernstein. New York, 1973.*

### **TEXT 3.**

Anne Says Her Prayers When Marilla took Ann to bed that night, she said stiffly: «Now, Anne, I noticed last night that you threw your clothes all about the floor when you took them off. That is a very untidy habit, and I can't allow it at all». «I was so harrowed up in my mind last night that I didn't think about my clothes at all», said Anne. «I'll fold them nicely tonight. They always made us do that at the asylum. Half the time, though, I'd forget, I'd be in such a hurry to get into bed nice and quiet and imagine things». «You'll have to remember a little better if you stay here. Say your prayers now and get into bed». «I never say any prayers», announced Anne. Marilla looked horrified astonishment. «Why, Anne, what do you mean? Were you never taught to say your prayers? God always wants little girls to say their prayers. Don't you know who God is? » «God is a spirit,

infinite, eternal and unchangeable, in His being, wisdom, power, holiness, justice, goodness, and truth», responded Anne promptly and glibly. «We learned that at the asylum Sunday school. I liked it pretty well. There's something splendid about some words. 'Infinite, eternal and unchangeable'. Isn't that grand? It has such a roll to it — just like a big organ playing. You couldn't quite call it poetry, I suppose, but it sounds a lot like it, doesn't it? » «We are not talking about poetry, Anne — we are talking about saying your prayers. You must kneel down». «Why must people kneel down to pray? If I really wanted to pray, I'll tell you what I'd do. I'd go out into a great big field all alone or into deep, deep woods, and I'd look up into the sky — up — up — up — into that lovely blue sky that looks as if there was no end to its blueness. And then I'd just feel a prayer. Well, I'm ready. What am I to say?» «You are old enough to pray for yourself, Anne. Just thank God for your blessings and ask Him humbly for the things you want». «Well, I'll do my best», promised Anne, burying her face in Marilla's lap. «Gracious heavenly Father — that's the way the ministers say it in church, so I suppose it's all right in a private prayer, isn't it?» «Gracious heavenly Father, I thank Thee for the White Way of Delight and the Lake of Shining Waters and the Snow Queen. I'm really extremely grateful for them. And that's all the blessings I can think of just now to thank Thee for. As for the things I want, they're so numerous that it would take a great deal of time to name them all, so I would only mention the two most important. Please let me stay at Green Gables; and please let me be good-looking when I grow up. I remain, Yours respectfully, Anne Shirley». «There, did I do all right? » she asked eagerly, getting up. «I could have made it more flowery if I'd had a little more time to think it over». Poor Marilla was only preserved from complete collapse by remembering that it was not irreverence, but simply spiritual ignorance on the part of Anne that was responsible for this extraordinary petition. «I've just thought of it now. I should have said 'Amen' in place of 'yours respectfully', shouldn't I? — the way the ministers do. I'd forgotten it, but I felt a prayer should be finished off in some way, so I put in the other. Do you suppose it

will make any difference?» «I — I don't suppose it will», said Marilla. «Go to sleep now like a good child. Good night». «I can say good night now with a clear conscience», said Anne, cuddling luxuriously down among her pillows...

*L. M. Montgomery. Anne of Green Gables.*

#### **TEXT 4.**

The Dream Keeper Once, long ago, there was a girl who could talk to the birds. When she was little, she was happy. She walked in the forest and played by the stream and never thought about her purpose in life. But as she grew older, she asked: Why am I here? Where am I going? Who am I? But no one could answer these questions, so one day she walked into the forest. Maybe the birds will know, she thought. They are my friends and I will talk to them. Surely they know their purpose. Maybe they know mine, too. She walked until she saw a beautiful eagle. «Eagle», she asked, «What is your purpose?» «To fly above the earth», the eagle replied. «From there I can see all things». Next she saw a hawk. «Hawk», she asked. «What is your purpose?» «To be a messenger», the hawk replied. «I bring news of things to come». Then a tiny hummingbird flew by. «Hummingbird», she asked. «What is your purpose?» «To love the flowers», the hummingbird replied. «My wings are their music». Then she saw a graceful swan. «Swan», she asked. «What is your purpose?» «To live in beauty», the swan replied. The girl was sad. «I know the purpose of all the birds», she said, «but what is my purpose?» Then a dragonfly with wings like paper flew by. The dragonfly saw the girl and saw she was sad and wanted to help her. «And you, dragonfly», the girl finally asked. «What is your purpose?» «To help people find their dreams», the dragonfly replied. «Help me, then», the girl said, «I wish to know my dream». «You must visit the Dream Keeper», the dragonfly said. «She will tell you. She lives nearby». «Where is her house? » the girl asked. «The wind will tell you», the dragonfly replied and flew away. The girl listened for the wind, but the air was still. Then a soft breeze flew in the trees and she followed the breeze into the forest. Finally, the

breeze stopped and the forest was still. «Dream Keeper», the girl asked softly, and a voice as beautiful as spring whispered, «Ask your question». «I know the purpose of all birds», the girl said, «But what is my purpose?» «To find your dream and follow it», the Dream Keeper replied. «Then, tell me my dream», the girl said. «You are the Dream Keeper». «Come closer and I will whisper your dream into your ear. But you must be still. Listen. Listen. Hush». 75 The girl felt the breeze blow gently, oh, so gently into her waiting, waiting ear, and with a smile she recognized now and forever the voice of the Dream Keeper. Then from within her own heart she heard the music of the hummingbird, and she saw the beauty of the swan in the water, and she heard the sharp call of the hawk, and she flew high above the earth with the eagle, and she knew her dream and she followed it and she was happy.

*John Mundahl. Tales of Courage, Tales of Dreams. A Multicultural Reader. USA, 1993.*

### **TEXT 5.**

The Japanese Sense of Beauty The Japanese have a strong aesthetic sense: they beautify, embellish, adorn and decorate everything they touch. A sandwich in Japan is not just a sandwich; it is a work of art. It is cut into an artistic shape — it can be circular, octagonal, or star-shaped — and given a color scheme with carefully placed bits of tomato, coleslaw and pickles. There is, as a rule, a flag or some other decoration hoisted on top. Every dish is aimed at the eye as well as the palate. Every tiny parcel, from the humblest little shop, radiates some original charm or at least tries to, and reflects pride: look how well done it is! Every taxi-driver has a small vase in front of him, with a beautiful, fresh, dark-red or snow-white flower in it. Once I watched a man at the counter in a fish-restaurant. Sushi and sashimi — the famous raw fish of Japan — comes in many forms and cuts, and it takes about ten years for a man to reach the counters of a first-class establishment. The man I watched was not bored with his somewhat monotonous



job: he enjoyed every minute of it to the full, took immense pride in it. Michelangelo could not have set a freshly carved Madonna before you with more pride and satisfaction than this cook felt when he put a freshly carved piece of raw fish on your plate. The Japanese are unable to touch anything without beautifying it, shaping it into something pretty and pleasing to the eye. One evening I was walking in one of the slummy suburbs of Tokyo and saw a heap of rubbish outside the backyard of a factory. It was an immense mountainside of rubbish, but it was not just thrown out as it came: all the boxes were piled into graceful if somewhat whimsical pyramid, while the loose rubbish was placed on top as artistic and picturesque decoration. Someone must have spent considerable time in converting that heap of rubbish into a thing of beauty.

*The Land of the Rising Yen. Boston. Gambit Books, 1970.*

#### **TEXT 6.**

Watching Children (By Joyce Grenfell) Watching children, particularly when they don't know you are doing so, is a particular pleasure. Those quick changes of mood, for instance. Small boys who dribble an imaginary football down the street and then get more interested in trying to balance on the edge of the curb. And then stand quite still to think for a few seconds before jumping up and down with their feet together for no special reason, except that they feel like jumping up and down. Maybe the fact that I no longer feel in the least like jumping up and down adds to the interest. I once watched a child about two-and-a-half trying to stamp on little waves breaking across a wide Cornish beach. She stretched her hands out in pleasure with every little stamp and her bathing pants fell lower and lower, till she jumped them off altogether but didn't notice it, so intent was she on the important job of stamping on those waves. She sang to herself a sort of monotone running commentary on what she was doing and the sound of it, mingled with soft sea noises, made a most pleasing music. Some time ago, my housekeeper had to go away for a while, and her place was taken by an Australian

friend with a five-year-old daughter. Liesel couldn't be left at home, so she came to work too. She was very fair, nicely rounded, with fierce blue eyes and more curiosity than any human being I have ever met. In her it was an energy that if harnessed could have run an entire electrical plant. There was nothing idle about it, she wanted to know, and nothing short of picking her up bodily and removing her from the room could stop her knowing.

*L.G. Alexander. Longman Advanced Grammar. Reference and Practice Longman Group UK Limited, 1993.*

### **TEXT 7.**

Can't Say «No»... I am sorta smart and everyone wants to copy off of my paper. Some people want to, 'cause they think my answers are right and some do 'cause they just didn't do their work. Most of the people who ask to copy are my friends. Just recently, I typed up my notes to 1 a.m. to study for my finals. It took me at least, if not more than, an hour. And one girl asked me if she could run them off. I said yes. She ended up running off my notes for at least half of the class. That made me sooooo mad. I spent a lot of my time on that while everyone else just watched TV, talked on the phone, went shopping, etc. I really don't think that's fair! One day I went home and did my Science homework. When I came to school, no one in the whole class had done theirs assuming that they could copy it off of someone else. I gave my paper to one person and a lot of people got the answers from that person and so on. So, most of the class had MY answers. Anyway, what I want to know is how to tell people they can't copy, in a nice, considerate way without hurting their feelings or making them mad at me. 'Cause most of these people are my friends that I really like! Help! female, 14 yrs USA

### **TEXT 8.**

The correspondence between the heads of the Governments The correspondence between the heads of the Governments was conducted chiefly by

exchanging code messages through the Soviet Embassies in Washington and London and through the Embassies of the U.S.A. and Great Britain in Moscow. The messages were decoded in the respective Embassies and their texts delivered to the addressees in the original language. Some of the messages were delivered by diplomatic posts or by authorized representatives of the Powers concerned. No. 290 Received on April 13, 1945 PERSONAL AND TOP SECRET FOR MARSHAL STALIN FROM PRESIDENT ROOSEVELT Thank you for your frank explanation of the Soviet point of view on the Berne incident which it now appears has faded into the past without having accomplished any useful purpose. In any event, there must not be mutual distrust, and minor misunderstandings of this character should not arise in the future. I feel sure that when our armies make contact in Germany and join in a fully coordinated offensive the Nazi armies will disintegrate. No 291 Sent on April 13, 1945 FOR PRESIDENT TRUMAN Washington On behalf of the Soviet Government and on my own behalf I express to the Government of the United States of America deep regret at the untimely death of President Roosevelt. The American people and the United Nations have lost in the person of Franklin Roosevelt, a great statesman of world stature and champion of post-war peace and security. The Government of the Soviet Union expresses its heartfelt sympathy with the American people in their grievous loss and its confidence that 94 the policy of cooperation between the Great Powers who have born the brunt of the war against the common foe will be promoted in the future as well. J. Stalin No. 292 Received on April 18, 1946 PERSONAL AND TOP SECRET FROM PRESIDENT TRUMAN FOR MARSHAL STALIN I appreciate your kind and true statement of the contribution, which the late President Franklin Roosevelt made to the cause of civilization and your assurances with respect to the efforts, which we will make in common in this same cause. Ministry of Foreign Affairs of the U.S.S.R. Correspondence between the Chairman of the Council of Ministers of the U.S.S.R and the Presidents of the U.S.A. and the

Prime Ministers of Great Britain during the Great Patriotic War of 1941–1945.  
Volume Two.

*(Foreign Languages Publishing House. Moscow, 1957).*

#### TEXT 9.

Principal Types of Air Pollutants Carbon Monoxide (CO) is a colorless, odorless, tasteless and poisonous gas, slightly lighter than air that is produced by the incomplete combustion of the carbon in fuels. Carbon monoxide is emitted into the atmosphere in larger quantities than any other urban air pollutant. Background concentrations (from natural and technological sources) are presently estimated in the range from 0.29 to 1.15 milligrams per cubic meter (mg/m<sup>3</sup>), that is, 0.25 to 1 part per million (ppm).<sup>96</sup> The mean residence time of atmospheric CO has been estimated to be between one month and five years. Almost two-thirds of the carbon monoxide which ascends annually into American air space comes from internal combustion engines, mainly from gasoline-powered motor vehicles. Carbon monoxide emissions can be prevented by supplying enough air to insure complete combustion. Globally, CO does not threaten the atmosphere in the long range view. However, CO's rate of conversion to carbon dioxide (CO<sub>2</sub>) is unknown and so the accumulation of CO bears watching. Sulphur Oxides (SO<sub>x</sub>) are acrid, corrosive, poisonous gases produced when fuel containing sulphur is burned. Electric utilities and industrial plants are the principal producers since their most abundant fuels are coal and oil, which contain sulphur as an impurity. About two-thirds of sulphur oxides are emitted in urban areas. Factories and apartment buildings are big offenders. Densely populated cities are especially prone to have large emission rates. Sulphur dioxide (SO<sub>2</sub>) is the most prevalent oxide. It is a nonflammable, non-explosive colorless gas that most people can taste at concentrations from 0.3 ppm to 1 ppm (about 0.9 mg/m<sup>3</sup> to 3 mg/m<sup>3</sup>) in air. In the atmosphere, sulphur dioxide is partly converted to sulphur trioxide or to sulphuric acid and its salts by photochemical or catalytic processes. Sulphur dioxide has been involved in major

pollution emergencies in the USA (Donora, Pennsylvania, 1948; New York, 1966) which resulted in alarming increases in death rates. Sulphur oxide emissions can be reduced in three ways: (1) switching to low-sulphur fuels (less than 1 percent sulphur); (2) removing sulphur from fuels entirely and (3) removing sulphur oxides from the combustion gases. Globally, sulphur dioxide does not pose great danger. Much of it is oxidized or neutralized by airborne alkalies. Rain washes away the sulphur salts. All told, sulphur dioxide lasts probably less than fifty days in the atmosphere. But locally, it is the most toxic and dangerous pollutant of the air.

*The Complete Ecology Fact Book / edited by Philip Nobile and John Deedy. Anchor Books, N.Y., 1972*

#### **TEXT 10.**

Embassy of the Republic of Azerbaijan Beijing The Embassy of the Republic of Azerbaijan in Beijing presents its compliments to all Diplomatic Missions, Offices of the Organizations of the United Nations System in Beijing, to the Delegation of the Commission of the European Communities and to the Mission of the League of Arab States and has the honor to notify them about the state of affairs concerning the liberation of persons taken prisoners of war and hostages by the hostile sides in the dispute over Nagorny Karabakh. In commemoration of a year-long period of cease-fire in the area of crises, the sides pledged themselves to an exchange of prisoners of war and hostages in accordance with the principle «all for all». With the exception of convicted criminals, the Republic of Azerbaijan has set free all POWs and hostages listed in the documents of the International Committee of the Red Cross. The Armenians in Nagorny Karabakh which is a region of the Republic of Azerbaijan liberated (on June 8th, 1995) only 15 out of 112 men of Azerbaijan nationality listed in the IRC documents. Bringing these facts to your notice, the Embassy requests to inform the authorities of your countries and international organizations, and expresses a hope that they will take all necessary steps to urge the Armenian side in Nagorny

Karabakh, via the authorities of Armenian Republic, to liberate all the persons enumerated in the above-mentioned lists and still kept in captivity. The Embassy of the Republic of Azerbaijan in Beijing avails itself of this opportunity to renew to all Diplomatic Missions, Offices of the Organizations of the United Nations System in Beijing, to the Delegation of the Commission of the European Communities and to the Mission of the League of Arab States assurances of its highest consideration. 14 June, 1995 To all Diplomatic Missions, Offices of the Organizations of the United Nations System, 98 to the Delegation of the Commission of the European Communities, and to the Mission of the League of Arab States

#### **TEXT 11.**

**Income Statement History** The importance of the income statement has only recently been recognized. Before the early years of the 1900s, most companies did not publish income statements. It was believed that financial statement users needed to see the company's financial position on the balance sheet. Earning power was considered to be less important than the amounts of assets and liabilities. In fact, the only way to determine a company's net income was to look at the change in retained earnings for the year. No information was provided about revenues or individual expense items. Placing little emphasis on income statement was probably appropriate for the statement users of that time, since their main consideration was often the adequacy of assets that could be foreclosed on if the company failed to pay its debts. As stock market investors became common users of financial statements and as bankers became less inclined to foreclose on assets, the balance sheet lost some of its importance and the income statement became the primary consideration of statement users. In addition, increased emphasis was placed on the income statement by the growing number of investors in large companies. As ownership widened, the gap between ownership and management also widened, and owners knew less about the daily operations of

the business. They then required an income statement to ascertain the results of operations. Dale L. Flesher, Lawrence A. Kreiser, Tonya K. Flesher.

*Introduction to Financial Accounting. Boston, Mass., 1987*

## **TEXT 12.**

Norms When the explorer Captain Cook asked the chiefs in Tahiti why they always ate apart and alone, they replied, «Because it is right». If we ask Americans why they eat with knives and forks, or why their men wear 99 pants instead of skirts, or why they may be married to only one person at a time, we are likely to get similar and very uninformative answers: «Because it's right». «Because that's the way it's done». «Because it's the custom». Or even «I don't know». The reason for these and countless other patterns of social behavior is that they are controlled by social norms — shared rules or guidelines that prescribe the behavior appropriate in a given situation. Norms define how people «ought» to behave under particular circumstances in a particular society. We conform to norms so readily that we are hardly aware they exist. In fact, we are much more likely to notice departures from norms than conformity to them. You would not be surprised if a stranger tried to shake hands when you were introduced, but you might be a little startled if he or she bowed, curtsied, started to stroke you, or kissed you on both cheeks. Yet each of these other forms of greeting is appropriate in other parts of the world. When we visit another society whose norms are different, we quickly become aware that we do things this way, they do them that way. Norms ensure that social life proceeds smoothly, for they give us guidelines for our own behavior and reliable expectations for the behavior of others. This function of norms is so important that there is always strong social pressure on people to conform. There is a constant shift in the importance attached to some norms. Throughout most of the history of the Western world, for example, there have been changes in the norms concerning the length of men's hair. Thus, in the early United States, national heroes such as Washington, Jefferson, and Franklin

wore very long hair, even if it was in the form of wigs. But during the first half of the twentieth century, it was fashionable for men to wear their hair short. At first a folkway, this fashion gradually developed into one of American society's mores. In the 1960s, when young males once more began to grow their hair long, they found that much of adult society considered the practice morally offensive — outrageous, in fact. By the early 1970s, however, long hair on males had become almost a folkway, and today the society's norms allow males a much wider personal choice in the matter — although shorter hair is presently more fashionable. But in time, no doubt, the norms will change again, and people will be scandalized at long hair, short hair, dyed hair, hats, helmets, wigs, ribbons, or even bald heads on the young men, or young women, or both, of the future.

*Gary Ferraro. Cultural Anthropology: an applied perspective. West Publishing Company, 1992.*

### **TEXT 13.**

Teacher's Labor Contract XXX State Technical University City of XXX  
XXX State Technical University (hereinafter «University»), represented by Rector Yuri Ivanov and John William Smith, PhD (first, middle, last name, and degrees awards — hereinafter «Teacher»), agree to sign the following contract with provisions and terms listed below: 1. Teacher: John William Smith, (first, middle, last name) is employed with University in rank of Teacher, Department of: American Studies, for teaching English, and including all the usual and customary duties associated with said position. 2. Teacher vows to: 2.1. Faithfully execute the duties described in Point 1, above, and to abide by the rules outlined in the University Charter. 2.2. Observe reasonable rules of personal behavior and conduct and to abide by the items enumerated and detailed within this contract. 2.3. Inform the University and the Department of all instances in which teacher is unable to perform his/her respective duties. 3. Teacher's Rights: 3.1. To choose appropriate methods of teaching as he/she sees fit and to ensure the satisfactory academic



progress of the students within his/her charge. 3.2. To make use of the University's equipment and teaching aids, as such are available within the University. 3.3. Other rights, as specified and agreed to by the parties. 4. University vows to: 4.1. Ensure all facilities are reasonably maintained in a condition suitable for the performance of Teacher's duties, as described within this contract. 4.2. Inform Teacher of alterations to Teacher's schedule and to the curriculum, etc., as become necessary. 4.3. Not demand additional duties beyond those delineated within contract. 4.4. Ensure a safe working environment for Teacher, in accordance with the laws and regulations of Russia. 4.5. Keep Teacher informed and updated as to his/her rank and status within the University, in accordance with standards adopted by the National Education Board of the Russian Federation (adopted 15 September 1993, No. 207). 5. Teacher's Working Conditions: 5.1. In all instances of absence, including sickness, Teacher will be temporarily replaced by another Teacher of University's choice. 5.2. Other special working conditions: \_\_\_\_\_ 5.3. Salary will be paid in accordance with University's policies, or in accordance with other specified agreements. 5.4. Teacher will be eligible for a Regional Coefficient. 5.5. Other sources of funding, as applicable: \_\_\_\_\_ 5.6. Administrative leave: \_\_\_\_\_ 5.7. Administrative leave availability: \_\_\_\_\_ 5.8. Housing accommodations will be furnished by: \_\_\_\_\_ 5.9. Teacher will be eligible for sabbatical and refresher courses once every 5 (five) years. 5.10. Other terms stipulated: \_\_\_\_\_ 5.11. Contract period: \_\_\_\_\_ 6. If contract is broken by either party for a substantial reason, the teacher will be paid the usual/customary salary plus a severance package. 7. Special circumstances in which contract may be annulled: \_\_\_\_\_

Signatures: \_\_\_\_\_ Rector Ivanov \_\_\_\_\_ Teacher

#### **TEXT 14.**

Advice to International Passengers on Limitation of Liability Passengers on a journey involving an ultimate destination or a stop in a country other than the country of origin are advised that the provisions of a treaty known as the Warsaw Convention may be applicable to the entire journey, including any portion entirely within the country of origin or destination. For such passengers on a journey to, from or with an agreed stopping place in the United States of America, the Convention and special contracts of carriage embodied in applicable tariffs provide that the liability of certain carriers, parties to such special contracts, for death of or personal injury to passengers is limited in most cases to proven damages not to exceed U.S. \$75,000 per passenger, and that this liability up to such limit shall not depend on negligence on the part of the carrier. For such passengers traveling by a carrier not a party to such special contracts or on a journey not to, from, or having an agreed stopping place in the United States of America, liability of the carrier for death or personal injury to passengers is limited in most cases to approximately U.S. \$10,000 or U.S. \$20,000. The names of carriers, parties to such special contracts, are available at all ticket offices of such carriers and may be examined on request. Additional protection can usually be obtained by purchasing insurance from a private company. Such insurance is not affected by any limitation of the carrier's liability under the Warsaw Convention or such special contracts of carriage. For further information, please consult your airline or insurance company representative.

#### **TEXT 15.**

A Bit Faded But Still Bright Enough For Georgia's exuberant opposition, this month's election has shown up their president, Mikheil Saakashvili, as an arrogant despot — hardly better, they say with hyperbole, than Russia's Vladimir Putin. Having clipped their president's wings, Mr. Saakashvili's foes hope to take control of parliament in another ballot later this year. They may succeed. In

Ukraine, meanwhile, another flamboyant friend of the West, Yulia Timoshenko, has just convinced a finely balanced legislature to make her prime minister again. Her ousted rival, the pro-Russian Victor Yanukovich, made a bitter forecast of “trials... crisis and scandal”. He might well make a comeback. The news, in other words, is pretty good. Democracy, hard argument and open contest are alive, kicking and reasonably well in at least two countries where street protest prevailed against post-Soviet misrule in a spectacular way. In both countries «color revolutions» (Georgia’s, in November 2003, was rose-tinted, and Ukraine’s, a year later, was of an orange hue) have had confusing consequences. This confusion has exasperated both the Utopians who saw the street dramas as a contest between Western light and Soviet dark, and also cynics who insisted that wherever abuse of power is an ingrained habit, nothing can ever change. But Georgia and Ukraine are still, on balance, better places than they would have been if their revolutions had not happened. Admirers of the brave people who crammed the freezing streets of Kiev were baffled by what happened a few months later: the heads of the pro-Western camp (Ms Timoshenko and President Victor Yushchenko) had a public quarrel, allowing Mr. Yanukovich — who had been cast as villain-in-chief during the revolution’s headiest moments — to march temporarily back into government. A setback, it turned out, but no tragedy. Georgia’s let-down was slower to come, but the disappointment even sharper. Last November Mr. Saakashvili’s well-wishers were horrified when he used tear-gas and truncheons against a long-running street protest. But in recent days he has gone quite a long way toward 108 redeeming his good name by holding an election which, though clearly not perfect, was certainly keenly contested.

*The Economist. January 12th–18th 2008*

### **TEXT 16.**

Перебування журналістів «Дня» в Інституті філософії ім. Г. С. Сковороди під час вручення премій видатним українським філософам

запам'ятається надовго. У цей день, без перебільшення, ми були поряд з найбагатшими людьми України. Атмосфера неймовірна. Хвилі розумних ідей, манери, якщо, звісно, мати на увазі шкалу цінностей, де Розум у пошані, чудова музика (грав ансамбль старовинних інструментів «Silva rerum») – все це створювало неповторну ауру філософської шляхетності. Збірник вправ У цей день, як влучно висловився вчений зі світовим ім'ям – Євген Головаха, який виступив одним із ідейних організаторів вручення премій, присвяченій 90-річчю його матері Марії Злотіної, «професіонали вшановували професіоналів». Лауреатами премії імені Марії Злотіної за кращу філософську монографію останнього десятиріччя стали Степан Кошарний (помертньо) – «Феноменологічна концепція Едмунда Гусерля: критичний аналіз» та Андрій Баумейстер за монографію «Філософія права». Премію імені Сергія Кримського за найбільш новаторську філософську концепцію, викладену в наукових публікаціях, отримав Віктор Малахов за книжку «Уязвимость любви». До речі, за це Віктор Аронович від головного редактора «Дня» Ларси Івшиної отримав двотомник «Екстракт +200», де зібрані найкращі праці Сергія Борисовича. В газеті «День» виходила рубрика «Лавка філософа», яка стала своєрідною трибуною для інтелектуалів. У цей день також вшановувалася пам'ять і двох інших видатних українських філософів – Юрія Прилюка та Віталія Табачковського. Премію імені Юрія Прилюка за найкращий редакційно-видавничий проект у галузі філософії отримав «Європейський словник філософії. Лексикон неперекладностей. Том І». А премію імені Віталія Табачковського за кращу друковану працю молодого дослідника (до 35 років) у галузі філософії здобув Микола Симчич за книжку «Philosophia rationalis у Києво-Могилянській академії: компаративний аналіз могилянських курсів логіки кінця XVII – першої половини XVIII ст.» Але на цьому «бенкет розуму» не закінчився. Спеціальну відзнаку від Українського філософського фонду за видатне досягнення у царині філософії отримав Олег Хома, автор наукового

коментаря до видання «Думок» Б. Паскаля. Цей жанр дещо забутий, але завдяки таким людям, як Олег Хома, він відроджується. За його словами, повернення коментарів – це повернення історико-філософської культури, яка найбільше потрібна нашій спільноті. Зрештою, нашій спільноті потрібні філософи, без них не розберемось, і такі безпрецедентні події, як вручення премій за видатні досягнення у філософській науці. Як влучно висловились Лариса Івшина, «тому що це справжній острів розуму у світі високотехнологічного варварства». І те, що сьогодні на Інститут філософії не наведені камери загальнонаціональних каналів, говорить про перекіс у нашому суспільстві, який треба виправляти.

## **ТЕХТ 17.**

### **Частина 1.**

Війна з нападниками закінчилася. Але колишня столиця й найбільше місто – Стамбул – перебуває під управлінням англійських і французьких комендантів. У місті знаходиться і формальний глава держави султан Вахідедін, який давно став маріонеткою окупантів. Формально функціонує й уряд султана на чолі з Тевфік-пашою. Військова перемога мала бути закріплена політично й дипломатично. На порядку денному – скасування султанату і проголошення республіки. Під час вечері зі своїми соратниками газі вимовляє фразу: «Час настав. Спочатку ми розділимо султанат і халіфат, а потім скасуємо султанат, довівши, що верховна влада належить Великим національним зборам (ВНЗТ)». Дія настільки незвичайна й несподівана, що навіть деякі сподвижники Мустафи Кемалю не одразу сприймають цю пропозицію. Монарх у Туреччині в одній особі був як світським, так і духовним правителем: султаном і халіфом. Ось чому першим кроком мав бути поділ світської та духовної влади. Час іде. ВНЗТ починають обговорювати резолюцію про передачу всієї влади парламенту. Пристрасті розпалюються, Мустафа Кемаль особисто бере участь у дебатах, і йому

вдається переконати тих, хто мав сумніви. Деякі пропонують поіменне голосування, але головуючий газі відхиляє його: «Марно, я впевнений, що Великі національні збори одностайно приймуть принципи, спрямовані на збереження незалежності нації та країни назавжди... Прийнято одностайно!» – повторив Кемаль. 1 листопада 1922 року о 18 годині 30 хвилин султанат у Туреччині було скасовано. Приблизно через рік, 13 жовтня 1923-го, було введено республіканську форму правління і сформовано уряд на чолі з Мустафою Кемалем. Це означало істотний психологічний злам. Навіть через кілька років після проголошення республіки селяни в Анатолії щиро вірили, що Кемаль-паша і є новий султан. Що таке президент і республіка, їм було зовсім незрозуміло. За два тижні султан Вахідеддін, попри підтримку окупантів, вирішив залишити країну. На англійському кораблі він відплив на Мальту. Його двоюрідний брат Абдул-Меджид, наслідний принц, погодився стати халіфом, обраним Великими національними зборами. 20 листопада 1922 року Абдул-Меджид був проголошений халіфом мусульман і хранителем 20 О. В. Іванченко святих місць. Інtronізація відбувалася як традиційна церемонія у присутності делегації парламенту. Єдиним відступом було те, що новий халіф був одягнений у фрак у його турецькому варіанті – замість історичної мантиї, успадкованої від султана Мехмета, підкорювача Візантії. Як і очікувалося, новий халіф виявляє бажання відігравати важливу політичну роль. Коли Абдул-Меджид не зайнятий молитвами, він проводить зустрічі з іноземними дипломатами. Зі свого боку Кемаль заявляє, що національний суверенітет не ділиться на частини, він належить нації, і лише їй одній. У цих словах видно намір провести істотну секуляризацію. Але як досвідчений політик він розуміє, що суспільна свідомість ще не дозріла для подібних змін. Деякі депутати ВНЗТ вимагають визнати владні повноваження халіфа. Справа була навіть не в амбіціях халіфа, адже була достатня кількість способів їх обмежити.

## **ТЕХТ 18.**

### **Частина 2.**

Релігійний характер турецької держави навіть за республіканської форми правління увійшов у непримиренне протиріччя з необхідністю прискореної модернізації країни. І якщо російська православна церква стала частиною влади й ніколи їй не суперечила з часів царя Петра, то в Туреччині конфлікт мав об'єктивний характер через особливості ісламу як релігії, причому з тісним переплетенням релігійних і світських суспільних відносин. Більша частина релігійних діячів була опозиційно налаштована до нової влади й не схвалювала республіку. На думку російського тюрколога Кіреєва, військова перемога дозволила «національним, патріотичним силам молодій республіки» забезпечити країні право на подальше перетворення й модернізацію турецького суспільства й держави. А вона була неможлива без європеїзації та секуляризації. Першу необхідну умову на шляху модернізації – ліквідацію султанату – було виконано. Тепер необхідно було виконати другу – створення світської держави.

29 лютого 1924 року відбулася остання традиційна церемонія п'ятничного відвідування останнім халіфом Туреччини мечеті у Стамбулі. Наступного дня, відкриваючи чергове засідання парламенту, Мустафа Кемаль виголосив обвинувальну промову. У ній він особливо докладно зупинився на споконвічному використанні ісламської релігії як політичного інструмента і зажадав повернути її «справжньому призначенню», рішучим чином урятувати «священні релігійні цінності» від різного роду «темних цілей і прагнень». Уже за кілька днів було прийнято закони про скасування шариатського судочинства, передачу вакуфного майна (майно, передане релігійній організації, найчастіше нерухоме) у розпорядження створюваного генерального управління вакуфами. Усі наукові й навчальні заклади передавалися міністерству освіти, таким чином створювалася єдина світська система національної освіти. Це стосувалося й релігійних навчальних

закладів. З 29 релігійних шкіл залишилося лише дві. Збірник вправ При цьому слід мати на увазі, що відносини з релігією в Туреччині істотно відрізнялися від того, що було в СРСР. Кемаль боровся не з релігією як такою, він боровся із клерикалізмом. Він вважав, що релігія – це особиста справа кожного, що її варто звільнити від безрозсудних обрядів, щоб вона не протистояла нації. Хоча, як показали подальші події, повну перемогу не здобув. Сьогоднішня Туреччина переживає своєрідний релігійний ренесанс, світський характер держави чимдалі частіше ставиться під сумнів. Те, як важко проходили реформи, наочно показує історія із «Законом про капелюхи». Здавалася б, ну яка різниця, який головний убір носить будь-який громадянин країни. У принципі, це особиста справа. Але в умовах тодішньої Туреччини форма головного убору набула політичного значення. Мустафа Кемаль був прихильником європейської форми одягу й не визнавав фески – традиційний турецький головний убір у вигляді шапочок червоного кольору, введений султаном Мехмедом II у 1829 році замість тюрбана. Попри те, що феска дозволяла, не знімаючи її, робити земні поклони під час молитви, запровадження її тоді викликало вибух обурення. Але поступово до неї звикли настільки, що капелюх газі виглядав дуже незвично. Проте, було вирішено зробити своєрідну революцію в одязі. І справа, як то кажуть, не лише в капелюсі.

*(К. Ататюрк)*

## **ТЕХТ 19.**

### **Частина 1.**

Невміння справлятися зі стресами, високий кров'яний тиск, ігнорування проблем зі здоров'ям, перевантаження на роботі й удома, поспіх можуть спричинити в людини багато неприємностей зі здоров'ям, зокрема інсульт. Хто пережив це сам чи піднімав на ноги близьку людину після інсульту, знає, як важко дається реабілітація. Багато чого залежить від



медицини, багато чого від – самої людини. Найкращий підхід до лікування, звичайно, комплексний: і медикаментозне лікування, і фітолікування, і нетрадиційні методи, і лікувальна фізкультура – усе разом узяте ставить на ноги людину набагато швидше. В Україні є така лікарня – унікальна, з огляду на кількість реабілітаційних методів: у селі Лосятин Київської області в лікарні для реабілітації неврологічних хворих є все, що може бути в провідних клініках США і Канади. Щоправда, з нашими, українськими особливостями... Невеликий двоповерховий будинок на околиці села Лосятин Васильківського району стоїть серед ялин та смерек. 36 років тому лікарню так і було сплановано – для реабілітації людей після інсульту. Лікарня як лікарня, але повсюди на стінах – не стенди з інформацією про необхідність щеплення тощо, хоч висить плакат із роз'ясненням важливості грудного вигодовування, а здебільшого – філософські вислови типу «Бажати щастя людям – це ліки», «Не лікуй неслухняного, бо він не виконує вказівок лікаря»; є строфи з Шевченкових віршів, вишите великими літерами «Господи, спаси і сохрани»; також на першому поверсі можна побачити потьмянілі від часу портрети таких світил медицини, як Пирогов, Боткін, Скліфософський, Бехтерева та інші. Незмінний ще відтоді головний лікар цього закладу – заслужений лікар України Леонід Іванович Паламарчук доклав багато зусиль, аби методи виходжування хворих удосконалювалися й поповнювалися новими (апітерапія, акупунктура (голкоуколювання), ванни, сауни, грязі з Куяльника, масаж, п'явки, електропроцедури, ходіння монорельсовою дорогою, витяжки спини, шії тощо; сюди ж належить і ведення щоденника та заучування віршів напам'ять). І так – щодня, протягом 21 дня, з 8.00. до 20.00 з невеликими перервами на відпочинок та харчування. Головний лікар сам удосконалювався і переймав досвід у провідних клініках США, Канади й Великої Британії (на грант Сороса). До речі, він – сам автор 16 реабілітаційних тренажерів, на яких тут працюють пацієнти.

## **ТЕХТ 20.**

### **Частина 2.**

Крім лікарняної картки, Леоніда Івановича цікавлять очі хворого. Він займається іридодіагностикою (має спеціальний пристрій) і сам уточнює, чи встановлює свій діагноз. Стіни його кабінету завішані іридодіагностичними схемами. Звідси – початок лікування, причому не обов'язково після інсульту, можна й з остеохондрозом. Збірник вправ – Це іридодіагностична схема. Це потрібно знати всім лікарям. На курсах у Москві, де викладали французи, американці й німці, нам розповіли, чому свого часу радянська влада заборонила іридодіагностику. Бачите, посередині – іридодіагностичні симптоми слабкості. Лікар може дивитися в очі людині й бачити її розумові здібності. А коли до влади прийшла робітничо-селянська партія, то кого призначали першими секретарями? Хто мав маузер, шкіряну тужурку й партквиток. А якщо подивитися їм в очі? – риторично запитує головний лікар. Каже, що всі методи, які тут використовують, доповнюють один одного. Люди думають: «Там – забагато процедур, ще серце мені посадять», але, як стверджує лікар, процедур — не забагато, бо все відбувається під контролем лікаря: до й після процедури лікар міряє тиск і пульс. – Був такий випадок: жінка, якій було вже за 80 років, поскаржилася мені на те, що вона сиділа в сауні лише одну годину, їй так було добре, а її виганяє медичний персонал... Адже в сауні у неї знижується тиск, тож вона й добре себе почуває, лікарі все контролюють, – пояснює Леонід Іванович. Тут є 50 ліжок, середнього медичного персоналу тут вистачає, зате мало лікарів. Наприклад, немає лікаря лікувальної фізкультури – є тільки інструктор, бракує логопеда, оскільки люди знову вчаться говорити. – У нас є циганка, яку принесли в простирадлі, вона взагалі не могла говорити. А сьогодні витягає голку з-під язика й каже мені: «Я принесу карти і вам поворожу». Для таких, як вона та інші, обов'язково повинен бути логопед, тоді їм буде легше відновлювати мову, - переконаний Леонід Іванович. Лікар вважає, що такі відділення мають

бути в кожному районі, що самого фізіотерапевтичного кабінету не досить. Це – досвід провідних країн, в яких побував Леонід Паламарчук. – Ми – не гірші. Просто у нас не оформлено все так естетично, – каже головний лікар. Звичайно, якщо взяти пристрій, за який пацієнт сідає і кладе мокрі долоні й стопи на металеві листи – тоді подається електричний розряд, то за формою це дерев'яне пристосування нагадує лавки для сидіння в римо-католицькому храмі, тільки цей пристрій зручніший для рук і ніг, крім того, до нього прикріплено датчик. Леонід Іванович сам зробив схеми, а йому створили ось таке пристосування

*(газ.).*

## **ТЕХТ 21.**

Молитва до мови Мово! З чорнозему, рясту, любистку, м'яти, євшан-зілля, з роси, дніпровської води, від зорі і місяця народжена! Мово! Мудра Берегине, що не давала погаснути земному вогнищу роду нашого і тримала народ на небесному Олімпі волелюбності, слави і гордого духу. Мово! Велична молитва наша у своїй нероздільній трійці, що єси Ти і Бог-Любов, і Бог-Віра, і Бог-Надія. То ж стояла ти на чатах коло вівтаря нашого національного храму й не впускала туди злого духа виродження, злого духа скверноти, злого духа ганьби. І висвячувала душу козацького роду. І множила край веселий, святоруський і люд, хрещений, талантами, невмирущим вогнем пісень, і наповнювала душі Божим сяйвом золотисто-небесним, бо то кольори духовності і Божого знамення. Мово моя! Дзвонкова кринице на середохресній дорозі нашої долі. Твої джерела б'ють десь від магми, тому й вогненна така. Тож зцілювала ти втомлених духом, давала силу, здоров'я, довгий вік і навіть безсмертя, що пили Тебе. І невмирущими ставали ті, що молилися на дароване Тобою Слово. Стаю перед Тобою на коліна і за всіх благаю: прости нас, грішних, і повернися до нашої хати, звідки Тебе було вигнано, вернись до краю, де «чорніше чорної землі

блукають люди». То чорнобильські лики чорнобильської України, покарані Всевишнім за безпам'ятство. Прости! Воскресни! Повернися! Возродися! Забуяй віщим і вічним Словом від лісів — до моря, від гір — до степів. Освіти від мороку і освяти святоруську землю. Русь-Україну возвелич! Порятуй народ її на віки!

*(К. Мотрич)*

## **ТЕХТ 22.**

### **Частина 1.**

Дітям 60-70-80-х присвячується Якщо ви були дитиною в 60-е, 70-е або 80-е, озираючись назад, важко повірити, що нам вдалося дожити до сьогоднішнього дня. В дитинстві ми їздили на машинах без ременів і подушок безпеки. Поїздка на возі, запряженим конем, в теплий літній день була невимовним задоволенням. Наші ліжечка були розфарбовані яскравими фарбами з високим змістом свинцю. Не було секретних кришок на пухирцях з ліками, двері часто не закривалися, а шафи не закривалися ніколи. Ми пили воду з колонки на розі, а не з пластикових пляшок. Нікому не могло придти в голову кататися на велике в шоломі. Жах. Годинником ми майстрували візки і самокати з дощок і підшипників із звалища, а коли вперше мчали з гори, згадували, що забули приробити гальма. Після того, як ми в'їжджали в колючі кущі кілька разів, ми розбиралися з цією проблемою. Ми йшли з будинку вранці і грали весь день, повертаючись тоді, коли запалювалися вуличні ліхтарі, там, де вони були. Цілий день ніхто не міг взнати, де ми. Мобільних телефонів не було! Важко представити. Ми різали руки і ноги, ламали кістки і вибивали зуби, і ніхто ні на кого не подавав до суду. Бувало всяке. Були винуваті тільки ми і ніхто інший. Пам'ятайте? 36 О. В. Іванченко Ми билися до крові і ходили в синяках, звикаючи не звертати на це уваги. Ми їли тістечка, морозиво, пили лимонад, але ніхто від цього не товстів, тому що ми весь час носилися і грали. З однієї пляшки пили декількох чоловік, і ніхто

від цього не помер. У нас не було ігрових приставок, комп'ютерів, 165 каналів супутникового телебачення, компакт-диск дисків, стільникових телефонів, Інтернету, ми мчали дивитися мультфільм всім натовпом в найближчий будинок, адже відиків теж не було! Зате у нас були друзі. Ми виходили з будинку і знаходили їх. Ми каталися на великах, пускали сірники по весняних струмках, сиділи на лавочці, на заборі або в шкільному дворі і базікали про що хотіли. Коли нам був хтось потрібен, ми тучались в двері, дзвонили в дзвінок або просто заходили і бачилися з ними.. Пам'ятайте? Без попиту! Самі! Одні в цьому жорстокому і небезпечному світі! Без охорони! Як ми взагалі вижили? Ми придумували ігри з палицями і консервними банками, ми крали яблука в садах і їли вишні з кісточками, і кісточки не проростали у нас в животі. Кожний хоч раз записався на футбол, хокей або волейбол, але не всі потрапили в команду. Ті хто не потрапили, навчилися справлятися з розчаруванням. Деякі учні не були такі кмітливі, як інші, тому вони залишалися на другий рік. Контрольні і іспити не підрозділялися на 10 рівнів, і оцінки включали 5 балів теоретично, і 3 бали насправді. На змінах ми обливали один одного водою із старих багаторазових шприцов! Наші вчинки були нашими власними. Ми були готові до наслідків. Ховатися було не за кого... Поняття про те, що можна відкупитися від ментов або відкосити від армії, практично не існувало. Батьки тих років звичайно приймали сторону закону, можете собі уявити!?! Це покоління породило величезну кількість людей, які можуть ризикувати, вирішувати проблеми і створювати щось, чого до цього не було, просто не існувало. У нас була свобода вибору, право на ризик і невдачу, відповідальність, і ми якимось просто навчилися користуватися всім цим. Якщо ви один з цього покоління, я вас поздоровляю. Нам повезло, що наше дитинство і юність закінчилися до того, як уряд купив у молоді свободу замість за ролики, мобили, фабрику зірок і класні сухарі... З їх загальної згоди... Для їх же власного блага...

## ТЕХТ 23.

### Частина 2.

Насправді в світі не сім чудес світла, а набагато більше. Просто ми з вами до них звикли і деколи навіть не помічаємо. Ну хіба не чудо – перший радянський засіб після гоління? Пам’ятайте? Шматочки газети? А таке чудо, як тюнинг автомобіля москвич-412? Пам’ятайте? 5-копійчані монети по периметру лобового скла, хутряне кермо, епоксидна ручка коробки передач з трояндочкою і, природно, міліційний кашкет на задньому склі. 37 Збірник вправ А гумка від боягузів – це ж теж чудо! Адже вона чудово тримає як труси, так і колготки і рукавички! А в кінотеатрах? Крапка від лазерної указки на лобі головного героя – боже, скількох людей це зробило щастливими-мі! Пиріжок з повидлом – ну хіба не чудо? Ніколи не вгадаєш, з якої сторони повидло вилізе! Ще одне нез’ясовне чудо – підніміть, будь ласка, руки ті, у кого був нормальний вчитель праці... а не інопланетянин? А таке чудо, сіточка з м’ясом за кватиркою? Пам’ятайте: поліз діставати – пельмені впали! А ось цей ось чудове мамчине розлучення: «Я тобі зараз купую, але це тобі на день народження»?! Або ось ця чарівна фраза бабусі на прощання: «тільки банки поверніть!» А холодильник ЗІЛ пам’ятаєте, ось з такою ось ручкою? Це ж однорукий бандит! Смикаєш ручку – сypятcя банки. А до речі, що до тепер лежить в холодильниках на дверцях збоку? Ні, не яйця. і не кетчуп. На дверцях збоку лежать... ліки! Безкоштовна медицина - це теж чудо. Лікар один, а черги дві – одна по талонах, а друга по запису... А ще і третя була – «Я тільки запитаю!» Так, скільки ще їх було, цих чудес світла... Маленьке віконце з кухні у ванну – що там дивитися, поясніть? Взуттєва ложка-конячка... Зубний порошок – чистить як зуби, так і срібло... Пісяючий хлопчик на дверях туалету... Телевізор «Рубін» – береш пасатижі і тын-тынтин! Плавки з якірцем... пам’ятайте?! Молоко в трикутних пакетах! А ви говорите: «сім чудес світла!» Ми багато раніше чого робили такого, що зараз і в голову не спаде робити. Більш того, якщо ти сьогодні хоч раз зробиш те,

що тоді робив постійно – тебе не зрозуміють, а можуть і за божевільного прийняти. Ну ось, наприклад, пам'ятайте, автомати з газованою водою. Там ще був стакан гранований – один на всіх. Сьогодні нікому і в голову не прийде пити із загального стакана! (Сьогодні його вкрадуть через п'ять секунд після установки автомата, рівно за три секунди до того, як потягнуть і сам автомат...) А раніше ж всі пили з цих стаканів... Звичайна справа! І ж ніхто не боявся підхопити яку-небудь заразу... До речі, ці стакани використовували для своїх справ місцеві п'яниці.. І, уявіть собі, ви тільки представте це – вони ПОВЕРТАЛИ стакан на місце! Не вірить? А тоді – звичайна справа! А люди, що вішають простирадло на стіну, вимикаючі світло і бурмочучі щось собі під ніс в темноті? Секта? Ні, звичайна справа! Раніше в кожному будинку проходила церемонія, яка називалася – затримаєте дихання – діафільм! Пам'ятайте це чудо?! У кого зараз працює проектор діафільмів? Дим валить, їдкий запах по всій квартирі. Дощечка така з письменами. Що вам представляється? Індійський великий жрець Ара- 38 О. В. Іванченко монетрігал? Насправді це вы-жи-га-ние. Звичайна справа! Мільйони радянських дітей випалювали листівки мамам на 8 березня – Матуся, поздоровляю з міжнародним жіночим днем. Бажаю тобі мирного неба над головою, а твоєму сину – велосипед... А ще всі сиділи у ванні, причому на опущеному стульчаке, причому в темноті – і світив там тільки червоний ліхтар... Здогадалися? Звичайна справа – друкували фотографії. Все наше життя на цих чорно-білих фотографіях, віддрукованих власними руками, а не бездушним дядьком з Кодак... Ну ви ж пам'ятаєте, що таке фіксаж? Дівчатка, а ви пам'ятаєте резиночки? Дивно, але жоден хлопчисько на світі не знає правила цієї гри! А збір макулатури в школі? Дотепер мучить питання – навіщо? А адже я тоді весь батьків архів Playboy туди відніс. І мені нічого за це не було! Тільки мама дивувалася, чого це батько став так прискіпливо перевіряти мої домашні завдання?! Так, це ми були такими, а ось такими ми стали: 1) помилково, ти друкуєш свій пароль системного

доступу на мікроволновку, 2) у тебе список з 15 номерів, щоб зв'язатися з своєю сім'єю, яка складається з 3 чоловік, 3) ти відправляєш e-mail своєму колезі, що сидить в сусідній кімнаті, 4) ти втратив контакт з своїми друзями або сім'єю, тому що у них немає адреси електронної пошти, 5) після робочого дня ти повертаєшся додому і відповідаєш по телефону так, немов ти ще на роботі 7) ти впадаєш в стан паніки, якщо вийшов з будинку без мобільного телефону і ти повертаєшся за ним, 8) ти прокидаєшся вранці і перша річ, яку ти робиш – під'єднуєшся до Інтернет, навіть до того, як вип'єш кофе, 9) ти схиляєш голову на бік, щоб посміхнутися, 10) сейчас ти читаєш цей текст, ти з ним згоден і усміхаєшся, 11) ще гірше, ти вже знаєш, кому ти перешлеш це сообщеніє, 12) ти дуже захоплений, щоб помітити, що номер 6 в цьому списку отсутствует, 13) тебе знадобилася лише секунда, щоб пробігти ще раз по тексту і переконатися, що номери 6 дійсно ні.

#### **ТЕХТ 24.**

1. Засоби масової інформації 2. Несформований уряд 3. Той, що не має виборчого права 4. Відкладати винесення судового рішення 5. Державний діяч 6. Інформаційна політика та безпека 7. Урегулювання шляхом переговорів 8. Попередньо складений шлюбний контракт 9. Безглузда політика 10. Загальне роззброєння 11. Створення законодавчого поля 12. Національна рада з питань телебачення і радіомовлення 13. Інформаційний простір України 48 О. В. Іванченко 14. Комунікаційна свідомість громадян 15. Відсутність громадських організацій 16. Незадовільний стан економіки 17. Упровадження реклами в телерадіопростір 18. Вузькогалузеві рамки 19. Незадоволена громадськість міста 20. Опосередковане спілкування 21. Соціальні потреби 22. Переваги всесвітнього телебачення 23. Класифікація сучасних газетних видань 24. Виразальні засоби 25. Поняття телемовлення 26. Специфіка радіовпливу 27. Провідний сектор економіки 28. Неодмінна складова суверенітету 29. Вплив на свідомість людей 30. Рухомі динамічні



збори 31. Привернення уваги влади 32. Установлене правило поведінки 33. Періодичні друковані видання на розгорнутих аркушах паперу 34. Поділ друкованих видань на групи 35. Класооформлююча ознака сучасних журнальних видань 36. Подати оголошення до ЗМІ 37. Зображувальні засоби журналістики 38. Відтворення послідовності подій 39. Своєрідний вплив на глядача 40. Усеохоплюваність радіомовлення.

### **ТЕХТ 25.**

Перший заговорив дід Кудря. До Петренячого звернувся:

— І коли це ти вилупив такого?

— Це ти про Банька?

— Авжеж!..

— Та ви б його хоч за вухо посмикали, — порадив хтось.

— Звісно, що слід, — нерішуче додав другий.

Голова одкашлявся і сказав «несміло»:

— Ваньку, ану'бо йди сюди!

— Чого, дядю?

— Іди, я тебе за вухо... Крутить головою хлопчик: мовляв, що це ви надумали?

— Як ти кажеш ? — спитав патріярх.

— Не!

— Як це «не» ?

— Не хочу.

Шипить Микита Гордійович:

— Порядки нові! — «не хочу!»

Теж у товариші приписалось. Сказав би мені це літ п'ять позад. Я б тебе «не захотів». І витер чоло хусткою (М. Хвильовий).

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